

Pupil premium strategy statement – 2026/27

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	East Dene Primary School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	57.3%
Academic year/years that our current pupil premium strategy plan covers	2025 - 28
Date this statement was published	September 2026
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	£ 285,200
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	£ 285,200

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.

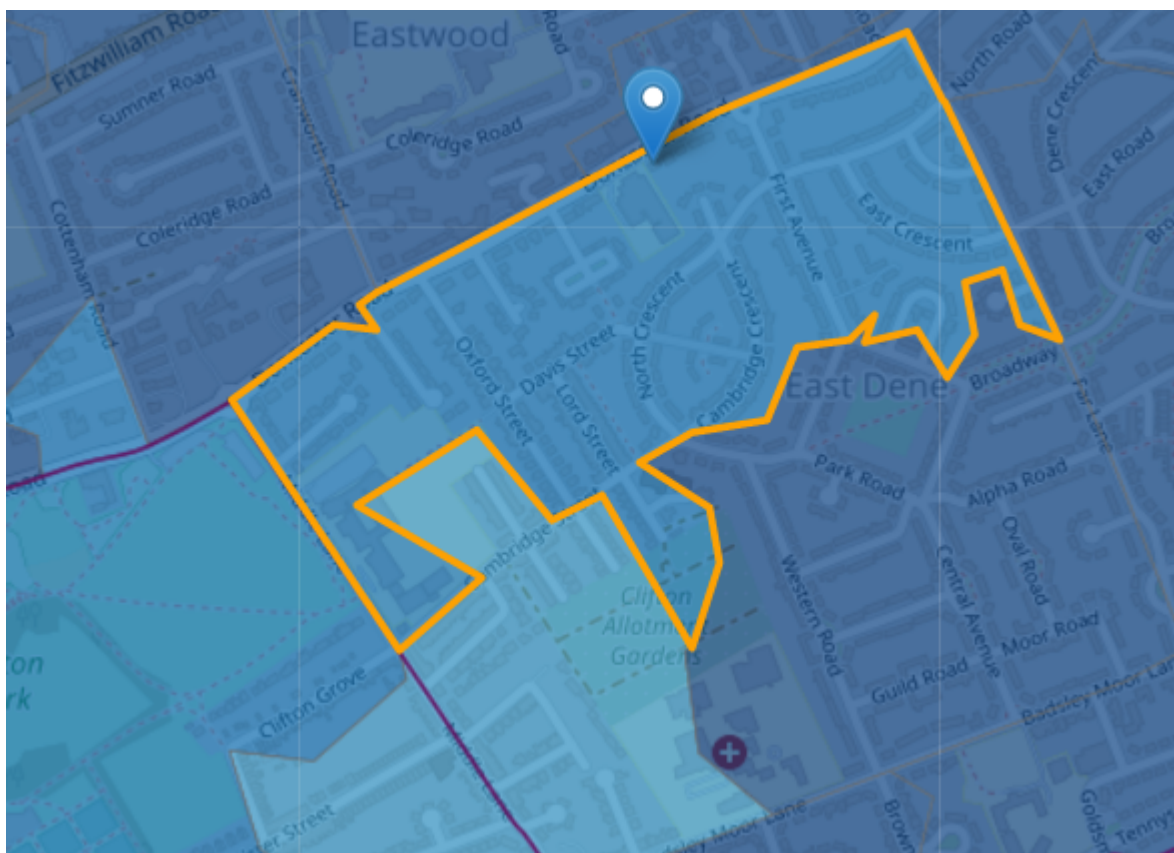
Principles

- 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.
- East Dene 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

East Dene Primary is located in East Dene, in the centre of Rotherham. We are a one and a half form primary school from F1 – Y6 and we serve a diverse population with 57% 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 East Dene is in decile 1.



The LSOA in which the school is located is ranked 4308th out of 33,755 in terms of deprivation, meaning only 11% of areas in England have higher deprivation. The area of East Dene was 5224th in 2019 which emphasises that the level of deprivation is increasing. Many of our pupils come from a catchment area, not on the map, that is in the top 1% of deprivation nationally. The income, employment, health, education and crime deprivation indicators are all very high.

Challenges:

- Literacy – Vocabulary deficit and Early Reading (Decoding) and writing: Assessment data and classroom observations show that many of our Pupil Premium children experience difficulties with both tier 2 and tier 3 vocabulary, along with gaps in early reading skills. These barriers can make it harder for them to fully engage with and access key areas of the curriculum.
- Lower Self-Regulation Skills: Findings from assessments, professional dialogue, and staff observations suggest that a number of disadvantaged pupils struggle with self-regulation. This affects their ability to plan, monitor, and reflect on their learning, as well as impacts their social interactions.

- Wellbeing/Emotional and Self-confidence issues: A combination of assessments, staff feedback, and observed behaviours indicate increased levels of social, emotional, and confidence-related challenges among our disadvantaged learners. These issues, often intensified by the impact of the pandemic, have also led to a greater demand for safeguarding support.
- Cultural Capital Deficit: Pupil discussions and staff observations suggest that some disadvantaged children have a narrower range of life experiences, which affects their general knowledge and awareness of the wider world. As a result, they may lack clarity around future aspirations and the steps needed to reach them - not due to a lack of ambition, but due to restricted opportunities to date.
- Attendance and Persistent Absence: There is currently a 0.9% attendance gap for our Pupil Premium pupils, placing many at increased risk of falling into the category of persistent absenteeism, which can further impact learning outcomes.
- Financial Capital: Many of our pupils have limited exposure to career-related learning and lack a clear understanding of different professional pathways. To address this, we are introducing a careers curriculum in line with the Gatsby Benchmarks, supporting pupils to explore their interests and begin planning for future careers before their transition to secondary school.

Ultimate Outcomes

- Develop a secure understanding of the teaching of phonics and ensure weekly masterclasses support the outcomes for all pupils, including disadvantaged.
- Enhance our Early Writing Provision to ensure that all pupils have the basic skills to compose sentences independently.
- 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.
- 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, flexible 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 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

- Deputy Headteacher, who is a skilled RWI leader has weekly observations of phonics and this informs the Masterclasses focus. Bespoke and individual support will be provided accordingly.
- Employ skilled members of SLT that work or access 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 the opportunities for flexible groupings with an experienced and highly-skilled support staff member to help overcoming gaps in learning
- 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 RWI sessions for KS1 classes to ensure all pupils can read with fluency.
- Writing fluency 1:1 intervention for children not able to transcribe independently.
- 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, SALT and Inclusion team to support our most vulnerable learners to ensure they receive the very best quality of education.
- Subsidise activities, educational visits and residential 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 East Dene values thus enhance learning.

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	Literacy/vocabulary deficit and Early Reading (decoding). 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	Poor phonics attainment Assessment information shows that a high proportion of disadvantaged pupils have weak phonics skills and enter school below age-related expectations in early reading. These gaps present barriers to learning, particularly in decoding and reading fluency, and continue to impact pupils' ability to access the wider curriculum as they progress through the school. For some pupils, low confidence and limited engagement with reading further compound these challenges. As a result, targeted and timely phonics support is required to accelerate progress and reduce the long-term impact on reading attainment.
3	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 2026. Whole school attendance in 2024 was 92.4% and in 2026 it was 94.1%. 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
4	Lower self-regulation skills

	Assessment information and observations indicate that a higher proportion of disadvantaged pupils demonstrate weaker self-regulation skills across the school. Difficulties with attention, emotional regulation and managing behaviour impact pupils' readiness to learn and their ability to engage consistently in lessons. These challenges can limit progress over time and reduce pupils' capacity to access learning independently. As a result, targeted and consistent support is required to develop self-regulation skills and improve engagement and learning behaviours.
5	Wellbeing/Emotional and self-confidence issues Assessment information and staff observations indicate that a higher proportion of disadvantaged pupils experience difficulties with emotional wellbeing and self-confidence. These challenges can affect pupils' engagement in learning, willingness to take risks and resilience when faced with difficulty. Over time, this can limit progress and reduce pupils' ability to access learning effectively. As a result, targeted and timely support is required to promote positive wellbeing, emotional security and confidence in learning.
6	Cultural Capital – limited access to a range of experiences outside local area. 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
7	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 2027 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 2027.
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: £171,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior 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. (£66,587)	Instructional Coaching has had a huge impact in certain areas of the curriculum over the past 2 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. Across the Trust, we value the links to the Maths and English hub and we will be drawing on their extensive knowledge and the research from the hubs to help adapt our teaching and learning rubric. We will also use the work of Michael Feely and his playbook to give mental models to staff. 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
Refine procedures used, including direct modelling, to develop	Children enter our reception with well-below language and communication skills. All our disadvantaged children 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	1,2,3,4

children's understanding and use of technical vocabulary. (£57,049)	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	
Implement weekly coaching for all staff to support fidelity to RWI scheme and aid fluency in reading so pupils can read with automaticity, accuracy and prosody. Access RWI and Early Writing training to ensure all children receive the very best phonics and writing provision. (£16,253)	Phonics attainment had been on a 3-year downward trend. Last year, during the first RWI development day for 3 years, it highlighted the need for additional training. In July 2023 our phonics score was 30%. Our new Deputy head/RWI leader felt that we needed to increase coaching sessions on a weekly basis and ensure that Masterclasses take place to deliver bespoke CPD and support. In 2026 phonics increased to 76% and the teaching of phonics across school was strong. 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 day to observe practice and the focus of the masterclasses stems from these observations. The RWI leader will also be upskilling new starters and existing staff with continuous training and homework activities from the portal to embed good practice. 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	32% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 10 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

reflective of the inclusive curriculum offer. (£21,644)	The additional teaching staff support accelerated progress in KS1 where disadvantaged children make significantly more progress than 'others.' 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 SENDCo 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	
Refine the use of sentence stems to ensure appropriate and age-related talk expectations lined to previous voice21 work are used and displayed in all sessions. (£3300)	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. 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. (£7000)	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the Learners First 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 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	1,2,3,

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

Budgeted cost: £ 107,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics lesson's for KS1 and Y3 to ensure children can read with confidence and fluency. (£26,883)	Through extensive data trawls, we will identify children that are in the bottom 30% for reading and phonics. PPMs will focus on children that are not 'on track' from the prior data in either reading or phonics and that need bespoke 1:1 or small group tutoring. As a result, we will then look at running bespoke individual phonic sessions for the children that are not able to read fluently or unable to decode in the afternoon. It will be following the fidelity to elements of the RWI scheme to ensure children are leaving KS1 with the skills to read fluently and independently. 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 and Early Writing interventions. (£37,932)	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 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. The historically poor teaching has impacted on pupils ability to write fluently, especially in KS2. These pupils have a bespoke diet of transcription, linked to their phonic ability to ensure they are developing the basic skills needed to transcribe.	1, 3

	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	
Re-develop bespoke multiplication progression model in KS2 to secure solid recall and fluency with a range of multiplication facts (£7217)	In last years MTC our disadvantaged children gained an average score of 19.4/25. The impact of TT rockstars is having a long-lasting impact on disadvantaged children's basic skills. 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. We will be working with the Maths Hub and their new Mastering Number in KS2 training to adapt and enhance out practice. 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. (£35,823)	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3

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

Budgeted cost: £ 33,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refine a careers curriculum featuring guest speakers, career exploration activities, and alignment with the Gatsby Benchmarks to help children better understand different career paths. (£10,000)	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. Finally, collaboration 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-education&utm_medium=search&utm_campaign=site_search&search_term=career	4,8
Further refine breakfast provision to continue upward	We realise that on the IDSR from 2018/19 that our attendance needed to improve. However, since then we have worked tirelessly to identify pupils who are falling	4,5,6

trajectory of attendance (97% target) and punctuality. (£985)	behind national with attendance and ensure they arrive at breakfast club to start the day positively. Last year 103 children (31% 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 DfE FBC Scheme, we now use their funding to pay for the Breakfast provision but we use the Pupil Premium spend to contribute to the nominal difference between the grant and the actual cost. 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	
To enhance pupils' cultural capital by providing a breadth of experience (£7,000)	Over the past year, 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, Wentworth 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, 7
Increasing access to Before/After school clubs, trips and residential visits (£5200)	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, 5 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

	These clubs always have 100% attendance and disadvantaged children make up a large proportion (71%) of the numbers as they have first refusal to the clubs. Children are also afforded the opportunity to attend a free residential in the summer term for Y6 and HAF places are offered to all disadvantaged pupils. 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 (£10,664)	All children should have the opportunity to learn how to play an instrument. We use some of our funding to ensure all children in KS2 have the opportunity to learn instruments. In Y3/4 children learn the recorder and Y5/6 the ukulele. 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	5, 6

Total budgeted cost: £313,537

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 2025 to 2026 academic year.

Overall Progress

☒ Good Progress ☐ Average Progress ☐ Minimal Progress

- Outcomes for disadvantaged pupils show mixed impact across the school. At Key Stage 2, 70% of the cohort were identified as disadvantaged. The attainment gap between disadvantaged pupils and their peers has diminished this year, and as a result, the Pupil Premium strategy has been reviewed to see what has had the greatest impact. The improvement in the quality of teaching can be linked to the high-quality CPD staff receive, including the impact on coaching on all staff, including support staff.
- Key Stage 1 outcomes remain an area for development. However, the return to single-year group teaching has begun to have a positive impact, with early signs of improvement in phonics and KS1 attainment. Phonics outcomes remain just below national expectations, with 74% of pupils passing the Phonics Screening Check. Among disadvantaged pupils, 71% met the expected standard, representing a 17% increase on the previous year. This improvement reflects the early impact of strengthened phonics provision, though further work is required to accelerate progress.
- In Early Years, the strategic deployment of additional adults has enabled consistent small-group provision across Nursery and Reception. This has supported improved engagement and early learning, resulting in a GLD of 67%. Disadvantaged pupils in Reception achieved 56%, although this cohort includes a significant number of pupils with complex needs. Language-focused interventions, including NELI and Drawing Club, are expected to further support communication, literacy and writing development over time.

KS2 data

Measure	2024/25	2025/26
Meeting the expected standard at the end of KS2.	Combined – 35% Reading – 59% Writing 46% Maths – 44%	Combined – 53% Reading – 66% Writing 69% Maths – 56%
Meeting the higher standard at the end of KS2.	Combined – 0% Reading – 11% Writing – 0% Maths – 10%	Combined – 6% Reading – 25% Writing – 6% Maths – 9%

KS1/EYFS Data.

Measure	2024/25	2025/26
Meeting the expected standard at the end of KS1.	Reading – 61% Writing 57% Maths – 61%	Reading – 62% Writing - 59% Maths – 61%
Meeting the higher standard at the end of KS1.	Reading – 0% Writing – 0% Maths – 21%	Reading – 5% Writing – 5% Maths – 16%
Achieving the expected standard in the PSC	Y1 – 54% Y2 – 75%	Y1 – 71% Y2 – 83%
Achieving a Good Level of Development at the end of F2.	GLD – 19%	GLD – 56%

Teaching

☐ Good Progress
☒ Average Progress
☐ Minimal Progress

- Teaching quality across the school has continued to strengthen, with greater consistency evident in classroom practice. Staff have developed a secure understanding of the pedagogical principles that underpin the Pupil Premium strategy through a carefully sequenced programme of evidence-informed professional development. The introduction of a trust-aligned coaching model, drawing on EEF research and established best practice, has been instrumental in improving teaching effectiveness and reducing variability in provision.
- Reading has been a particular area of improvement. Staff make more effective use of questioning to deepen pupils' understanding and promote higher-level thinking, supported by careful analysis of assessment materials and question design. Teaching is now characterised by appropriately challenging questions and well-chosen texts that enhance both vocabulary acquisition and comprehension. Sustained professional development has increased staff expertise, resulting in greater consistency and confidence in the delivery of reading across the school.
- Developments in writing have focused on increasing pupils' independence and strengthening their ability to evaluate and improve their own work. Professional development has supported teachers in modelling the writing process explicitly, while curriculum adjustments have created more opportunities for pupils to practise and apply key skills across a broad range of genres. As a result, pupils are becoming more confident writers and attainment is continuing to improve. Looking ahead, priorities include accelerating outcomes in Key Stage 1 and increasing the proportion of pupils achieving greater depth by the end of Key Stage 2.
- The mastery approach to mathematics is now firmly established throughout the school. Pupils demonstrate growing fluency, confidence and resilience when tackling reasoning and problem-solving activities, with these skills increasingly evident in independent learning. Performance in the Multiplication Tables Check was strong, with pupils achieving an average score of 19.4, providing a solid foundation for success in arithmetic. Further

work will focus on refining the teaching of multiplication facts to secure even stronger outcomes.

Targeted Academic Support

☐ Good Progress ☒ Average Progress ☐ Minimal Progress

- Additional academic support has become increasingly effective in accelerating progress for pupils who enter with the greatest barriers to learning. Carefully planned daily interventions, including bespoke RWI one-to-one provision for the lowest-attaining readers, have strengthened pupils' phonics knowledge, reading accuracy and fluency. The school's approach reflects current evidence-informed practice, with success evaluated through improvements in classroom performance, curriculum access and sustained pupil progress rather than isolated intervention measures.
- Intervention provision is underpinned by strong professional collaboration and rigorous monitoring. Teachers and support staff work closely to identify need, adapt provision and ensure support is delivered with consistency and precision. Enhancements to small-group phonics teaching across Key Stage 1 have contributed to improved outcomes, with pupils demonstrating stronger attainment and greater confidence in applying their developing literacy skills.
- In the Early Years Foundation Stage, increased staffing capacity has enhanced the quality and reach of targeted support. Additional adults have enabled focused teaching in small groups, ensuring pupils receive timely intervention and greater opportunities for language-rich interaction. While outcomes for disadvantaged pupils continue to be influenced by complex needs, including a significant proportion with SEND, targeted initiatives such as NELI and Drawing Club have strengthened communication, enriched vocabulary development and supported early writing. As a result, children are increasingly able to express their ideas with confidence and engage more successfully with the wider curriculum.

Wider Strategies

☒ Good Progress ☐ Average Progress ☐ Minimal Progress

- Attendance has continued on an upward trajectory and now broadly reflects national expectations, reaching 94.1%. This improvement has been driven by the proactive work of the Safeguarding and Attendance Lead, alongside effective engagement with families to remove barriers to regular attendance. Parental feedback remains exceptionally positive, with all respondents reporting that their child is happy at school and that they feel well supported by staff. Further work will focus on reducing the impact of holidays taken during term time to secure even stronger attendance outcomes.
- A broad range of enrichment opportunities has enhanced both engagement and personal development for disadvantaged pupils. Participation in extra-curricular provision remains strong, with over half of disadvantaged pupils attending after-school clubs. In addition, 35 pupils accessed the four-week HAF summer programme, benefiting from a rich offer that combined recreational activities, social interaction and access to healthy meals. These

opportunities have helped to promote wellbeing, confidence and a stronger connection to school life.

- The school continues to maintain a positive and orderly learning environment, with behaviour remaining consistently strong throughout the year. Targeted coaching supported staff in developing effective behaviour management strategies, ensuring pupils remained focused and engaged in their learning. Alongside this, the pastoral team has embedded restorative approaches that provide effective support for pupils with social, emotional and mental health needs, strengthening their ability to regulate emotions, build positive relationships and resolve difficulties constructively.
- Strong partnerships with families remain central to the school's inclusive ethos. Staff work collaboratively with parents and carers to provide tailored support, ensuring pupils feel secure, valued and ready to learn. This commitment has fostered a culture of trust and belonging, enabling pupils and families to engage positively with the wider school community.
- The school's Pupil Premium strategy has been further strengthened through external review and collaboration with leading experts in educational disadvantage. Partnership work with the Education Endowment Foundation, Unity Research School and Marc Rowland has refined strategic planning, reinforced the use of evidence-informed practice and strengthened accountability for impact. Recognition within Marc Rowland's A-Z of the Pupil Premium reflects the school's well-established and highly effective approach to improving outcomes 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
NumBots	Maths Circle

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
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Further information

HAF Programme

Over the past year, the school has benefited significantly from a strong partnership with John Bell and the Learners' Trust through the Holiday Activities and Food (HAF) programme. This collaboration has enabled more than 60 disadvantaged pupils to access high-quality provision across the Christmas, Easter and summer holiday periods. Daily attendance averaged 32 pupils, who engaged in a wide range of enriching experiences including sporting competitions, creative arts projects and practical science activities. In addition to these opportunities, pupils received a nutritious hot meal each day. Members of the senior leadership and pastoral teams were actively involved throughout the programme, ensuring that pupils were both well supported and able to fully engage in the activities on offer.

The impact of this partnership has extended beyond the holiday provision itself. Through additional HAF funding, disadvantaged pupils and their families were given the opportunity to attend a local pantomime, broadening cultural experiences that may otherwise have been beyond reach for some families. Such opportunities contribute to pupils' personal development, wellbeing and sense of inclusion, while helping to reduce financial barriers and widen access to enriching experiences beyond the classroom.

The school also continues to work closely with Families First, a valued local charity that plays an important role in supporting vulnerable families within the community. Through this partnership, more than 102 Christmas gifts were provided to disadvantaged pupils, ensuring that every child received a present during the festive period. This support was greatly appreciated by families and reinforced the school's commitment to ensuring that all pupils feel valued and included.

These initiatives demonstrate the strength of the school's community partnerships and its commitment to addressing disadvantage through collaboration. By working closely with local organisations, charities and community groups, the school continues to enhance the support available to pupils and families, providing opportunities and experiences that enrich lives, strengthen wellbeing and promote inclusion.

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

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.