

Pupil premium strategy statement – Rood End Primary School

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	432
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	25/26 26/27 27/28
Date this statement was published	31 st Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jayne O'Neill
Pupil premium lead	Jayne O'Neill
Governor / Trustee lead	Jo Haydon Zahir Khan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252, 610
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£252, 610

Part A: Pupil premium strategy plan

Statement of intent

At Rood End Primary School our mission statement 'Nurturing Hope and Ambition to Achieve and Succeed' encapsulates our vision for all. All decisions made are with the children at the heart of it.

We have made decisions on how to use the Pupil Premium funding based on our school's context and the challenges for our pupils, families and staff. This was alongside research conducted by the EEF who have identified that barriers to learning for disadvantaged can be variable: support at home, language and communication skills, English as an additional language, lack of confidence in supporting learning at home, attendance and punctuality. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will use the Pupil Premium Grant to ensure that children receive high quality education, ready for the next step in their education and are able to contribute positively to their communities.

We ensure that all teaching staff are involved in the analysis of data, identification of pupils' requiring support and know how to meet their varied needs in the classroom.

Ultimate objectives for disadvantaged pupils

- Close the attainment gap between disadvantaged pupils and their peers, aiming to reduce the current RWM gap (19 percentage points vs national non-disadvantaged in 2024/25) and raise Rood End disadvantaged RWM outcomes to at least national disadvantaged averages and then to national averages over a three-year period.
- Ensure disadvantaged pupils, including those who are New to English or Early Acquisition (EAL 77%), make accelerated progress in reading, writing and mathematics so that:

Early Years GLD and KS1 outcomes remain at or above national expectations;

KS2 outcomes for disadvantaged pupils increase in R, W, M and the proportion achieving greater depth increases.

- Improve language, oracy and reading comprehension so pupils can articulate mathematical reasoning, transfer learnt skills to unfamiliar problems and access the whole curriculum.
- Reduce persistent absence (PA) from current to be at or below the national PA rate within two school years, and sustainably improve daily attendance so pupils can access high-quality teaching.
- Improve pupils' life experiences, cultural capital and enrichment so disadvantaged pupils broaden horizons, raise aspirations, and are equipped socially and emotionally to access learning.

How this strategy works towards these objectives

- We will use the Department for Education (DfE) Menu of Approaches structured across three tiers:

Tier 1 (High-Quality Teaching): Strengthen universal teaching through targeted CPD, curriculum sequencing and oracy-rich teaching so that the majority of disadvantaged pupils make strong progress without over-reliance on remediation.

Tier 2 (Targeted Academic Support): Deliver evidence-informed targeted interventions (oral language, structured reading interventions, small-group and one-to-one tuition, matched maths interventions) that are aligned with classroom learning and precisely target gaps.

Tier 3 (Wider Strategies): Address non-academic barriers (attendance, family engagement, enrichment, breakfast provision, pastoral support) that prevent pupils from benefiting from teaching and interventions.

- Each activity is selected and implemented on the basis of the best available evidence (principally Education Endowment Foundation guidance and trials) and tailored to our context (high EAL, high deprivation - IDACI 0.27; 86% in highest bands; FSM ≈44%; 77% EAL; Miripuri first-language prevalence).

Key principles of the strategy

- Evidence-led: Prioritise approaches with strong trial evidence (e.g., oral language, small-group tuition, targeted parental engagement) and use the EEF guidance to shape implementation and monitoring. See evidence citations in activity tables.
- Curriculum alignment: Targeted support will be explicitly linked to classroom curriculum sequences and teacher assessment to avoid fragmentation and loss of curriculum time.
- Early and targeted identification: Use diagnostics and routine formative assessment to identify needs (especially language and early literacy) early (nursery/reception) and monitor impact frequently.
- High-quality implementation: Provide CPD, coaching and time for staff to implement approaches with fidelity, and ensure interventions are staffed by trained personnel (teachers/TAs) with clear success measures.
- Family and community partnership: Implement culturally sensitive parent engagement and attendance work that recognises language needs (use interpretation/translation and trusted bilingual staff).
- Evaluate and adapt: Track progress against clear success criteria, review termly and reallocate Pupil Premium funding to maximise impact.

Sources of evidence referenced in this strategy are cited throughout (primarily EEF guidance and trials).

Challenges

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

Challenge Number	Detail of challenge
1	High socio-economic deprivation in the school catchment (IDACI 0.27; 86% in highest 2 bands) and high FSM (~44%) correlating with lower attainment and contributing to barriers such as lack of home learning resources, limited life experiences and higher risk of persistent absence.
2	Very high proportion of pupils with English as an Additional Language (77% EAL), including 13% New to English / Early Acquisition; many pupils speak Miripuri (a spoken variety with no standard written form), increasing complexity for literacy development and parental home support.
3	Low starting points on entry (nursery & reception baselines / WellComm data), particularly in communication, language and early literacy, impeding rapid access to the curriculum.
4	Pupils with limited spoken language skills struggle to transfer taught skills to solve problems and to articulate reasoning and mathematical thinking.
5	Persistent absence remains high despite robust systems and improvement in attendance in recent years; PA is a large barrier to accessing teaching and diminishing progress for disadvantaged pupils.
6	Over reliance of some pupils on modelled/guided writing, limiting independent application of taught writing skills.
7	Limited life experiences, enrichment and home reading opportunities; older pupils are not exposed to a sufficiently broad and challenging reading diet (poetry, plays, varied fiction/non-fiction) to build cultural capital and comprehension.

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
1. Reduce the attainment gap in RWM	Disadvantaged RWM at end of year improves from 50% to 57% (Year 1) and to $\geq 62\%$ (national) within 3 years; gap to national non-disadvantaged reduces from 19pp to $\leq 10\text{pp}$ in 2 years. - Year-on-year improvement in progress measures (internal termly assessment) to show accelerated progress for disadvantaged cohorts.
2. Improve oral language, vocabulary and reading comprehension for EAL and low-start pupils	Oral language / WellComm / internal speaking & listening baselines show average +6 months progress above expected each academic year for targeted pupils (consistent with EEF findings). - Reading comprehension outcomes across KS1–KS2 increase by 6–12 percentage points for disadvantaged pupils by end of Year 2 of plan.
3. Raise mathematical reasoning and problem-solving	KS2 maths outcomes: an additional 10% of disadvantaged pupils reach expected standard in reasoning/problem-solving in Year 1 of plan; increase in pupils achieving greater depth across school. - MTC and diagnostic reasoning tasks show measurable improvement in articulation of mathematical thinking (teacher assessments and moderation).
4. Improve early language and literacy outcomes from Reception	GLD for disadvantaged pupils improves by a minimum 10 percentage points in Year 1 of the strategy, building on recent gains (24/25 GLD 60%). - Reception and Y1 phonics/decoding remain above national and LA for disadvantaged pupils.
5. Reduce persistent absence and increase average attendance	PA reduces from 23.9% to $\leq 18\%$ in 12 months and to national PA or lower within 2 years. - Overall average attendance for disadvantaged pupils improves to within 2 percentage points of whole-school attendance and national averages.
6. Improve writing independence and quality	Increase proportion of disadvantaged pupils meeting age-related expectations in writing by at least 8% in Year 1 and reduce dependence on modelled writing as demonstrated in writing moderation and book scrutiny.
7. Broaden cultural capital and enrichment access	All disadvantaged pupils access at least two enrichment/visits per year; pupil voice shows increased breadth of experiences; pupil aspiration and wellbeing measures improve termly.
8. Secure consistent high-quality curriculum implementation	New staff complete induction and CPD; internal monitoring shows consistent implementation of non-negotiables and pedagogy across classes; subject leader monitoring records show reduced variability term-on-term.

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: £ 26,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme: oracy, dialogic teaching and oral language routines integrated across the curriculum (EY–Y6). CPD includes: Voice 21 strategies in-school training, weekly coaching, modelling and regular fidelity checks.	EEF: Oral language interventions show high impact (+6 months) and are particularly effective when integrated into curriculum and delivered by trained staff. See EEF Oral Language guidance Education Endowment Foundation: Oral language interventions . Also research summaries on oracy across curriculum (Voice 21).	2, 3, 4, 6, 8

2. Curriculum sequencing and assessment refinement: continually review and strengthen progression documents for reading, writing and maths to ensure coherence; regular checks for retrieval practice to identify misconceptions early.	EEF: Guidance on improving classroom assessment and designing a sequenced curriculum (Teaching and Learning Toolkit, guidance reports). Structured formative assessment and diagnostic approaches increase targeted teaching effectiveness (see EEF small group tuition and tutoring guidance on aligning tuition with curriculum). EEF - Small group tuition guidance .	4, 6, 8
3. Targeted phonics and early reading quality assurance: extend The Write Stuff and Little Wandle fidelity monitoring; ensure decodable book matching and CPD for new staff; implement early language-rich story sessions in Nursery & Reception.	EEF: Preparing for Literacy and Improving Literacy in KS1 guidance emphasise systematic phonics, matched reading materials and early language exposure. EEF oral language guidance supports story reading and book discussion as effective. EEF - Preparing for Literacy / Oral language interventions and EEF - Oral language interventions .	2, 3, 6, 7, 8
4. Teacher coaching and mentoring programme: subject-leader led in-class coaching cycles to secure consistent implementation of non-negotiables; release time for coaching and moderation.	EEF evidence on effective professional development, and on recruiting and retaining staff; targeted coaching increases teacher effectiveness. See EEF evidence reviews on professional development and leadership approaches: EEF - Evidence and practice reviews .	6, 8
5. Oracy-rich maths lessons: model and scaffold mathematical talk, sentence stems and talk partners to help pupils articulate reasoning; embed problem-solving tasks with structured talk opportunities.	EEF: Oral language and dialogic teaching research show benefits for comprehension and subject learning; oracy approaches help pupils explain mathematical thinking (EEF Oral language interventions; Voice 21 oracy evidence). EEF - Oral language interventions .	4

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

Budgeted cost: £ 116,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Targeted oral language small groups (TA-led and teacher-led) using structured programmes for Reception & KS1; use WellComm screening to identify pupils.	EEF oral language guidance shows +6 months average impact and strong evidence for targeted small-group language work. EEF – Oral language interventions .	2, 3
2. Small-group and one-to-one tuition in maths, writing and reading aligned with classroom curriculum. Use diagnostic assessments to select pupils and plan sessions.	EEF: Small group tuition has an average impact of +4 months; one-to-one tuition can deliver up to +5 months when implemented carefully; Tutor Trust trial shows evidence of benefit and importance of curriculum alignment. EEF – Small group tuition	1, 4, 6
3. Precision reading comprehension interventions and reciprocal reading groups for lower-attaining older pupils (KS2) with EAL-sensitive materials and pre-teaching of vocabulary.	EEF guidance (Improving Literacy in KS2) recommends targeted reading comprehension work, pre-teaching vocabulary and reciprocal reading strategies to increase attainment. EEF - Improving Literacy in Key Stage 2 and Oral language guidance.	2, 7
4. Additional structured maths reasoning interventions (small groups) focussed on transfer and problem-solving, linking to	EEF: Evidence for small group tuition and curriculum alignment for maths; guidance emphasises linking	4

retrieval practice and fluency routines already in place.	interventions to classroom sequences to maximise transfer. EEF - Small group tuition.	
5. Intensive early years language and communication interventions (adult-child interactions quality improvement; targeted sessions for New to English pupils) including Home-School language packs in commonly spoken languages and use of bilingual staff/volunteers to support family understanding.	EEF Early Years guidance, and oral language intervention evidence showing high impact when integrated and when practitioners are trained. EEF - Oral language interventions and EEF - Preparing for Literacy.	2, 3
6. Structured intervention for pupils who rely on modelled writing: targeted small-group writing interventions focusing on sentence-level scaffolds, planning-to-independence sequences and deliberate practice.	EEF guidance on literacy and improving writing (Improving Literacy in KS2 & KS1) stresses targeted small-group support, modelling followed by scaffold removal, and deliberate practice. EEF - Improving Literacy guidance and EEF - Improving Literacy KS2.	6
3 x LSA working closely with SENCo to provide frequent structured interventions	EEF: Small group tuition has an average impact of +4 months; one-to-one tuition can deliver up to +5 months when implemented carefully; Tutor Trust trial shows evidence of benefit and importance of curriculum alignment. EEF – Small group tuition EEF oral language guidance shows +6 months average impact and strong evidence for targeted small-group language work. EEF – Oral language interventions.	

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

Budgeted cost: £ 132, 927

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school attendance strategy aligned to EEF attendance evidence: personalised parent communications (translated where needed), early intervention for rising absence, attendance mentoring for vulnerable families, use of attendance officer and data-led targeted plans. Communications emphasise days missed (not percentages), are culturally sensitive and translated; community home visits and trusted bilingual liaison staff used for hard-to-reach families. Engagement with the RISE Attendance and Behaviour Hub.	EEF Attendance Rapid Evidence Assessment and guidance highlight parental communication and targeted responsive approaches as promising, and recommend building holistic understanding of families. EEF – Attendance interventions rapid evidence assessment and EEF blog on tailored attendance approaches.	1, 5, 2
2. Parental engagement to support learning at home: short, practical workshops (run at flexible times), text-message “nudges” with attendance/reading prompts, home learning packs (with translated guidance), and family literacy sessions	EEF: Parental engagement approaches average +4 months impact and communication nudges can change parental behaviour. See EEF Parental Engagement guidance and review. EEF - Parental engagement and EEF review on working with parents.	1, 2, 7

for Miripuri-speaking families supported by bilingual staff or interpreters.		
3. Breakfast club and targeted meal provision for vulnerable pupils to reduce barriers to punctuality and readiness to learn; subsidised places for disadvantaged children.	EEF attendance review and Magic Breakfast evaluation show small positive or mixed impacts on attendance and learning depending on implementation; meal provision can support attendance and readiness. EEF – Attendance interventions rapid evidence assessment and Magic Breakfast evaluation referenced in EEF materials.	1, 5
4. Enrichment and wider experiences programme: subsidised trips, in-school visitors (poetry, theatre workshops), termly ambition days and after-school clubs widened beyond sports (arts, drama, STEM), and targeted Holiday Activities and Food (HAF) partnership places for disadvantaged families.	EEF: Evidence on extracurricular activities is limited but suggests small positive effects on engagement and attendance when combined with other supports; enrichment contributes to cultural capital and motivation (OFSTED and EEF commentary). EEF – Attendance interventions rapid evidence assessment.	
5. Pastoral and SEMH support: The Hub expansion for pupils with complex needs; targeted SEMH interventions; mentoring for pupils with attendance/engagement barriers.	EEF: Teaching social and emotional learning (SEL) can have small positive effects and supports attendance and engagement when targeted; EEF recommends responsive and targeted approaches for attendance/behaviour barriers. EEF – Attendance interventions rapid evidence assessment.	

Total budgeted cost: £ 275,627

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To be updated July 2026

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils