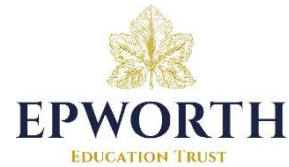




Rosehill Methodist Primary School: Pupil Premium strategy statement



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	47.05%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25, 2025/26, 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rhys Jones Interim Executive Headteacher
Pupil premium lead	Rhys Jones Interim Executive Headteacher
Governor / Trustee lead	Jean McManus Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£227,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Rosehill Methodist Primary School, is that all pupils irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas achieving our vision for all pupils to: **Stand firm in the faith, be courageous, be strong, do everything in love. (1 Corinthians 16:13-14)**

We expect staff to have the highest of aspirations for these pupils too and we want our pupils to flourish as life-long learners who have academic skills and emotional resilience to take on any challenges that they may encounter. The ultimate focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential regardless of their starting points.

In line with our vision, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them to shine like stars.

Inclusive Quality First Teaching is of paramount importance within 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. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas. 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 will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

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
- provide all staff with high quality CPD to ensure pupils access effective quality first teaching

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- 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 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	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing
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 behaviour 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. Overall attendance is lower than national year on year.

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 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 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 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £182,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching.	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF Pupil Premium guidance, April 2022:</p> <p>The EEF Guide to the Pupil Premium EEF</p>	1,2,3,4,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Writing moderation with schools across the Trust Y1-6 EYFS moderation across the trust	<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>Education Endowment Foundation EEF</p>	1,2,3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<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 EEF</p>	1
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>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 EEF</p>	2

<p>In school CPD/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions specifically linked to Reading curriculum in 2024-2025.</p>	<p>Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress. Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall. Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust. Proven history in school of peer and SLT support raising standards in teaching and learning. EEF Links:</p> <p>Teachers' continuing professional development EEF</p>	<p>1,2,4</p>
<p>All staff to have full RWI training to support with the teaching of phonics and ongoing training across this year and last year through a comprehensive Read, Write Inc package. Additional resources purchase and additional leadership days every half term to support with coaching, interventions and training.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the accuracy of word reading (though not necessarily comprehension). EEF Links:</p> <p>Phonics EEF</p>	<p>1,2</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 school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</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>3</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>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>	<p>5</p>

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

Budgeted cost: £12,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide specialist intervention for disadvantaged pupils with speech, language and communication needs.</p> <ul style="list-style-type: none"> - Wellcomm programme to be delivered as early identification need for communication and language within Nursery - NELI to be delivered within reception setting by teaching staff. - Helicopter stories in EYFS 	<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</p>	<p>1,2,3,4</p>
<p>Additional daily phonics sessions for all pupils in KS1 as phonics booster sessions.</p> <p>Additional phonics sessions targeted at disadvantaged pupils in KS2 who require further phonics support.</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 EEF</p>	<p>2</p>
<p>To use Timetables Rock Stars, SHINE resources and PiXL to identify gaps in learning and provide targeted interventions to improve outcomes for underachieving</p>	<p>To diagnose gaps in children's learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up to the national expectation.</p>	<p>1,2,3</p>

<p>disadvantaged pupils in Year 1- 6.</p>	<p>Timestable Rockstars provide opportunities for pupils to practice their skills independently both in school and at home.</p> <p>To provide whole school consistent teaching of reading to impact on reading attainment.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF Links:</p> <p>Remote learning for pupils EEF</p> <p>Reading comprehension strategies EEF</p>	
<p>Use assessment/observation data to identify pupils needing additional support. 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: £32,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review and implement the Mental Health and Wellbeing policy. Training for SLT and identified staff so that they are fully equipped to support pupils with their mental health and well-being.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p>	<p>4</p>

Attendance and punctuality to continue to be high profile and driven through effective and consistent monitoring through the role of an Attendance Officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	5
Project Chameleon through Global Policing provides workshops for Year 5 focusing on areas such as anti-social behaviour, domestic violence and community values 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.	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)	3,5
Rewards for whole class attendance to motivate desired behaviours and attendance within school	An extrinsic reward is tangible and visible which motivate pupils desire to make good choices as the reward is important. Over time, behaviours are learned and strategies for overcoming emotions are embedded, allowing the pupil to be intrinsically motivated. EEF Links: Behaviour interventions EEF	5
A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils - Visits and trips: hook pupils engagement and further learning - visitors to school across the curriculum including history, science and author visits -Experiences that develop the whole child	Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing. Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills. EEF Links: Arts participation EEF Life skills and enrichment EEF Essential life skills EEF	3,4,5

and SMCS experiences such as rock kidz and termly well-being days - Residential experience in Year 6		
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

Total budgeted cost: £228,410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 re-developed 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 24/25 our disadvantaged pupil attainment is as follows:

- 45% (5 of 11 pupils) achieved a Good Level of Development in Reception
- 81.8% (18 of 22 pupils) achieved the required standard in the Phonics Screening Check at the end of Year 1
- 18% (4 of 22 pupils) achieved a score of 25 in the Year 4 Multiplication Check

EOKS2 DAP Data

	Reading	Writing	Mathematics	Combined
ARE				
GDS				

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	TT Rockstars
WELLCOMM	GL assessments
Project Chameleon	Global Policing
Cadets Programme	Global Policing
MARK Analysis and Shine Interventions	Rising Stars
PiXL assessment	PiXL
RWI Phonics	RWI
Cracking Comprehension	Rising Stars
Nessy	Nessy
Oak academy Maths	NCETM
Flashback Four	White Rose Maths
Purple Mash	2Simple
Learning By Questions	LBQ
Numbots	Numbots
Grammarsaurus	Grammarsaurus
Grammar Hammer	Assertive Mentoring
Thrive	Thrive Approach
PIVATS	Lancashire LA
Reading Explorers	John Murray

Further information (optional)

Rosehill 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](#)