



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rosehill Methodist Primary Academy
Number of pupils in school	339 R-Y6
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Gemma Yapp, Headteacher
Pupil premium lead	Liz Crosby, Deputy Headteacher
Governor / Trustee lead	Jean McManus, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268, 620
Recovery premium funding allocation this academic year	N/A for 2024-2025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£268, 620

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in reading and across all other subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are Looked After and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Ensuring all pupils have access to high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also linked to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified, including the use of small group and 1:1 tuition
- provide all teachers with high quality CPD to ensure pupils access effective quality first teaching
- enable pupils to look after their social and emotional wellbeing and to develop resilience
- provide opportunities for all pupils to participate in enrichment activities, sport, trips, residential

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry in nursery and reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths reading and writing.</p>
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their behavior for learning and attainment
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Y1 Phonics assessment in 2024/25 shows that more than 86% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard with more than 30% working at greater depth.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard, with more than 30% working at greater depth
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • vast majority of pupils able to self-regulate and show greater resilience and confidence when facing new challenges • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 244, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Writing moderation with schools across the Trust Y1-6</p> <p>EYFS moderation across the trust</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of additional resources to further embed the Read Write Inc Phonics Programme, including half termly bespoke in school training provided by RWI advisors. This will provide a systematic process to the teaching of Phonics, rapidly raising standards.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Further embed the Ready to Progress maths resources and Learning By Questions to enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teachers release time to embed key elements of guidance in</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>

<p>school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Clear focus on times tables through planning daily teaching opportunities and the re-launch of TT Rockstars through a Rockstars Day and subsequent weekly awards for improvements in speed and accuracy.</p> <p>Purchase of additional iPads to enable children to regularly access resources such as LBQ and TT Rockstars.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Continue to develop Emotionally Friendly Schools to support our children with emotional health and well being.</p> <p>Further embed use of 'Social Stories', Colour Monsters (EYFS-KS1), Zones of Regulation (KS2).</p> <p>Further embed the Thrive Approach in order to effectively support children's social and emotional development through effective assessment, early intervention and therapeutic support.</p> <p>Implement Mini-Minds Matter in order to support the mental health and well being of children. It incorporates mindfulness, affirmations, meditations and encourages a growth mindset.</p> <p>Celebration day with Rock Kidz in order to focus on respect, diversity and well-being.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>WELLCOM used in nursery</p> <p>NELLI used in reception</p> <p>Helicopter stories EYFS</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3, 4</p>
<p>Additional daily phonics sessions for all pupils in KS1.</p> <p>Additional phonics sessions targeted at disadvantaged pupils in KS2 who require further phonics support.</p> <p>This will be in the form of focused tuition in line with the Read Write Inc Phonics Programme, as well as daily 'phonics bursts' and phonics games (linked to the RWI programme).</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Use assessment/observation data to identify pupils needing additional support.</p> <p>Engaging with the National Tutoring Programme to provide tuition for target pupils. whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14 650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review and implement the Mental Health and Wellbeing policy.</p> <p>Training for SLT and identified staff so that they are fully equipped to support pupils with their mental health and wellbeing.</p>	Both targeted interventions and universal approaches can have positive overall effects.	4
Attendance and punctuality to continue to be high profile and driven through effective and consistent monitoring.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
<p>Project Chameleon through Global Policing provides workshops for Year 5 focusing on areas such as anti-social behaviour, domestic violence and community values</p> <p>The Cadets Programme through Global Policing teaches pupils in Year 5 about the importance of leadership behaviours, as well as taking on responsibilities and being a positive role model. At the end of this programme, the prefects for following academic year will be selected.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

Total budgeted cost: £301 798

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Assessments show that the percentage of disadvantaged children working at the expected standard across the curriculum is lower than non-disadvantaged children in the majority of classes and subjects. Quality first teaching and rapid identification and implementation of intervention and support will ensure that children are provided with opportunities to rapidly progress.

Attendance remains a key focus so that this continues to improve and that these improvements can be sustained over time. The soft start to the day (including a family style breakfast) has proven to be effective in promoting positive attendance and punctuality, as well as ensuring that children feel ready and prepared for the day. The attendance reward system has been redeveloped for the 24/25 academic year, in order to maintain the children's interests. The Headteacher and the Pastoral team have implemented new attendance monitoring systems that provide significantly more rigour, enabling families to receive swift, targeted support at the earliest opportunity. There will be a clear focus on the attendance of persistent absentees from the academic year 23/24, as well as on vulnerable groups. This will include planning appropriately for gaps in learning, based on previous low attendance, as well as ensuring that attendance improves, so that no more learning is lost.

The continued development of our pastoral provision has ensured that more children have access to focused support in a calm and nurturing environment. This has had a positive impact and has ensured that there is rapid interventions, as well as social and emotional support put in place. This will continue into the new academic year through the development of the Thrive Approach and Mini Minds Matter.

During the academic year 23/24 our disadvantaged pupil attainment is as follows:

- 59% achieved a Good Level of Development in Reception
- 56% achieved the required standard in the Phonics Screening Check at the end of Year 1
- 83% achieved the required standard in the Phonics Screening Check at the end of Year 2
- 2% achieved a score of 25 in the Year 4 Multiplication Check
- 15% achieved a score of 20+ in the Year 4 Multiplication Check

End of KS2 Data:

DAP Data					
	Reading	Writing	Mathematics	Combined	GPS
ARE	68%	64%	48%	36%	48%
Percentage	4%	0%	0%	0%	8%

During the academic year 24/25 there will be a clear focus on pedagogy for staff, in particular looking at which barriers to learning may affect some of our disadvantaged pupils. CPD will also focus on adaptive teaching, in order to ensure that the need of all children are met.

Externally provided programmes

Programme	Provider
TT Rockstars	TT Rockstars
WELLCOMM	GL Assessment
MARK Analysis and Shine Interventions	Rising Stars
Power Maths	Pearson
Nessy	Nessy
Flashback Four	White Rose Maths
Cracking Comprehension	Rising Stars
Purple Mash	2Simple
Project Chameleon	Global Policing
Cadets Programme	Global Policing
Learning by Questions	LBQ
Mini Minds Matter	Mini Minds Matter UK
Read Write Inc	Ruth Miskin
Grammar Hammer	Assertive Mentoring
Thrive Approach	Thrive Approach
Numbots	Numbots
Reading Explorers	John Murray

Further information (optional)

Rosehill Hall Methodist Primary Academy is part of the Epworth Education Trust – a Trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to become even better. "Do all you can" summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools. Reference: [EEF Effective Professional Development](#)