# Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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 |
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| School name | Rosehill Junior School |
| Number of pupils in school | 186 (Oct 26) |
| Proportion (%) of pupil premium eligible pupils | 48.4% - 90 pupils |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-27 |
| Date this statement was published | Winter 2026 |
| Dates on which it will be reviewed | Spring 2027<br>Summer 2027 |
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| Statement authorised by | Zowie Norris |
| Pupil premium lead | Neil Piper |
| Governor / Trustee lead | Lynne Pepper |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £156,140 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for academic year** | £156,140 |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Rosehill, we aspire for all of our pupils, irrespective of their background or any challenges they face, to achieve their full potential and make good progress -both academically and holistically.*

At Rosehill Junior School, the aim of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are looked after.

High-quality teaching is at the most important part of our approach, with a focus on areas which disadvantaged pupils require the most support – through a EEF tiered approach. This is proven to have the greatest impact on closing the disadvantage attainment gap.  Although we aim to advantage the disadvantaged, using the range of strategies and interventions identified on our plan,

Intervention supports academically and through our social and emotional provision from our Inclusion team, as well as the opportunities in extra-curricular ensure our children are well- rounded individuals, ready for the next stage in education in KS3.

Wider strategies promote all students having full access to the extra-curricular provision and that we are ambitious about attendance for every pupil. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The details below, share the challenges, aims and how the money will be spent over the next 3 years.

## Challenges

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

| Challenge number | Detail of challenge |
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| 1 | **Improving Attendance**<br>Although improvements in tracking systems are now in place and actions are more rigorous, our school's attendance data tracking continues to show that our overall attendance remains slightly below the expected local and national averages – of disadvantaged pupils is still significantly lower than the attendance of non-disadvantaged pupils. There is a specific focus on working with families where children are persistently absent as a high percentage of these are disadvantaged and/or on the SEND register. This has a huge impact on progress and attainment, as well as affecting the children's self-esteem, friendships and engagement in learning. |
| 2 | **Improvement of SEN/disadvantaged Pupils provision**<br>Our Ofsted Inspection in July 2025 highlighted an improvement in how our curriculum is adapted to meet the needs of pupils with SEND. There is still further progress to make in this area ensuring that the tasks that teachers give pupils with SEND help them to learn the important knowledge that they need. Teaching should consistently enable pupils with SEND to focus on the most important things that they need to know. |
| 3 | **End of KS2 Attainment & Progress**<br>Although there has been an overall improvement of key stage 2 outcomes, disadvantaged pupils still score lower than their peers , suggesting that the fluency of reading, including word reading speed, language acquisition and understanding of age-related texts, is lower for disadvantaged pupils when compared to their peers. |
| 4 | **Language & Vocabulary**<br>Assessments throughout school have demonstrated an issue with language and vocabulary, particularly amongst our disadvantaged pupils. Much work has been done to specifically teach vocabulary as part of Guided Reading and to teach SPaG as part of the lesson and separately each week. Pronunciation, a limited range in vocabulary and the understanding of language is a whole school focus across the curriculum. The data shows that the greatest need is from children within our disadvantaged cohort. The development of oracy is a key national focus currently - this links to language and vocabulary development at Rosehill. |
| 5 | **Parental Engagement**<br>According to our recent inspection - a significant minority of parents' lack confidence in aspects of school leadership as they feel communication is not good enough and their views are not considered. Through tracking and observations, we have seen a lack of parental/carer engagement within a high percentage of our disadvantaged pupils, this includes attendance of parents/carers at progress meetings (including telephone appointments) . Parents can be reluctant to engage and support their child with daily reading, times tables, spellings and homework. Much work has been put in place to build better relationships with these parents to work in partnership for the benefit of the pupils. |
| 6 | **Improving Phonics and Reading**<br>Phonics assessments and teacher observation suggest that disadvantaged children find acquiring age-appropriate phonetic skills more challenging than non-disadvantaged pupils. This then prevents them from being able to read at |

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| | their age-related level. There have been significant gaps in phonetic knowledge and understanding noted in disadvantaged children. |

## 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 |
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| 1. The attendance and punctuality of disadvantaged pupils will improve, improving whole school attendance rates. | Improved attendance rates by the end of 25/26, evidenced by:<br>● Average whole school attendance being above 96%<br>● The difference in attendance between disadvantaged pupils and non-disadvantaged pupils is reducing.<br>● Disadvantaged pupils will be in-line with whole school attendance targets.<br>● Punctuality of disadvantaged pupils will be significantly improved.<br>● Attendance tracking system will be in place and used to produce attendance data.<br>● 2025 Attendance policies reflect 'Working together to Improve Attendance'.<br>● 2024 Attendance policy reviewed to ensure vulnerable children are protected and supported.<br>● Percentage PA for PP recipients is reducing and the average attendance gap between all pupils and PP recipients is closing.<br>EEF Improving Attendance strategies |
| 2. The provision for disadvantaged/SEND children will improve through a whole school approach to providing the necessary scaffolds, prompts and questioning to ensure disadvantaged/SEND children can access the curriculum at their ability level. | ● Monitoring programme structured to ensure regular learning walks to monitor the intended outcome.<br>● Learning walks, lesson observations, discussions with pupils, book scrutinies demonstrate disadvantaged children's ability to access the curriculum at a level commensurate with their ability.<br>EEF guidance on High Quality Teaching for pupils with SEND<br>56.3% (27) of our pupils with a SEN Support provision are also disadvantaged. This is 15.3% higher than the national at 41%.<br>● External validation in Autumn Term 2024 to demonstrate school has taken steps to address and improve upon AFI from Ofsted inspection (September 2023).<br>Improved levels of mental health and wellbeing by 2025, evidenced through observation by the following::<br>● A decrease in the number of children relying upon SEMH support from the inclusion team on a regular basis.<br>● Increased attendance in after school clubs and breakfast club.<br>● Children will present as happy, settled and calm children who participate in lessons and have strategies to help them to complete their work (either with or without adult support). |

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| 3. Raise the standard of writing for disadvantaged pupils, so that their attainment is broadly in line with national writing outcomes.<br><br>Raise the standard in reading and maths for disadvantaged pupils, so that the attainment gap closes to their non-disadvantaged peers. | • Observation and assessment of children across school show understanding and use of vocabulary/language is on an upward trend.<br>• CPD for staff on use of oracy in English lessons to help improve children's vocabulary.<br>• Children will make at least expected progress from September baselines.<br>• There will be an improving trend for disadvantaged pupil's attainment in writing closing the gap to their non-disadvantaged peers.<br>• Introduction of star writers initiative to encourage pupils to produce high quality writing.<br>• Regular and purposeful feedback to improve standards in writing at class, group and individual level<br>EEF guide on effective feedback |
| 4. There is an improvement in language acquisition and vocabulary for disadvantaged children. | • CPD for staff on use of oracy in English lessons to help improve children's vocabulary.<br>• Structured guided reading lessons with specific sessions on vocabulary (Tier 2 words directly taught).<br>• Whole school oracy strategy to be established including echo reading, paired reading, sentence stems.<br>EEF - Language & Vocabulary strategies recommended |
| 5. Increased parental involvement from parents/carers of disadvantaged pupils. | Increased parental involvement from parents/carers of disadvantaged pupils, by 2026, evidenced through the following::<br>1. Attendance figures for parent/carer meetings with teachers.<br>2. Attendance of parents/carers at concerts and whole-school events.<br>3. Observations of disadvantaged pupils reading at home and completing some homework, evident on tracking systems across school such as Boom Reader, TT Rock Stars.<br>4. Disadvantaged pupils will be arriving at school on time.<br>5. The number of parents/carers accessing support through school and/or external services when needed.<br>EEF High Impact of Parental engagement |
| 6. Improve the phonetic understanding of the disadvantaged children enabling them to access reading books on the whole school book scheme. | • RWI phonics catch-up programme has been externally validated.<br>• Effective CPD accessed using RWI Development Days delivered by external experts.<br>• The number of children across a year group (including disadvantaged pupils) accessing the RWI program (by the Summer term) will reduce by 2026.<br>• CPD for staff on use of oracy in English lessons to help improve children's vocabulary. |

## 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)

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| Budgeted cost: | *£125,440 (24-25)* | *£153,730 (25-26)* | *£156,140 (26-27)* |
| *Non-TA Staffing costs:* | *£123,500 (24-25)* | *£104,753 (25-26)* | *£126,301 (26-27)* |
| *Staff CPD - part of ROSIS cost:* | *£0 (ROSIS - paid in previous year)*<br><br>*Team Teach Training - £1940* | *£1530*<br><br>*Team Teach Training - £2160* | *£2100*<br><br>*Team Teach Training - £3200* |

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
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| Purchase of physical and online RWI resources to support continuous CPD for phonics. | The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf therefore a whole school approach and small group interventions will narrow the gap for disadvantaged pupils.<br>Small group learning guidance | 6, 4 |
| Purchase texts for new reading scheme to embed and enhance reading for pleasure by providing books better suited to a child's ability and interests. | Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). Additionally, a text that is well matched to a child's ability will also improve reading attainment. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf | 4 |
| The employment (and training) of inclusion team to engage / nurture and target disadvantaged children. | Children are more settled and ready to learn in the afternoon after a calm and engaging lunch time. This reduces the chance of children having disagreements and not wanting to come to school the following day. Also, there would be a reduction in lost learning time as a result of teachers dealing with lunchtime issues. | 2 |

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| Non-teaching Inclusion Manager who meets and greets disadvantaged children, checks daily attendance and contacts parents/carers where necessary to address any concerns through pre-emptive measures..<br>Attendance Leads monitor attendance and punctuality of PP recipients. | Immediate response with absent disadvantaged children followed by support for parent/carer or child and bespoke plans put into place if needed.<br>(See Attendance Plan)<br>There is no delay in identifying disadvantaged families in crisis. | 1 and 2 |

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

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| Budgeted cost: | *£5192 (23-24)* | £5811 (24-25) | £3,428.50 (25-26)<br>+ Cost of intervention | £8000.00 |
| *Educational Resources (incl. subscriptions):* | *£1415 (23-24)* | £2,018 | (25-26)<br>£2,551 (46% of total cost) | (26-27)<br>£3,000 (48% of total cost) |
| *Interventions:* | *£3777 (23-24)* | £3,793 | (25-26)<br>Subscription - £877.50 (46% of total cost)<br><br>£8000 (TA allocated percentage for interventions) | (26-27)<br>£500 (RWI)<br><br>£8500 (TAallocated percentage for interventions) |

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
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| Targeted RWI program for Year 3/4 pupils with quality first teaching to address phonics gaps and 'narrow the gap' | Evidence of smaller class sizes benefit disadvantaged children with the added rigour and routine of the RWI program helping them to settle and focus on their learning. Over-learning and intervention helps to retain the new information. | 6 |

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| between disadvantaged pupils and their peers.<br>. | In-school assessment data comparisons from baseline have previously shown that children receiving the RWI program upon entry to KS2 make accelerated progress. All children needing phonics support receive it. | |
| Introduction of RWI interventions in small groups to support vulnerable pupils in making rapid progress. | Assessment data comparisons from baseline show that targeted interventions delivered regularly are shown to impact positively on disadvantaged children's development and their levels of confidence.<br>Small group tuition guidance | 5 and 6 |
| Invest in continued access to the SIT. | Visits from the SIT who identifies the specific needs of individual pupils and creates bespoke PLPs for individual children to target learning and provide support. Progress comparisons for these children show improvements over time. | 4, 5 and 6. |

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

| Budgeted cost: | *£6864 (23-24)* | £6,500 (24-25) | £8,550 (25-26) | £12,750 |
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| *Inclusion Team Support & Wellbeing Champion* | *£3120* | £1750 | See staffing costs above | See staffing costs above |
| *Subsidised Breakfast Club Provision for PP pupils:* | *£3000* | £4750 | £4,750 (25-26)<br><br>(10 students per week on average - £25.00 per week subsidised x 38 weeks per year) | £4,750<br><br>(10 students per week on average - £25.00 per week subsidised x 38 weeks per year) |
| *RUCT - Friends Through Football* | | | | £4000 |
| *Outside agency involvement:* | | | £3800 (EP/SIT) | £4000 (EP/SIT) |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Attendance team to hold weekly meetings (with designated attendance champion and clearly assigned responsibilities) | Regular meetings allow staff to identify high risk pupils for attendance and create bespoke action plans to put preventative measures in place. DfE guidance suggests that half termly attendance meetings with a champion and members of the SLT will significantly reduce persistent absence. | 1, 2 and 3 |
| Spin the wheel attendance incentive with funded rewards and visits. | DfE guidance to use clear and consistently applied systems and processes to improve, reward and incentivise attendance and punctuality. | 1 |
| Funded breakfast club places for disadvantaged pupils to encourage attendance. | In school data demonstrates that disadvantaged children with poor attendance and punctuality benefit from breakfast club as it encourages children to attend school.<br>Also disadvantaged pupils with SEMH issues benefit from access to breakfast club to provide consistency and allow children to build friendships and relationships with peers in-school<br>Subsidised breakfast club places encourage pupils to attend school and improves the attendance and punctuality of identified individuals. | 1 |
| Improve the quality and consistency of the PSHE provision throughout school with the recurring purchase of a whole school scheme. | We will adopt the Jigsaw PSHE scheme from Autumn 2024 which has a more mindfulness-based approach to PSHE focused on mental health and wellbeing as well as e-safety. | 2 |

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year.

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| **Area 1**<br>**The attendance and punctuality of disadvantaged pupils will improve, improving whole school attendance rates.** | ***Evidence***<br>*23/24 attendance dropped slightly to 94.2% and for disadvantaged pupils 93.7%. PA for 2023/24 was slightly better at 22% but still an area that needs support.*<br><br>24/25: To further strengthen our approach, our attendance team has been expanded to include our DSL who is our new |

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| | attendance lead along with a new policy and more rigorous and robust tracking (weekly meetings) and monitoring systems. This work is to be continued, monitored and reviewed to ensure high impact.<br><br>24/25 overall attendance was improved to 95.4% with a slight improvement for disadvantaged pupils to 94.5%.<br><br>For the academic year - PA was 10.7%<br><br>26 pupils on the PA list at the end of 2024/25.<br>(6 of those pupils left our roll throughout the academic year)<br><br>16 of the 26 are disadvantaged children<br>(2 of those were pupils that left throughout the academic year)<br>*Due to the change to a new MIS, detailed data as per the below for Nov 25 is not available<br><br>At Nov 25, 25 disadvantaged children out of 34 total are on the PA list (74%)<br>1 - Under 50%<br>3 - Under 70%<br>3 - Under 80%<br>18 Under 90%<br><br>At the End of Spring Term, the data for Attendance of PP is as follows:<br><br>PP overall attendance percentage 89.1%<br><br>At 27.03.26 there are 28 disadvantaged children out of 36 total on the PA list (78%)<br>1 - Under 50%<br>2 - Under 70%<br>4 - Under 80%<br>21 - Under 90%<br><br>At the End of Summer Term, the data for Attendance of PP is as follows:<br><br>PP overall attendance percentage 91.2%<br><br>At 17.07.26 there are 35 disadvantaged children out of 45 total on the PA list (78%)<br>2 - Under 50%<br>2 - Under 70%<br>5 - Under 80%<br>26 - Under 90% |

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| | At Nov 26, there are 22 disadvantaged children out of 37 total on the PA list (59%)<br>1 - Under 50%<br>6 - Under 70%<br>3 - Under 80%<br>13 - Under 90%<br>PP overall attendance percentage 91.7% |
| **Area 2**<br>**Improvement of SEN/disadvantaged Pupils provision** | During lesson observations carried out by internal and external leaders, children will present as happy, settled and calm children who participate in lessons and have strategies to help them to complete their work (either with or without adult support).<br><br>We aim to provide a wide range of after school clubs which are well attended by our disadvantaged children.<br><br>In 23/24, 17 PP children (out of the 87) attended after school clubs this year (20%).<br><br><u>24/25 in-depth analysis</u>:<br>In 24/25, we significantly increased the number and range of after school clubs and PP attendance was as follows:<br><br>Autumn Term:<br>- Lego club: 11/25 (44%)<br>- Glee club: 14/36 (39%)<br>- Y3 craft club: 4/15 (27%)<br>- Y5/6 dance club: 11/27 (41%)<br>- Y3/4 football club: 9/25 (36%)<br>- Y5/6 football club: 13/33 (39%)<br><br>Spring Term:<br>- Glee club: 14/36 (39%)<br>- Y5/6 dance club: 11/27 (41%)<br>- Y5 craft club: 3/5 (60%)<br>- Y3/4 football club: 9/19 (47%)<br>- Multi-sports club: 3/12 (Spring 1 - 25%) 5/17 (Spring 2 - 29%)<br>- Y5/6 football club: 4/19 (21%)<br>- Y3/4 basketball club: 10/17 (59%)<br><br>Summer Term;<br>- Glee club: 14/36 (39%)<br>- Y5/6 dance club: 11/27 (41%)<br>- Y6 craft club: 2/5 (40%)<br>- Lego club: 7/11 (64%)<br>- Multi-sports club: 6/11 (55%)<br>- Y3/4/5 football club: 4/13 (31%)<br>- Cricket club: 3/16 (19%)<br>- Y3/4 football club: 7/16 (44%)<br>- Y5/6 football club: 4/20 (20%)<br>- Y3 craft club: 3/10 (30%)<br>- |

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| | In 24/25, 51 PP children (out of 108) attended at least one after school club (47%).<br><br><u>25/26 in-depth analysis</u>:<br>In 25/26, we continued to offer an increased number and range of after school clubs and PP attendance was as follows:<br><br>Early review for 25/26 demonstrates that 31/97 pupils have attended after-school clubs in Autumn Term 25 up to November '25.<br><br>Autumn Term:<br><br>● BSL Club - 9/22<br>● Girls Football Club (Autumn 2) - 3/9<br>● Glee Club - 9/26<br>● Hockey Club - 5/10<br>● Year 3/4 Football Club (Autumn 1) - 3/11<br>● Year 3/4 Football Club (Autumn 2) - 5/12<br>● Year 5/6 Football Club (Autumn 1) - 6/20<br>● Year 5/6 Football Club (Autumn 2) - 3/20<br><br>Spring Term:<br><br>● Basketball Club - 6/14<br>● Boys Football Club (Spring 1) - 4/20<br>● Computing Club - 14/20<br>● Girls Football Club (Spring 1) - 3/15<br>● Girls Football Club (Spring 2) - 2/7<br>● Lego Club - 6/12<br>● Multi-Skills Club (Spring 2) - 1/8<br>● Y5/6 Art Club - 7/15<br>● Year 3/4 Football Club (Spring 2) - 4/10<br>● Year 5/6 Basketball Club (Spring 1) - 3/10<br>● Year 5/6 Football Club (Spring 2) - 3/20<br><br>Summer Term:<br><br>● Multi-Skills Club (Summer 1): 2/9<br>● Girls Football (Summer 1): 1/7<br>● Y3/4 Football (Summer 1): 2/11<br>● Y5/6 Football (Summer 1): 3/20<br>● Multi-Skills Club (Summer 2): 4/11<br>● Girls Football (Summer 2): 2/9<br>● Y3/4 Football (Summer 2): 3/12<br>● Y5/6 Football (Summer 2): 4/21<br>● Musical Theatre: 9/20<br>● Board Games Club: 12/16<br>● Cricket Club: 10/18<br><br>Up to Summer 25/26, 45 PP children (out of 102) attended at least one after school club (44%).<br><br>Observations and interactions with disadvantaged/SEND pupils by internal and external leaders show a noticeable increase in social and emotional issues linked to lack of access to opportunities |

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| | outside of school and those limited by school closure. This has particularly affected the self-esteem, confidence and mental health in our disadvantaged pupils.<br>23/24:: CAMHS referrals 8 EHCP applications 5<br><br>24/25 (Autumn term): EHCP referrals: 3 (0 x PP)<br><br>CAMHS referrals: 1 (0 x PP)<br><br>24/25 (Spring term): EHCP referrals: 2 (1 x PP)<br><br>CAMHS referrals: 4 (3 x PP)<br><br>24/25 (Summer term): EHCP referrals: 0 ( x PP)<br><br>CAMHS referrals: 3 (3 x PP)<br><br>25/26 (Autumn term): EHCP referrals: 2 (2 x PP)<br><br>CAMHS referrals: 7 (7 x PP)<br><br>25/26 (Spring term): EHCP referrals: 3 (3 x PP - 1 rejected)<br><br>CAMHS referrals: 3 (2 x PP)<br><br>25/26 (Summer term): EHCP referrals: 3 (parental) (2 x PP - all accepted)<br><br>CAMHS referrals: 4 (2 x PP)<br><br>We offer a subsidised breakfast club to enable children (particularly disadvantaged children) to make the best start to the school day.<br><br>Breakfast club (24/25):<br><br>40 attendees to Breakfast Club of which 12 are PP currently though this is a fluid number 12/40 (30%)<br><br>Breakfast club (25/26):<br><br>66 attendees to Breakfast Club of which 23 are PP currently though this is a fluid number 23/66 (35%)<br><br>Attendance from disadvantaged pupils on our residential programme is strong.<br><br>Residentials (23/24):<br><br>Y3: 21/54 (39%)<br><br>Y4: 19/50 (38%)<br><br>Y5: 19/39 (49%)<br><br>Y6: 16/42 (38%) |

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| | Overall: 75/185 (41%)<br><br>Residentials (24/25):<br><br>Y3: 20/51 (39%)<br><br>Y4: 22/50 (44%)<br><br>Y5: 19/39 (48%)<br><br>Y6: 17/43 (40%)<br><br>Overall: 78/183 (43%)<br><br>Residentials (25/26):<br><br>Y3: 14/32 (44%)<br><br>Y4: 20/45 (44%)<br><br>Y5: 16/43 (37%)<br><br>Y6: 16/38 (42%)<br><br>Overall: 66/158 (42%)<br><br>Current PP take up for residentials to be held in 26/27:<br><br>40 out of 80 PP chn are currently due to attend residentials in 26/27. |
| **Area 3**<br>**To improve the progress and end of KS2 Attainment & Progress for all pupils with a particular focus on writing.** | Although there has been an overall improvement of key stage 2 outcomes, disadvantaged pupils still score lower than their peers , suggesting that the fluency of reading, including word reading speed, language acquisition and understanding of age-related texts, is lower for disadvantaged pupils when compared to their peers.<br><br>**23/24**:<br>There is a mix of positive outcomes and areas for development when analysing the data from the 23/24 KS2 outcomes. **50%** of our disadvantaged children achieved the expected standard in Reading, Writing & Maths - this was a 4.6% higher than the national disadvantaged cohort but 25% lower than our non-disadvantaged children.<br><br>That being said, **the gap** to **non-disadvantaged** pupils **nationally** has **improved by 21.3%** from -38.3% in 2022/23, to -17.0% in 2023/24.<br><br>In reading, 70% of our disadvantaged children achieved the expected standard which is 7.1% higher than the national average.<br><br>In maths, 80% of our disadvantaged children achieved the expected standard which is 20.5% higher than the national |

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| | average.<br><br>In writing, 55% of our disadvantaged children achieved the expected standard which is 4% lower than the national average.<br><br>**24/25:**<br><br>As demonstrated in the table below, we have seen significant improvements in the majority of areas when comparing the percentage of disadvantaged children who achieved the expected standard compared to 23/24. We have also seen an increase in the performance of our disadvantaged pupils compared to those both local authority-wide and nationally. There has been a slight drop in maths.<br><br>In reading, 86.2% of our disadvantaged children achieved the expected standard which is 23.7% higher than the national average and 29.1% higher than the LA average. There is a 16.2% improvement compared to 23/24 in this subject.<br><br>In maths, 75.9% of our disadvantaged children achieved the expected standard which is 15% higher than the national average and 19.5% higher than the LA average. There is a 4.1% drop compared to 23/24 in this subject.<br><br>In writing, 69% of our disadvantaged children achieved the expected standard which is 9% higher than the national average and 13.4% higher than the LA average. There is a 14% improvement compared to 23/24 in this subject.<br><br>Overall, our combined scores show that 62.1% of our disadvantaged children achieved the expected standard which is 14.6% higher than the national average and 18.9% higher than the LA average. There is a 12.1% improvement compared to 23/24.<br><br>**25/26:**<br><br>In 25/26, we continued to see an increased percentage of disadvantaged children achieving the expected standard in reading, writing, maths, EGPS and RWI combined.<br><br>In reading, 66.7% of our disadvantaged children achieved the expected standard which is 3.7% higher than the national average and 9.7% higher than the LA average. |

In maths, 62% of our disadvantaged children achieved the expected standard which is 1.1% higher than the national average and 0.9% higher than the LA average.

In writing, 61.9% of our disadvantaged children achieved the expected standard which is 1.9% higher than the national average and 2.3% higher than the LA average.

Overall, our combined scores show that 52.4% of our disadvantaged children achieved the expected standard which is 3.4% higher than the national average and 6.7% higher than the LA average.

Despite the encouraging statistics compared to local and national results, there was a significant drop in attainment for disadvantaged pupils compared to 24/25. There were a number of disadvantaged pupils who achieved a scaled score of 98 or 99 in reading and maths. This is an area of focus for 26/27.

| | Reading % | Writing % | Maths % | GPS % | Combined % |
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| 25/26 | RJS: 66.7<br>National: 63<br>Difference: +3.7<br>LA: 57.0<br>Difference: +9.7 | RJS: 61.9<br>National: 60:<br>Difference: +1.9<br>LA: 59.6<br>Difference: +2.3 | RJS: 62<br>National: 60.9<br>Difference: +1.1<br>LA: 61.1<br>Difference: +0.9 | RJS: 66.7<br>National: 55<br>Difference: +11.7<br>LA: 57.6<br>Difference: +9.1 | RJS: 52.4<br>National: 49<br>Difference: +3.4<br>LA: 45.7<br>Difference: +6.7 |
| 24/25 | RJS: 83.3<br>National: 62.5<br>Difference: +23.7<br>LA: 56.8<br>Difference: +26.5 | RJS: 63.3<br>National: 60:<br>Difference: +9<br>LA: 55.2<br>Difference: +8.1 | RJS: 73.3<br>National: 60.9<br>Difference: +15<br>LA: 56.0<br>Difference: +17.3 | RJS: 80<br>National: 59.5<br>Difference: +23.8<br>LA: 52.8<br>Difference: +27.2 | RJS: 56.7<br>National: 47.5<br>Difference: +14.6<br>LA: 43.0<br>Difference: +13.7 |
| 23/24 | RJS: 70<br>National: 62.9<br>Difference: +7.1<br>LA: 56.7<br>Difference: +13.3 | RJS: 55<br>National: 59:<br>Difference: -4<br>LA: 52.3<br>Difference: +2.7 | RJS: 80<br>National: 59.5<br>Difference: +20.5<br>LA: 56.2<br>Difference: +23.8 | RJS: 75<br>National: 59.4<br>Difference: +15.6<br>LA: 53<br>Difference: +22 | RJS: 50<br>National: 45.9<br>Difference: +4.1<br>LA: 39.9<br>Difference: +10.1 |
| 22/23 | RJS: 54.2<br>National: 60<br>Difference: -5.8<br>LA: 51.9<br>Difference: +2.3 | RJS: 41.7<br>National: 58<br>Difference: -16.3<br>LA: 54.1<br>Difference: -12.4 | RJS: 70.8<br>National: 58.7<br>Difference: +12.1<br>LA: 54.7<br>Difference: +16.1 | RJS: 75<br>National: 58.8<br>Difference: +16.2<br>LA: 53.4<br>Difference: +21.6 | RJS: 29.2<br>National: 43.8<br>Difference: -14.6<br>LA: 39.3<br>Difference: -10.1 |
| 21/22 | RJS: 66.7<br>National: 61.4<br>Difference: +5.3<br>LA: 55.1<br>Difference: +11.6 | RJS: 66.7<br>National: 54.3<br>Difference: +12.4<br>LA: 50.7<br>Difference: +16 | RJS: 57.1<br>National: 55.2<br>Difference: +1.9<br>LA: 49.1<br>Difference: +8 | RJS: 47.6<br>National: 57.7<br>Difference: -10.1<br>LA: 51<br>Difference: -3.4 | RJS: 52.4<br>National: 41.6<br>Difference: +10.8<br>LA: 35.9<br>Difference: +16.5 |

Writing continues to be a whole school focus on our school improvement plan. The importance of using scaffolds and prompts with weekly vocabulary development has been delivered through staff training. This is especially important for disadvantaged children because there is likely to be historical

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| | vocabulary deficit. |
| **Area 4**<br>**Improve language acquisition and vocabulary** | All pupils have grammar and vocabulary lessons planned and implemented weekly.<br>Although this work has had a positive impact on the end of KS2 SPaG assessments for our disadvantaged children in particular, leaders have identified that this work needs to be daily.<br><br>In September 23/24, leaders introduced two vocabulary focused lessons in our daily Guided reading lessons, a new spelling programme, ensuring both high frequency words and age-expected spellings and their patterns were both taught explicitly, with the use of dictation too. This has made a significant impact on children's independent use of effective vocabulary - increasing writing assessment scores from:<br><br>22/23 43% Expected<br>23/24 63% Expected<br><br>Writing and use of vocabulary continues to be an area of focus with increased focus in guided reading. Leaders identified inconsistencies in some year groups where lessons did not follow the guided reading teaching sequence. This was addressed through feedback and staff training was delivered as a priority.<br><br>25/26: At the Autumn assessment point, 44% (2% expected) of children were expected/emerging in writing assessment scores suggesting that, as the teaching sequence and vocabulary teaching is embedded, this percentage will increase.<br><br>There was an increase to 64% (11% expected) at the Spring assessment point and this should further increase as the year progresses into Summer.<br><br>At the Summer assessment point, there was an increase to 73% (33% expected). |
| **Area 5**<br>**To improve Parental Engagement in order to improve progress and attendance.** | According to recent inspections, a significant minority of parents lack confidence in aspects of school leadership as they feel communication is not good enough and their views are not considered. Through tracking and observations, we have seen a lack of parental/carer engagement within a high percentage of our disadvantaged pupils.<br>Analysis of subsequent Parental Surveys conducted has indicated a significantly improved picture of parental opinion compared to Ofsted Parentview Data however, it does not represent the entire school community as not every parent completed the survey. |

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| | **School Recommendation**: Agreement rose from 73% (Ofsted) to 97% (Dec 2023) and slightly increased to 97.8% (July 2024)<br><br>**Child Happiness**: Agreement increased from 81% (Ofsted) to 100% (Dec 2023) and slightly decreased to 97.8% (July 2024).<br><br>**Concern Handling**: Agreement rose from 69% (Ofsted) to 97% (Dec 2023) and slightly decreased to 93.3% (July 2024).<br><br>**Personal Development**: Agreement improved from 78% (Ofsted) to 97% (Dec 2023) and 100% (July 2024).<br><br>**SEND Support**: Agreement increased from 71% (Ofsted) to 97% (Dec 2023) and slightly decreased to 93.6% (July 2024).<br><br>**Learning Awareness**: Agreement increased from 72% (Ofsted) to 92% (Dec 2023) and 93.3% (July 2024).<br><br>Ofsted inspection (July 2025) indicated that there are some parents of children with SEN who feel there is still an issue with communication. SEND parent review meetings have been established commencing in Autumn Term 2025 to help address this.<br><br>There has been positive feedback from parents/carers following the introduction of SEND parent review meetings. These have taken place for all phases of the review cycle (Phase 1, Phase 2 and Phase 3) (in October, February and May respectively) with all parents/carers having signed updated Personalised Learning Plans (PLPs). |
| **Area 6**<br>**Improve the phonetic understanding of the disadvantaged children.** | Phonics assessments and teacher observation suggest that disadvantaged children find acquiring age-appropriate phonetic skills more challenging than non-disadvantaged pupils. This then prevents them from being able to read at their age-related level. There have been significant gaps in phonetic knowledge and understanding noted in disadvantaged children.<br><br>The data below outlines the progress made by disadvantaged children across the RWI programme and into English lessons.<br><br>Nov 2026: 43 pupils accessing RWI programme (21/43 children (49%) are disadvantaged)<br>22.6% of the school's PP children (21/93) are accessing phonics.<br>3 PP children are accessing English within a different year group.<br><br>April 2026: There are now 33 children accessing RWI (incl. comprehension) which is 15.6% of the children OR.<br>18 of those 33 children are PP which is 42.8%<br>This means that **15 PP children have been reintegrated back** into English/Guided Reading lessons since September.<br>18.2% of the school's PP children (99) are accessing phonics.<br><br>Feb 2026: 42 pupils accessing RWI programme (22/42 children (52%) are disadvantaged)<br>22.2% of the school's PP children (99) are accessing phonics. |

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| | Dec 2025: 63 pupils accessing RWI programme (29/63 children (46%) are disadvantaged)<br>29% of the school's PP children (100) were accessing phonics.<br><br>Sep 2025: 76 pupils accessing RWI programme (33/76 children (43%) are disadvantaged)<br>33% of the school's PP children (100) are accessing phonics.<br>Mar 2025: 33 children accessing RWI programme (13/33 (39%) are disadvantaged)<br>Dec 2024: 45 pupils accessing RWI programme (19/45 (42%) are disadvantaged).<br>Sep 2024: 52 pupils accessing RWI programme (24/52 (46%) are disadvantaged). |