

# Pupil premium strategy statement – Rood End Primary School (updated Sept 2025)

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	
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	24/25, 25/26, 26/27
Date this statement was published	July 24
Date on which it will be reviewed	Dec 2025
Statement authorised by	Jayne O'Neill
Pupil premium lead	Jayne O'Neill
Governor / Trustee lead	Jo Haydon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,386
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£266,386

# Part A: Pupil premium strategy plan

## Statement of intent

At Rood End our mission '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.

### Principles

- Teaching and learning opportunities meet the needs of all pupils
- Pupil needs are assessed and addressed frequently
- Appropriate provision is made for pupils who belong to vulnerable groups, including those who are socially disadvantaged
- We recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Our context:

- Pupils come from challenging economic circumstances.
- Eligibility for free school meals is higher than normal.
- Many families live in overcrowded accommodation.
- Mobility is high amongst pupils due to families moving to secure long-term housing or those housed temporarily near to school.
- Over 40% of pupils are eligible for Pupil Premium Funding in comparison to 25% national

### Ultimate Objectives

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the whole of the curriculum
- For all non-SEND disadvantaged pupils in school to meet or exceed age related expectations by the end of Year 6.
- For all disadvantaged pupils to make expected or better than expected progress across the curriculum.
- Enable pupils to enhance their social and emotional wellbeing
- Enable pupils to access a range of opportunities to develop their knowledge and understanding of the world

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and punctuality</b> – A high proportion of disadvantaged pupils were persistently absent in 23/24 (27%)
2	<b>School readiness</b> – Low baseline of attainment on entry to EYFS. This means accelerated progress is needed to close the gap for these children. Very few children on entry to Nursery or Reception are at the expected level for Language and Communication (Based on Wellcom data)
3	<b>Language and Communication</b> – English is not the home language and may be the 3 <sup>rd</sup> or 4 <sup>th</sup> language for many of our pupils. The development and acquisition of vocabulary, including tier 1 words is low. This impacts negatively on reading and writing as well as other areas of the curriculum.
4	<b>Poor basic skills</b> -Accessibility to reading materials outside of the classroom and lack of resources to support learning at home. Limited opportunities for pupils to learn at home due to poor home environments/socio economic factors – poor housing conditions, unemployment, financial difficulties, status in country all of which can sometimes result in lack of parental involvement.
5	<b>Welfare and safeguarding concerns including SEMH &amp; Wellbeing</b> – Increasing number of domestic abuse and mental health concerns for families. This results in difficulties for children learning until these barriers are addressed. Newly arrived pupils often have the added disadvantage of no recourse to public funds despite being part of a vulnerable group.

## 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
Pupils with previously poor attendance significantly improves. Children enjoy attending school.	The attendance of all pupils is at or above national expectation The percentage of PA pupils is no higher than the national figure Pupils attitudes to school are positive Parents feel supported Parents understand the importance of regular attendance in school
High quality provision and outcomes in the Early Years and KS1	Early engagement from parents in EYFS Increased opportunities for parental engagement Increased % of pupils achieving GLD at the end of reception Increased number of pupils at the expected level Lang and Communication by the end of EYFS Outcomes for pupils at the end of KS1 are in line with national

	Phonics data is in line with national at the end of Y1
Timely interventions address gaps in learning/support needed to access learning Outcomes improve for all pupils.	Rigorous assessment in place to identify children who need additional support Daily interventions in place Learning intervention and pastoral team in place The number of pupils attending interventions who are achieve ARE is increased The number of pupils attending interventions and making better than expected progress increases.
Parental engagement is high	Attendance at parents evening increases Attendance at meetings and workshops increases Clear lines of communication for parent/teacher discussion is well established Increased engagement in home learning Increased positive feedback from parent questionnaires Parents are supportive with school routines, policies and procedures. A 'Friends of Rood End' group is established.
To ensure pupils and parents know their own potential and celebrate who they are, regardless of socio-economic background, ethnicity or deprivation factors.	Pupils talk positively about themselves and their futures. Pupils can talk about routes into careers
For disadvantaged pupils in EYFS to improve speech, language and communication skills so that they are operating at age related levels.	Wellcom data shows that children are assessed as green for their age group by the end of reception.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transforming Teaching –Motivation and Independence	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-send-how-does-it-transform-the-ta-role">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-send-how-does-it-transform-the-ta-role</a>	

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=profess">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=profess</a> Effective professional development is vital to ensure positive outcomes for children. Whole school professional development, including enrollment on Transforming teaching includes all staff involved in working with children across school – teachers and TA's alike.	
Ongoing training and support in phonics for all school staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Support from Literacy Hub to improve outcomes in phonics and provide PD for phonics lead.	
Write Stuff training for lead and whole school CPD		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	
3 x LSA working closely with SENCo to provide frequent structured interventions	Evidence shows that small group work is effective and the average impact is four additional months' progress, on average, over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small</a>	2,3,4,5
Booster classes for identified pupils after school		
Home learning packs for children (Including maths	Studies show that the average impact of homework is positive across both primary and secondary school. Evidence also suggests that homework related to learning during the school day is important. All sites allow staff to set homework based on current learning.	2,3,4,5

and English homework books) 11,914	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	
Speech and Language external support 7920	Research shows that on average, speech and language approaches have a high impact on pupil outcomes of 6 months' additional progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=speech%20and%20language">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=speech%20and%20language</a>	2,3,
Continued access to enrichment and music activities – provided by experts 10023	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,4
Purchase of additional phonics resources and home/school reading materials 10370	Supports parents in phonics at home, Allows pupils access to appropriate materials both in and out of school. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics</a>	2,3,4,

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	
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Continued employment of EWO 44000	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001)</p> <p>Improvements in Attendance and Punctuality directly relate to attitudes to work and education thus improving outcomes for pupils.</p> <p>Good relationships between parents and school encourages parents to take more responsibility in ensuring pupils attend school regularly and on time.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</a> 5,2</p>	1,5,6
Breakfast Club	<p>Breakfast Club, subsidised and accessible to all pupils from 7.45am each school day.</p> <p>Research shows that pupils who eat breakfast show signs of improved concentration and attention. Findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magicbreakfast?utm_source=/projects-and-evaluation/projects/magicbreakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magicbreakfast?utm_source=/projects-and-evaluation/projects/magicbreakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a></p>	1
Behaviour and Attendance Rewards 4000	Children and parents are supported to attend school frequently. Where concerns arise, strategies are in place to tackle non-attendance in a timely way.	1,2,5,6
Nurture Provision and additional capacity to support SEMH needs (salary x1 LSA plus resources and training) 35000	<p>Social, emotional and mental health needs are addressed and behaviour and progress for pupils with significant needs is good.</p> <p>Improving social and emotional learning and behaviour improves confidence and wellbeing and ensures pupils are ready to learn. This in turn improves rates of progress and attainment for PP and identified</p>	1,2,3,4,5,6
Residential trips subsidized 10000	<p>Improvement in emotional well-being, independence, peer relationships</p> <p>Enables pupils to experience further learning opportunities and broadens life experiences.</p>	1,3,4,6

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year 23/24

### Outcomes for disadvantaged pupils

Attainment 23/24

	Cohort	Disadvantaged	Non-disadvantaged
EY GLD	43%	40%	44%
Y1 Phonics	67%	71%	66%
KS1 Reading	61%	62%	60%
KS1 Writing	56%	57%	55%
KS1 Maths	79%	73%	83%
KS2 Reading	45%	44%	46%
KS2 Writing	58%	65%	53%
KS2 Maths	43%	42%	44%

### 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
Sandwell Numeracy Intervention
Precision Teaching
Rapid Writing
SIPs Music
Musical Toad



## Service pupil premium funding (optional)

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*