Pupil premium strategy statement – 2025/26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Coleridge Primary School
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers	2025 - 28
Date this statement was published	September 2025
Date on which it will be reviewed	Termly
Statement authorised by	Ian Tankard and Ray Griffiths
Pupil premium lead	Ian Tankard
Governor / Trustee lead	Doug Selkirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,345
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	£186,345

Part A: Pupil premium strategy plan

Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communication skills, parental support, attendance and punctuality and having less experience than others. As clearly stated, there are a range of challenges faced and we need to ensure all our children have access to a high-quality curriculum that gives them the knowledge and skills to become confident learners. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps for specific children.

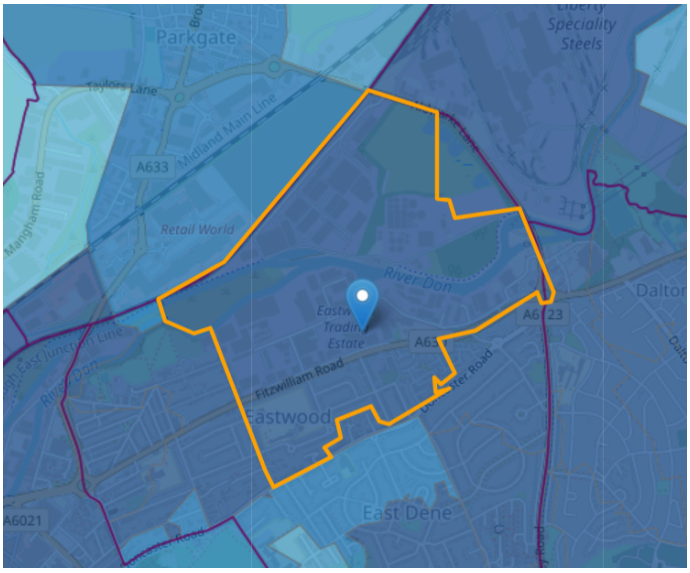
Principles

- We ensure that all pupils have access to high-quality teaching and learning opportunities that meet the needs of all pupils through the use of Instructional Coaching.
- To develop a curriculum that is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/ emotional) is underpinned by research.
- Coleridge Primary School's curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that contribute to success. It aims to develop the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Coleridge Primary is located in Eastwood, in the centre of Rotherham. We are a one form primary school from F1 – Y6 and we serve a diverse population with 72% of our children being EAL.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The area of Eastwood is in decile 1.



The LSOA in which the school is located is ranked 349th out of 33,755 in terms of deprivation, meaning only 1% of areas in England have higher deprivation. The area of Eastwood was 252nd in 2015 which emphasises that the level of deprivation is not improving. The income, employment, health and disability, education and crime deprivation indicators are all very high.

Current Challenges and Barriers

1. Literacy/vocabulary deficit and Early Reading and Writing: Assessments and observations show that all pupils, including those eligible for Pupil Premium, start school with notable gaps in vocabulary, communication, language, and phonics skills. These challenges limit their ability to fully engage with certain areas of the curriculum.
2. Attendance and Persistent Absence: There is currently a percentage gap in attendance among our Pupil Premium pupils, placing many at risk of being classified as persistently absent. It is essential to address this issue early in F1 to help children and their families build a strong appreciation for regular school attendance.
3. Lower Cultural Capital: Conversations and observations suggest that some disadvantaged pupils possess limited general knowledge about the world. As a result, they may struggle to envision future aspirations or understand the steps needed to achieve them. This is not due to a lack of ambition, but rather a consequence of fewer life experiences to date.
4. Curiosity of learning: Research, assessments, and observations indicate that some disadvantaged pupils show reduced curiosity when they begin KS1. To support their development, the early KS1 curriculum should reflect the Early Years approach, emphasising play-based learning, rich interactions, and a gradual shift from guided writing to independent sentence construction.

5. Community support and outreach: Our school enjoys a strong and positive relationship with the local community, built on mutual respect and support. However, a key challenge remains the lack of trust in external outreach services. To address this, we have appointed a school-based social worker to help reduce stigma and encourage engagement with supportive external agencies.
6. Financial Capital: Many of our pupils have limited exposure to careers education and lack awareness of potential professional pathways. To tackle this, we are introducing a careers curriculum aligned with the Gatsby Benchmarks, enabling pupils to explore career interests before moving on to secondary school and laying the groundwork for future career planning.

Ultimate Outcomes

- To use the expertise of senior leaders and their positions in the English and Maths Hubs to enhance the quality of education to develop daily high-quality teaching through Instructional Coaching.
- Instil a love of reading across all disadvantaged children.
- Ensure the basic skills of writing are embedded with every pupil
- To provide high-quality and research informed CPD to all our teachers and additional staff to ensure all children receive quality-first teaching.
- Employ additional staffing, both teachers and support staff, to provide opportunities to scaffold or work in smaller groups, depending on the daily needs of children**.**
- To improve and/or consolidate attainment outcomes between disadvantaged and other pupils by ensuring quality-first teaching is based on recent research.
- To provide tailored support for any pupil that is not on track to meet their prior attainment by ensuring support staff deliver high-quality support.
- To improve and/or consolidate the rate of progress for disadvantaged children by using quality-first teaching.
- Establish high-quality interventions for disadvantaged or any pupil that would benefit from this.
- Increase access to before/after school clubs, trips and residential visits.
- Pupils will have increased awareness of various professional career paths and a clearer understanding of their own interests.

Achieving these outcomes

- Employ skilled members of SLT that work for the English and Maths Hubs that develops pedagogy and practice so that teaching and learning is high-quality and together, we achieve excellence every day through Instructional Coaching.
- To allocate additional support staff - providing small group work with an experienced and highly-skilled support staff member to help overcoming gaps in learning.

- To employ a school-based social worker to ensure that safeguarding is exemplary and that families get the right support from either school or outreach services.
- RWI leader to be released for weekly drop-ins/coaching sessions and Master Classes to ensure consistency in phonics teaching so every child receives the very best provision on a daily basis.
- RWI 1-1 intervention to support children to accelerate rates of progress and ensure children can read at the appropriate level.
- Additional teaching and learning opportunities provided through external agencies and links to strong partnerships that develop holiday provision.
- All our work through the pupil premium strategy will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support from Educational Psychologist and Inclusion team to support our most vulnerable learners to ensure they receive the very best quality of education.
- Subsidise activities, educational visits and residentials thus ensuring children have first-hand experiences to use within learning in the classroom.
- Support the funding of specialist learning software to support children with sentence structures.
- To extend PE provision by incorporating dinner time provision to develop a safe environment and promote an active and healthy lifestyle.
- To enable children to learn a musical instrument and to sing in a choir across Rotherham and develop a love of performance.
- Provide behaviour and nurture support during lunchtimes by providing activities to engage and promote Coleridge values thus enhance learning.
- Integrating career education into our curriculum, inviting guest speakers, organising career exploration activities, collaborating with secondary schools, aligning with the Gatsby Benchmarks, and engaging parents.

This list is not exhaustive and will change according to need and to support all our socially disadvantaged pupils. We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Baseline assessments on entry to the Early Years Foundation Stage show that nearly all disadvantaged pupils begin school within the lowest percentiles for communication and language. This indicates significantly delayed starting points when compared with age-related expectations. Observational and assessment information suggests that these early gaps present substantial barriers to learning and have an ongoing impact on pupils' ability to access the wider curriculum as they move through the school. For some pupils, these challenges are further compounded by low confidence, anxiety and reduced engagement in learning. As a result, there is a clear need for targeted and timely support to address early communication and language deficits and to mitigate their longer-term impact.
2	Cultural Capital Poverty Observations from lesson visits indicate that some disadvantaged pupils have more limited cultural capital, which impacts their ability to draw on prior experiences to support and deepen their learning. As a result, pupils may find it harder to make connections, apply knowledge across contexts and engage fully with the curriculum. Providing rich, purposeful experiences -both within and beyond the classroom -is therefore essential in broadening pupils' experiences, strengthening their background knowledge and enabling them to access learning with greater confidence and independence. Ensuring pupils are given meaningful opportunities to build cultural capital and apply new knowledge is a key priority in supporting improved engagement and learning outcomes.
3	Curiosity of learning SEND data shows that disadvantaged pupils are more likely to have identified additional needs than their non-disadvantaged peers (19% compared to 3% across the school). Many of these needs emerge early and affect pupils' ability to remain curious, emotionally secure and engaged as they move from EYFS into KS1. A high proportion of disadvantaged pupils with SEND have SEMH as a primary need (59%), which can limit pupils' readiness to learn and sustained engagement with the curriculum if not addressed early. This reinforces the importance of early identification and targeted support in EYFS and KS1 to ensure pupils with SEND can access a curriculum that builds on the natural curiosity and exploratory learning established in the early years.
4	Attendance and punctuality issues. Attendance data shows that disadvantaged pupils continue to have lower attendance than their peers; however, there has been a clear improvement from 2024 to 2025. Whole school attendance in 2024 was 93.7% and in 2025 it was 95.4%. This improvement reflects the impact of strategies such as first-day calls, Spotlight Attendance Days, and regular parental support, which have helped families engage more consistently with school. Consistent attendance is essential for pupils to access high-quality teaching, benefit from enrichment opportunities, and

	build the knowledge and skills needed to be successful learners. Continued focus on attendance remains a priority to ensure all pupils, particularly those who are disadvantaged, can fully engage with the curriculum and maximise their learning over time.
5	Addressing Financial Capital A recent Pupil Premium audit highlighted that many of our disadvantaged pupils have limited knowledge of careers and financial literacy, which can restrict their understanding of future opportunities and life choices. In response, we have prioritised activities and experiences that broaden pupils' knowledge of careers, personal finance and independent decision-making, helping them to develop essential skills for adulthood using the Gatsby Benchmarks and Skillsbuilder. By embedding financial literacy and career awareness across the curriculum, we aim to improve pupils' confidence, aspiration, and long-term life chances, ensuring they are better equipped to make informed choices as they progress through school and beyond.

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
Above national average attainment and progress	End of KS2 data in July 2026 is expected to show that the combined RWM attainment for disadvantaged pupils is at least in line with the national average. Disadvantaged pupils without identified additional learning needs who entered KS2 at WTS in September 2023 (Y3 baseline data) are projected to make accelerated progress to achieve EXS+ by July 2026.
Increase Communication and Language Levels	Staff surveys show that the Communication and Language and Oracy curriculum is understood by all teachers and TAs. Lesson visits indicate it is being consistently delivered across EYFS and KS1, ensuring all pupils access high-quality language and speaking opportunities. Pupils at the earliest stages of communication benefit from targeted interventions such as NELI and Talk Tinkers, while Oracy sessions supported by Voice 21 and Let's Think English help them develop the skills needed to fully engage with the wider curriculum.
Use of Metacognition Strategies	All staff are confident in using metacognitive strategies from the Teaching and Learning Playbook (Michael Feeley) and the school's Metacognition Handbook. Lesson visits and interviews show pupils regularly build on prior learning through strategies such as retrieval

	practice, reflection, and Think, Practice, Pair, Share. Disadvantaged pupils entering KS2 at WTS in September 2023 are on track to make accelerated progress to achieve EXS by July 2027.
SEND Pupils to access an appropriate curriculum.	Disadvantaged pupils with SEND make accelerated progress from their individual starting points. Targets within Learning Plans are carefully selected to move learning forward and are supported by appropriately identified strategies.
Wellbeing and Resilience is high.	Pupils report that they feel well supported when needed. They are confident learners who know how to make positive decisions, demonstrate resilience in lessons, and are able to make and sustain friendships. Pupils show a growing awareness of their own emotions and understand strategies to manage intense feelings effectively.

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: £153,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and Maths Hub leaders have release time each week to use Instructional Coaching and the Teaching and Learning Rubric to ensure quality-first teaching is delivered on a daily basis. (£39,413)	Instructional Coaching has had a huge impact on our Phonics data over the past few years. As a result, we have extended this approach to a range of subjects. Using Jim Knight's research, we have developed a coaching approach which is dialogical and ensures that staff feel involved in the process. Our approach to coaching all links to pedagogy and will develop staff using strategies that are transferable across subjects. The development of the teaching and learning rubric is steeped in research and links to the ECF so all teachers are accessing the very latest research to enhance their practice. By employing an English Hub specialist (Learners First hub), we will see accelerated progress and attainment in phonics, reading and writing. By having two Maths Hub leaders, the progress and attainment in maths will remain strong. The leadership team will be released to support with planning and continuously use instructional coaching to raise performance of teaching and learning through the school's bespoke teaching and learning rubric and through moderating reading, writing and maths. CPD will link to common themes highlighted across coaching sessions and will be research informed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,3,4
Refine procedures used,	Children enter our reception with well-below language and communication skills. All our disadvantaged children	1,2,3,4

including direct modelling, to develop children's understanding and use of technical vocabulary. (£91,018)	are entering well-below and access the NELI programme as they have significant language deprivation. Other children, that enter school in different year groups, often have limited to no English and have limited vocabulary knowledge. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Employing additional staff in EYFS, KS1 and KS2 ensures that these children can access more support and appropriate scaffolds in lessons and have access to adult interventions, 1:1 support or bespoke support so that rates of progress are increased and the differences between disadvantaged and others are diminished. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Access RWI training to ensure all children receive the very best phonics provision. (£3198)	Phonics attainment had been on a 4-year downward trend. In Spring 2019 we introduced RWI but this was without the official training. In July 2024 our phonics score was 77%. This year our phonics score was 83% and we continue to see exemplary practice due to the approaches we have followed for 5 years. The RWI leader still feels that ongoing CPD from RWI specialists will continue to refine and enhance our practice To safeguard standards, the Ruth Miskin portal has been purchased so all staff can access valuable CPD and also support the RWI lead to lead masterclasses. The RWI leader is released from class for 1 hour per week to observe practice and the focus of the masterclasses stems from these observations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
Continue to refine SEND practice to ensure that all learners are receiving a curriculum that supports their progress and is reflective of the	29% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 4 of these children have EHCPs. Most children that are working in the well below band on entry to Reception, despite making accelerated progress, do not meet the required end of year ELGs.	1,2,3,4,5

inclusive curriculum offer. (£14,128)	The additional teaching staff support accelerated progress in KS2 where disadvantaged children make significantly more progress than 'others.' (See ASP 2024) By the SENDCo working an additional day, we want to ensure that the Pupil Premium children, with additional needs, have access to an inclusive curriculum and the SENCo will work with staff to ensure provision is accessible to all and support staff to ensure scaffolds are appropriate. The SENDCo will use this additional time to get graduated responses for identified children in need of EHCPs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
A consistent and researched based approach to high-quality interactions ensures all children across school are given deliberate opportunities for talk throughout the curriculum. (£3100)	Due to children's low starting points linked to language acquisition, we need to continue to develop the use of sentence stems and talk frames to support children effectively when answering questions. We will re-evaluate the Voice21 work conducted as part of the SSIF bid from previous years to ensure a consistent approach is being implemented across school to promote talk and metacognition in sessions. We are accessing phase 2 of Voice21 Training, ShREC and Let's Think English training to ensure children have deliberate opportunities to talk throughout our curriculum offer. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3
All staff to have access to research-based CPD. Models of excellence from the Teaching and Learning Rubric and Playbook will support staff's development. (£2,200)	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the Whiston Worrygoose English Hub and the South Yorkshire Maths Hub. All staff, in order to lead effectively, are released several times over a half term. CPD has specifically focused on Instruction, Modelling, Scaffolds, Cognitive Load and Retrieval practice. It is vital that this CPD is not delivered in isolation and is either revisited through coaching sessions or through continuous CPD. Our main focus of CPD will continue to drive all staff's understanding of a range of metacognition and self-regulation strategies. We want to continue to develop a	1,2,3,

	culture in the classroom where pupils think about their learning more explicitly by staff teaching them ways to plan, monitor and evaluate their learning. It is vital that all staff members have a secure understanding of these strategies but also how to use them effectively, linked to mixed ability pairings. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	

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

Budgeted cost: £ 32,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO to ensure interventions, delivered 1:1 or through small group work, are in-line with EHCP and specific needs are met and are continuously and refined and adapted. (£22,332)	Through extensive data trawls, we will identify children that are in the bottom 30% for reading, writing or maths and PPMs will focus on children that are not 'on track' from the prior data in either reading, writing or maths and that need bespoke 1:1 or small group tutoring. Many of these pupils have SEND and we want to ensure that all SEND children, including one's with EHCPs have timely and rigorous interventions The SENDCo will work with support staff to deliver bespoke CPD so they feel confident supporting SEND and Lower Experience learners to ensure they are getting the diet of support needed to move their learning forward. The end outcome is to support all learners, but especially learners with bespoke targets to ensure they make accelerated progress, which enables them to engage in sessions for longer periods of time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3
Children in the bottom 30% have access to daily 1:1 phonic interventions.	As phonics provision and data has been historically weak, we have several children in KS1 and KS2 that need to have gaps addressed quickly, so that they can now keep up and not catch up. All children who are accessing phonics in KS2 have access to 1:1	3

(£6231)	intervention in an afternoon to ensure they can read fluently. The bottom 30% of children in EYFS and KS1 have access to phonics 1:1 on a daily basis. This is having a huge impact on progress and attainment. As we employ an English specialist and are a Wave 1 school with our English Hub, this has ensured we've had the latest training on approved DfE 1:1 phonic interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
To assess and identify support needed in KS2 to develop and secure number sense across the key stage supported by the firm foundations created by Mastering Number in Key Stage One. (£2,533)	In 2024/25 MTC, our disadvantaged children gained an average score of 21.4/25. The impact of Number Sense and TT rockstars is having a long-lasting impact on disadvantaged children's basic skills. Our Disadvantaged Pupils were outperformed by our Other pupils whose average score was 23.3/25 The use of a clear and bespoke multiplication table, a clear and bespoke intervention and also the introduction of further multiplication activities to safeguard standards but also to increase the average score for the children not achieving full marks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths	2
Increase EYFS Staffing and resourcing so small group interventions linked to NELI, Autism Attention Bucket and phonics 1:1 can take place. (£953)	As stated previously, all children that enter F1 or F2 are well below when it comes to language and communication. As a school we ensure that our children in EYFS have strong starts and have the opportunity to access a variety of interventions. We use a proportion of our funding to increase staffing in EYFS to ensure that all children have access to small groups and interventions. Staff have accessed a variety of high-class CPD to ensure they are skilled at delivering interventions such as NELI, AAB and RWI 1:1. As a result, GLD was 70% in 2024 and we have extremely high progress rates for the accelerate progress bracket (R – 72%, W - 72%, M – 72%) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	

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

Budgeted cost: £ 27,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a weekly careers curriculum featuring guest speakers, career exploration activities, and alignment with the Gatsby Benchmarks to help children better understand different career paths. (£6,000)	To ensure that our children have better employment opportunities by identifying a career path earlier, we will rely on several pieces of evidence supporting our approach. First, research indicates that early career guidance significantly improves students' long-term career outcomes. The Gatsby Benchmarks, a framework widely recognised for its effectiveness, provide a structured approach to careers education. By aligning our curriculum with these benchmarks, we ensure that children receive comprehensive and high-quality career guidance, helping them make informed decisions about their futures. Additionally, evidence from studies on career exploration activities shows that hands-on experiences with professionals and real-world job roles enhance children's understanding of various career paths. Activities such as guest speaker sessions, job shadowing, and career fairs offer practical insights into different professions, enabling children to explore their interests and make more informed choices. This experiential learning helps bridge the gap between academic subjects and real-world applications, making career options more tangible and accessible. We also want to collaborate with secondary schools and industry partners supports the effectiveness of our careers curriculum. By creating pathways that connect primary education with secondary schooling and professional networks, we ensure continuity and build a solid foundation for students' future career planning. This collaborative approach not only aligns with best practices but also provides students with a clearer understanding of potential career trajectories, ultimately leading to better employment prospects as they transition into higher education and the workforce. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-	4,6

	education&utm_medium=search&utm_campaign=site_search&search_term=career	
Further refine breakfast provision to continue upward trajectory of attendance (97% target) and punctuality. (£934)	We realise that on the IDSR from 2018/19 that our attendance needed to improve. However, since then we have worked tireless to identify pupils who are falling behind national with attendance and ensure they arrive at breakfast club to start the day positively. Last year, on average 89 children (34% of school) attend breakfast club on a daily basis. We try to provide tailored support for families with low attendance, working with our pastoral team and key members of staff and Governors. We ensure we provide pupils with the opportunity to attend the Breakfast club for free and to engage with structured activities with Live and Learn to have an active start to the day. As we are part of the Early Adopter Scheme, we are using a minimal fee that covers the difference between the cost of the breakfast club and the grant we receive from the DfE. The outcome of this spend to increase attendance and ensure children are well fed and full of positivity to start the day. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5
To enhance pupils' cultural capital by providing a breadth of experience (£6,700)	Over the past 4 years, we have developed a strong understanding of our community and the gaps that develop within our children's learning. Many of these gaps link to lack of experiences and not having the opportunity to make links from these experiences. Many of our disadvantaged children will not leave the local area for months at a time. Therefore, we have ensured the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development. We ensure we use the Pupil Premium grant to subsidise visits for disadvantaged children so we can take children on Whole School visits to the Seaside, Chatsworth House and London to ensure children access wider events. Also, EYFS children access 50 things to do before you're 6. We do this to provide greater enrichment opportunities for disadvantaged pupils. This has had a huge impact on children's knowledge and children are beginning to link their learning to experiences they've had. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5, 6
Increasing access to Before/After school clubs, trips and residential visits	All clubs in school, either before or after, are either heavily funded or free for disadvantaged children. We want to ensure that all disadvantaged children have access to a varied range of clubs and as a result, 4 clubs are offered per week to children and families. Clubs link to opportunities that children who are disadvantaged wouldn't normally have such as Karate, Boxing, Computing and Art and crafts.	4,5,6

(£4,500)	These clubs always have 100% attendance and disadvantaged children make up a large proportion (40%) of the numbers as they have first refusal to the clubs. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	
Ensure all children has the right to learn a musical instrument (£8,468)	All children should have the opportunity to learn how to play an instrument. We use some of our funding to ensure all children in Key Stage 2 have the opportunity to learn instruments. In Y3 children learn how to play the ukulele and in Y4 children learn the recorder and in Y5/6 they learn to play the drums. At the end of Y4 children are all bought a recorder so they can continue to practise at home. Throughout the year, children get to perform to parents within music assemblies. Disadvantaged children also get the chance to perform with our choir at events across Rotherham such as the Parkgate Toy appeal event, at Hope Church and One Voice concert. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6
Implement a drama club to promote aspiration and a rich diet of opportunities across the Arts. (£750)	Pupil Voice has indicated that children felt the variety of options in after school clubs did not offer enough creative options. As a result of the success of the HAF drama project, we have sanctioned a drama specialist to run termly drama clubs across school. We are wanting to ensure that children have opportunities to express their creative flair, not only in writing but in other areas of the curriculum and that this will have a positive impact on how children engage in school and in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6

Total budgeted cost: £212,458

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 closing the gap between disadvantaged pupils and non-disadvantaged pupils in the 2024 to 2025 academic year.

Overall Outcomes

☒ **Good Progress** ☐ **Average Progress** ☐ **Minimal Progress**

Outcomes for disadvantaged pupils continue to improve across the school, reflecting the sustained impact of high-quality teaching, targeted academic support and effective wider strategies. At Key Stage 2, 83% of the cohort were identified as disadvantaged. The attainment gap between disadvantaged pupils and their peers has narrowed significantly, reducing from a 30-point gap in 2021 to parity at the combined Reading, Writing and Mathematics measure. The majority of disadvantaged pupils exceeded their Key Stage 1 starting points in reading, writing and mathematics, demonstrating strong progress over time.

Key Stage 1 outcomes remain in line with national averages, underpinned by secure subject knowledge and effective teaching in reading, writing and mathematics. Phonics outcomes are strong, with 83% of pupils meeting the expected standard, including 81% of disadvantaged pupils—an increase from 74% the previous year. In Early Years, the targeted use of additional adults and language-focused interventions has supported improved communication, early literacy and engagement, contributing to a GLD of 50%. While outcomes for disadvantaged children continue to reflect high levels of need, particularly SEND, pupils are making positive progress from their individual starting points.

KS2 data

Measure	2023/24	2024/25
Meeting the expected standard at the end of KS2	Combined – 63% Reading – 68% Writing - 63% Maths – 58%	Combined – 64% Reading – 72% Writing – 64% Maths – 72%
Meeting the higher standard at the end of KS2.	Combined – 5% Reading – 10% Writing – 5% Maths – 10%	Combined – 4% Reading – 32% Writing- 4% Maths – 40%

KS1 data/EYFS

Measure	2023/24	2024/25
Meeting the expected standard at the end of KS1	Reading – 71% Writing - 64% Maths – 71%	Reading – 65% Writing – 65% Maths – 70%
Meeting the higher standard at the end of KS1	Reading – 0% Writing – 0% Maths – 7%	Reading – 0% Writing- 0% Maths – 21%
Achieving the expected standard in the PSC	Y1 – 74% Y2 – 86%	Y1 – 81% Y2 – 87%
Achieving a Good Level of Development at the end of F2.	GLD – 78%	GLD – 18%

Teaching

■ **Good Progress** ☐ **Average Progress** ☐ **Minimal Progress**

There has been good progress in the quality of teaching across the school. A structured and focused programme of professional development, grounded in evidence-informed approaches, has had a significant impact on classroom practice. Coaching sessions show a strong and consistent focus on metacognition, retrieval practice and effective questioning, supporting pupils to retain knowledge and make meaningful links across the curriculum. Pupil interviews indicate secure understanding in many curriculum areas, with pupils confidently using tools to plan, monitor and evaluate their learning.

Outcomes reflect this improvement. At KS2, 83% of the cohort were identified as disadvantaged. The attainment gap has narrowed significantly, reducing from a 30-point gap in 2021 to parity between disadvantaged pupils and others in the combined RWM measure. Disadvantaged pupils without identified additional needs entering KS2 have made strong progress from their starting points, with the majority exceeding their KS1 outcomes in reading, writing and maths.

Key Stage 1 outcomes remain in line with national averages due to secure subject knowledge and strong pedagogy in reading, writing and maths. Children enter Year 2 with stronger phonetic knowledge, enabling earlier fluency and deeper engagement with retrieval and comprehension skills. Phonics outcomes remain strong, with 83% of pupils passing the PSC, including 81% of disadvantaged pupils - an increase from 74% the previous year - reflecting the sustained impact of high-quality RWI training, resources and instructional coaching.

Targeted Academic Support

■ **Good Progress** ☐ **Average Progress** ☐ **Minimal Progress**

There is strong evidence that targeted academic interventions are having a positive impact on disadvantaged pupils. Pupils accessing phonics interventions, including RWI 1:1 support, are making good progress and are increasingly able to apply these skills independently within the wider curriculum. YARC assessments show that pupils entering school with reading ages below their chronological age make accelerated progress over time.

In EYFS, the deployment of additional adults has ensured that small-group provision is accessible in both Nursery and Reception, contributing to a GLD of 50%. Although outcomes for disadvantaged pupils remain impacted by high levels of need, including EHCPs, language acquisition programmes such as NELI and the use of Drawing Club have supported improvements in communication, vocabulary and early writing.

Targeted CPD has strengthened staff confidence in supporting pupils to write and edit independently, leading to improved writing outcomes across school. Mathematics remains a strength, with the mastery approach embedded across all phases. Pupils demonstrate increasing confidence in problem-solving and reasoning, reflected in strong MTC outcomes (average score 21.9), though refinement of multiplication fact teaching remains a focus.

Wider Strategies

☒ **Good Progress** ☐ **Average Progress** ☐ **Minimal Progress**

Attendance has improved to 94.9%, now slightly above the national average, supported by sustained work from the Safeguarding and Attendance Lead and strong parental engagement. Parental Voice feedback shows 97% of families feel well supported and 100% would recommend the school. Attendance pathways will continue to be strengthened in response to rising term-time holidays.

The school's careers curriculum has had a positive impact as a wider strategy by broadening pupils' understanding of future opportunities and pathways. Engagement with age-appropriate careers activities, visits, and employer encounters has increased pupils' awareness of different roles and industries, helping to raise aspirations and inform decision-making. This approach supports disadvantaged pupils in particular to make informed choices, develop transferable skills, and build confidence in planning their next steps

Wider enrichment has also been strong, with 79% of disadvantaged pupils attending after-school clubs and 21% participating in the HAF summer programme, supporting wellbeing, engagement and access to wider opportunities. The school's commitment to its community has been recognised through the Rotherham Charter Gold Award, reflecting exceptional support for families.

Strategic review work with the EEF, Unity Research School and Marc Rowland has further strengthened the school's Pupil Premium approach, ensuring it remains sharply focused, evidence-led and aligned to improving outcomes and life chances for disadvantaged pupils.

Externally provided programmes

Programme	Provider
Lexia	Lexia
Herts for Learning	Herts for Learning

TT Rockstars	Maths Circle
Read, Write, Inc	Ruth Miskin
Improving Working Memory and Arithmetic	EEF
First Class @ Number	Edge Hill University
Oxford Owl	OUP
Live and Learn	Live and Learn
Imagination Library	SD Professionals

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

HAF Programme

Over the past year, we've been incredibly fortunate to collaborate with Hope Church to ensure our children could access the Holiday Activities and Food (HAF) programme. This summer, we achieved the highest attendance in Rotherham for disadvantaged children participating in the programme. Nearly 50 children attended the club daily, engaging in a performance of the Lion, the Witch and the Wardrobe and taking part in competitive sports. Each child received a hot meal every day, and members of our school leadership and pastoral teams were present throughout.

In addition, Hope Church and the Rotary Club secured funding to enable our disadvantaged children and their families to attend a local pantomime - an opportunity that enhances cultural capital and helps overcome barriers some families face. With the remaining funds, we hosted several enjoyable events at school, including a Christmas Party for all families during the autumn term.

We also work closely with the local charity Families First, who generously provided over 100 Christmas presents for our disadvantaged families, ensuring every child had a gift to open on Christmas morning. These initiatives are the result of strong partnerships across Rotherham and our close ties with local charities.

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools

Children's University

Our partnership with the Children's University has continued to grow this year. Thirteen of our students graduated after completing over 100 hours of after-school clubs - these clubs are run exclusively within our school and are separate from any other extracurricular activities the children may attend during the week.

Making the Difference – Disadvantaged Project

We are proud to continue working with the Local Authority and Marc Rowland to enhance our practices across Rotherham. I've had the privilege of contributing to a Pupil Premium handbook for Rotherham schools alongside Marc. This resource has been shared with all schools in the area to provide stakeholders with clearer guidance on effective Pupil Premium strategies and how to implement them both in classrooms and across whole-school settings.