

Pupil premium strategy statement –Rossmere Academy

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
School name	Rossmere Academy
Number of pupils in school	346 (+ 71 nursery)
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Caroline Reed (Headteacher)
Pupil Premium Lead	Debbie Anderson
Governor / Trustee Lead	Governor: Sam Beacher

Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£313,173
Recovery Premium Funding allocation this academic year	
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£313,173

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim is for the early identification of need for all disadvantaged pupils, so that barriers can be overcome at the earliest point. We are determined to close both the attainment gap and the attendance gap between our disadvantaged and non-disadvantaged pupils working at all academic levels. Our plan aims to address the main barriers that our pupils face through school self-evaluation, rigorous tracking, careful planning, direct targeted support, intervention and high quality CPD for all staff. As a school our aim is to identify and understand both the academic and non-academic challenges a child may be facing. Our approach is to support and promote high quality teaching for all pupils -we will support other non-eligible pupils.

To achieve this aim we will be adopting the tiered approach as recommended by the EEF (Education Endowment Foundation), which places a focus upon high quality teaching supported by academic interventions and access to wider opportunities. Our strategy is an integral part of our securing improvement plan. Underpinning this plan is high quality CPD for all staff and the following principles:

- An ethos of “attainment for all” regardless of disadvantage or need.
- That the most effective method of addressing disadvantage is through high quality teaching.
- The use of a robust self-evaluation system, focused on outcomes that can identify barriers and effectively inform and evaluate interventions. Specific interventions will be based upon identified need.
- PP funding is leveraged to benefit as many pupils as possible, including non-PP pupils.

Evidence sources, such as the EEF, to ensure that our challenges are identified and that the best evidence has been used to raise the achievement of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal data indicates that there is a gap in attainment between PP pupils and non-pupil premium pupils in the key area of phonics
2	Through the use of internal and end of KS2 tracking data it is clear that the gap is narrowing between PP and NPP in core areas. In some cohorts, PP pupils underperformed compared to non -PP pupils in the key areas of maths and reading.
3	Internal data indicates that writing is a limiting factor across school. PP data indicates that in some cohorts, PP pupils underperformed in comparison to NPP pupils.
4	Observations and discussions with pupils, parents and teaching staff indicate a rising level of pupils with complex needs which include: speech and language skills, physical skills, social communication, attention difficulties and motor skills. These are major barriers to learning and are evident in particular within our EYFS and Year 1 provision. These barriers are more prevalent with our disadvantaged pupils.
5	Attendance data of pupil premium pupils is lower than that of non-pupil premium pupils. Attendance requires addressing to ensure the national target of 96% is reached.
6	School self-evaluation and data analysis indicates that there needs to be embedding of consistently high quality first teaching using Rosenshines Principles in all classrooms
7	Our assessments, discussions with pupils and families and external partners indicate that our pupils and families have a level of anxiety and social, emotional and mental health difficulties..
8	Limited engagement with wider curricular opportunities and experience of cultural capital. (the essential knowledge that pupils need to be educated citizens, helping pupils to engender an appreciation of human creativity and achievement
9	Our on entry data and internal EYFS data indicates that our children need support with early language acquisition. There is a need for oracy development across the school.

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
Accelerated progress in phonics for our PP pupils.	The gap between pupil premium and non-pupil premium pupils is diminished. There will be a reduced number of pupils from Y2 needing to access phonics teaching. Fewer than 10% of pupils require continued phonics intervention beyond Year 2. Achievement is at least in line with national averages for the Year 1 phonics check. By the end of the three year plan the Year 1 phonics pass rate for PP pupils is at least 80%. The proportion of PP pupils passing the Year 1 phonics check increases by at least 5 percentage points year-on-year to reach the Government target of 90% by the end of 2029. Internal tracking shows at least 90% of PP pupils make expected progress or better in reading fluency milestones (RWI assessments).
A higher proportion of PP pupils reach at least age related expectations at the end of KS2.	The attainment gap at the end of KS2 between PP and NPP will have reduced. Progress measures for PP pupils at KS2 show positive progress scores in reading, writing and maths.
Early identification of barriers in maths so that there is accelerated progress in maths.	The gap between pupil and non-pupil premium pupils is diminished. A higher proportion of pupils reach age related expectations in maths at the end of KS2 and in the Y4 multiplication check: The attainment gap in maths between PP and NPP pupils reduces by at least 3 percentage points per year. Termly assessments show 90% of PP pupils make expected or accelerated progress in maths.
Accelerated progress in writing across the school.	Writing outcomes at the end of EYFS, KS1 and KS2 improve from last year.

	A higher proportion of pupils reach age related expectations across school in the core area of writing. Moderation evidence shows improved transcription and composition for all pupils.
An increased focus upon early language acquisition.	Effective CPD will have led to an increased focus upon oracy in all year groups. 100% of teaching staff have completed CPD on oracy strategies and can demonstrate implementation in learning walks Impact of the focus upon spoken language is reflected in the improved quality of written work. Observations show consistent use of structured talk routines in all year groups by Summer 2026. Writing outcomes show measurable improvement linked to oracy (e.g.: sentence complexity, vocabulary range increases evidenced termly)
Enhanced early identification of need through the commissioning of external services.	Pupils access a wide range of interventions to meet their complex needs Speech and language data/Future Steps data and EP reports show that if gaps in language/physical development /cognition and learning are targeted then progress is accelerated. Resources and adaptations are appropriate and in place to meet the targeted need. All referred pupils receive assessment/support from commissioned OT, or Future Steps within 6 weeks of referral. 100% of recommended adaptations from external agencies (e.g. EP) are in place within 4 weeks. Number of PP pupils requiring long-term intervention decreases year-on-year.
Improved attendance across the school.	The attendance gap between PP pupils and non -PP pupils is reduced. PP attendance is within 1% of NPP attendance by July 2026. PP overall attendance reaches 95%+ by the end of Year 3 of the plan: 2026/2027. Monthly analysis shows reduction in number of PP pupils with attendance below 90%.

Improved quality of teaching and learning in all classroom using a pedagogical approach.	Quality first teaching in all classrooms, taking account of effective classroom practice. Phase reviews show at least 90%+ of lessons demonstrate effective use of Rosenshine's Principles. All teachers meet internal "good or better" standards in teaching evaluations by the end of Year 2: 2025/26.
Improved well being of all pupils, with a clear focus upon pupil premium pupils.	Children are observed to have positive attitudes towards learning. Internal data indicates that both pupils and families are supported at the earliest opportunity. Timely support: 100% of PP pupils referred to Place2Be/other services receive support within 6 weeks of referral.
Improved enrichment opportunities for all pupils.	For pupil premium pupils to engage in a wide range of wider opportunities to the same level as their non pupil premium peers. Pupils have access to a range of opportunities, such as residential visits, day visits, visitors into school to enrich their curriculum. Positive feedback is received from pupils, parents, staff and external partners. 100% of PP pupils access at least one school trip or enrichment visit per term. PP participation in extracurricular clubs at least matches that of NPP pupils by the end of Year 3 of the plan.

Activity in this academic year

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,245

Staffing £ 104,245

Course fees: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clearly planned and targeted CPD plan in place for all staff. High quality coaching model in place across school led by SLT/ Core subject leads. Rigorous cyclical self-evaluation of the quality of teaching and learning across school led by SLT/SENDCO/Core subject leads.	EEF research shows that great teaching is the most important factor in improving pupil outcomes.	1,2,3,6
Teaching and learning CPD focus using evidence based strategies to develop pedagogy to improve pupil outcomes for all staff. There will be an additional focus upon the development of oracy skills across skill.	Supported by the EEF Tool Kit (2021) and the use of the Great Teaching Toolkit. GTT is an evidence informed CPD tool designed to help great teachers and schools become even better. Research has shown that there are key things that teachers know and do that make the biggest difference to pupil outcomes. The GTT is anchored firmly in the 17 elements of Great Teaching. EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EEF research shows that great teaching is the most important factor in improving pupil outcomes.	1,2, 3,6

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

Budgeted cost: £132,275

Learning Coaches: £108,467

EP: £7,178

Future Steps: £9,069

Resources: £5,000

Subscriptions: £2,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Interventions:</u> Phonics Phonics to Fluency First Class Number Future Steps SALT Lexia Launchpad: oracy focus Early Talk Boost : oracy focus. <u>Subscriptions to support:</u> Ruth Miskin Learning by Questions Lexia Kapow	EEF (Education Endowment Foundation 2021) suggests that small group tuition has 4+ months benefit and 1:1 tuition can have a benefit of 5+ months, EEF highlights the successes of having fidelity to a systematic synthetics programme such as the chosen programme: Read, Write, Inc. and One to One Phonics Tuition follows this programme. An independent EEF trial found that First Class Number had a positive impact on pupils mathematical skills. Research has consistently recognised the critical nature of fluency as a bridge between effortful decoding and comprehension.	1,2, 3,4
Commissioning of external services to provide early identification of need, bespoke interventions for pupils, and CPD for staff. EP: Future Steps:	Evidence highlights that once there has been an identification of need, it is imperative that the intervention and recommends manifest themselves in a daily basis. EEF evidence shows that short, focused sessions over a time limited period will have an impact of approx. 4months +.	1,2,3,4
Learning coaches throughout school to deliver high quality, evidence based intervention programmes.	Intervention programmes work best when they are planned, time limited and evidence based. This is the best use of Teaching Assistants (retitled at Rossmere as Learning Coaches)	1,2,3,4

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

Budgeted cost: £75,654

Staffing: £37,678

Place 2 Be: £29,976

Wider Experiences: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted monitoring of the attendance of pupil premium pupils. Parent support advisor/attendance lead employed full time to build relationships with families, transport children and reduce barriers.	EEF evidence clearly highlights the link between low academic achievement and poor attendance. Research shows that the barriers to regular school attendance are wide-ranging and specific to individual children and can be complex.	5
Contract with Place 2 Be to offer additional support counselling and play therapy in school to any child who may be experiencing any difficulty with their emotional needs/mental health. Support in place for both pupils and families as needed.	Improving Social and Emotional Learning in Primary Schools (EEF 2019) research indicates that with the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems and communicate in appropriate ways. These social and emotional skills are essential for children's development, support effective learning and are linked to positive outcomes in later life.	7
Experiences to enhance learning, improve engagement and widen aspirations.	Education Policy Institute (EPI) (Feb 2022) report highlights that there has been a marked increase in persistent poverty amongst disadvantaged pupils in recent years. All children within the school should be able to access all opportunities that we provide.	8

Total budgeted cost: £ 313,173

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 **2024 to 2025** academic year.

Upon reviewing our strategy for 2024/25 as part of the three year strategy, it is clear that there is evidence of impact.

TEACHING: (2024/2025)

Improved quality of teaching and learning in all classrooms using a pedagogical approach: Over the past academic year we have had a clear, rigorous cycle of self –evaluation with a clear focus upon the quality of teaching and learning. We have clear evidence through our phase review cycles that there has been a clear impact of CPD upon the quality of teaching and learning. Teaching is effective across the school. There has been targeted CPD for all staff over the academic year 2024/2025: independent practice and task design. All CPD linked to the quality of teaching and learning has resulted in the development of Rossmere's Teaching and Learning Guidance document, Specific subject areas have focused upon reading, PVPG, oracy and phonics.. Learning Coaches have accessed direct CPD linked to the evidence based intervention that they are leading, what the role of an effective learning coach is, positive interactions and speech, language and communication needs. We have embedded a high quality coaching model across the school that has been led by SLT/Core Subject Leads and SENDCO. We have embedded Rosenshine's Principles and used the Great Teaching Toolkit as support. Reflective conversations are a key part of our self-evaluation cycle and these conversations have enabled us to identify both whole school and bespoke CPD.

TARGETED ACADEMIC SUPPORT: (2024/2025)

Accelerated progress in reading, writing and maths across school: Learning coaches delivered high quality evidence based interventions across the academic year. CPD was provided for all. A clear intervention plan was in place which clearly identified priority areas for each individual – both NPP and PP based upon data. Key interventions were linked to the core areas of reading, phonics, maths and writing. At the end of the year we had 174 children who had accessed some level of intervention over the (107 were PP and 67 were NPP) Commissioned services were also in place to support with wider interventions – Future Steps. The service provided CPD for staff, assessed pupils, wrote both home and school programmes and supported in the delivery of them. Intervention groups were in place before school for targeted groups of pupils to support with regulation strategies. Strategies extended to the classrooms. At the end of the academic year we had 32 pupils with a plan. (17 PP pupils and 15 NPP pupils)

Impact upon data:

	School 2022	School 2023	School 2024	School 2025
GLD	69%	71%	75%	71%
Phonics Y1	75%	81%	78%	81%
Phonics Y2	90%	93%	94%	94%
Y4 Multiplication	25%	38%	38%	40%
KS2 Reading	61%	69%	75%	71%
KS2 Writing	63%	65%	72%	73%
KS2 Maths	54%	63%	75%	66%
SPAG	35%	63%	72%	66%
Combined	39%	52%	69%	57%

PP/NPP:**Phonics Y1: End of 2024/2025**

	<u>June 2025</u>
All Year One Pupils	81%
Pupil Premium	19 out of 24 pupils:79%
Non Pupil Premium	20 out of 24: 83%.

WIDER STRATEGIES: (2024/2025)**Improved attendance across the school:**

Our whole school attendance is on an upward trajectory: There has been a targeted and planned approach to the monitoring of the attendance of pupils. The attendance lead alongside the Senior Attendance Lead have clear strategies, policy and protocols in place to both support and challenge parents.

	2022/2023	2023/2024	2024/2025
Whole school attendance	92.8%	94.2%	94.7%
PA		16%	14%

Free School Meals: 94.2% and Non Free School Meals: 95.9% (gap of -1.7%)

Whole school attendance target for 2025/2026: 95%

Improved enrichment opportunities for all pupils:

There has been a significant number of wider opportunities for our pupils. These have included visits both locally and wider, sporting events, theatre visits, events within school, such as discos.

Additional counselling support and play therapy to support any pupils who may be experiencing difficulties with their social, emotional or mental health. Use of a commissioned service two days per week. X12 pupils (X10 PP and x2 NPP) every 10 weeks received 1:1 therapeutic support. Place 2Talk sessions also ran weekly for any child who needed time to talk. Evaluations show this is a well-used service and it has a positive impact upon early identification of nay worries/needs through Place 2 Talk. Deeper/more complex needs are addressed through the weekly therapeutic sessions. Whole school themes are also supported- e.g. friendship difficulties, on-line difficulties are addressed by the Place 2 Be manager using with group or whole class sessions.

Through on going school self-evaluation, there will continue to be a continued focus upon the quality of teaching and learning: with a focus upon retrieval. Curriculum development will have a focus upon maths, oracy and PAG. The tiered approach to school improvement will be used to set goals: every child will be taught by an excellent teacher, who will be trained in the best evidenced based approaches, every child will be taught a broad and ambitious curriculum with high expectations, every child who falls behind in English or Maths will get the right support to get back on track. The key areas that will be included in our Pupil Premium Strategy for 2025/26 will be:

- The quality of teaching and learning: Targeted CPD to ensure teaching is effective

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| <ul style="list-style-type: none">• Attendance• Emotional well-being• Wider curriculum opportunities• Curriculum development: maths, oracy and PAG.• Pupil outcomes: Targeted support through direct interventions |
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