Pupil Premium Strategy Statement – Roughwood Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025/2026 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr N Williams
Pupil Premium Lead	Mr N Williams
Governor / Trustee lead	Tony Trueman

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£104,760
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*	£111,240

Part A: Pupil Premium Strategy Plan

Statement of intent

At Roughwood Primary School, we believe that every child deserves a happy and fulfilling education. We maintain high expectations for all pupils, regardless of their background or circumstances. We meticulously plan and manage our Pupil Premium Funding to reduce the academic and social gap between disadvantaged pupils and their peers. We recognise that many pupils in our school community face challenges due to the high levels of deprivation in our area, with the actual figure of disadvantaged pupils estimated to be around 70%.

Quality First Teaching (QFT) is our primary approach, underpinned by evidence-based strategies, ensuring a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes. We aim to create a consistency of experience for our vulnerable learners, fostering stability of relationships and predictable routines. Our approach is responsive, tailored to individual needs identified through rigorous assessments, avoiding assumptions about the impact of disadvantage. We seek to address deficits in Cultural, Financial, and Social Capital to level the playing field for all pupils.

To ensure our strategy is effective, we will:
- Ensure disadvantaged pupils are challenged in their learning and target-setting.
- Consider the Cultural, Financial and Social Capital of pupils and create opportunities to level the playing field for all pupils.
- Act early to intervene appropriately at the point where the 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.
- Carefully manage and track the spending on pupil premium funding and make changes where the impact is not value for money.
- Prioritise reading at every opportunity to ensure that pupils can decode and read fluently with good levels of comprehension as early as possible.

Challenges

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

Challenge number	Detail of challenge
1	***Attendance and Persistent Absence*** In 2023/24, the disadvantaged cohort had an Overall Absence of 8.7%, 4.1% higher than the non-disadvantaged cohort, and 29.3% were persistently absent. Absenteeism negatively impacts disadvantaged pupils' progress.
2	***Early Reading and Phonics Gap***

	Disadvantaged pupils remain at risk of performing below their peers in phonics and early reading, negatively impacting their development as fluent readers. While outcomes are improving, a gap still exists between disadvantaged and non-disadvantaged cohorts.
3	***Underdeveloped Oral Language and Vocabulary Gaps*** Assessments, observations, and discussions indicate that underdeveloped oral language skills and vocabulary gaps are prevalent among many disadvantaged pupils from Reception through to KS2. Communication and Language (C&L) is a main factor contributing to inconsistent Good Level of Development (GLD) outcomes. Strong oral language is fundamental to academic success and social inclusion.
4	***Complex SEND Needs*** There is an increasing number of young children with SEND needs, particularly those diagnosed with neurological differences and communication & language difficulties. These needs can make it difficult for them to learn and process information in the same way as others.
5	***SEMH and Poor Behaviours for Learning*** The education and well-being of many disadvantaged pupils are disproportionately impacted by social and emotional issues. The number of parents reporting SEMH needs has risen, resulting in significant knowledge gaps and challenges such as behavioural difficulties.
6	***Deficit in Social and Cultural Capital*** Many disadvantaged pupils lack the same life experiences as their peers due to deficits in cultural, financial, or social capital. These experiences are crucial for making connections across learning, building identity, and raising aspirations.

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
Improved oral language skills and vocabulary among disadvantaged pupils. (Challenge 3)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. The number of pupils requiring SALT intervention in KS1 is reduced, and there is an increase in children achieving C&L within their EYFSP.
Improved early reading attainment among disadvantaged pupils. (Challenge 2)	Phonics Screening outcomes show that more than 80% of disadvantaged pupils met the expected standard. 100% of

	pupils entering KS2 achieve the expected standard in phonics.
Improved reading attainment among disadvantaged pupils at the end of KS2. (Challenge 2)	KS2 outcomes show that 100% of disadvantaged pupils met the expected standard and 40% of disadvantaged pupils met the higher standard.
Supporting pupils with SEND who are also disadvantaged. (Challenge 4)	The number of pupils with SEND needs who are also Disadvantaged achieve GLD in EYFS. The number of Disadvantaged pupils with SEND needs achieving Year 1 Phonics, RWM, and end of KS2 continues to be above national for SEND pupils.
To achieve and sustain improved well-being & behaviour for all pupils, particularly our disadvantaged pupils. (Challenge 5)	Sustained high levels of well-being, demonstrated by a significant reduction in behaviours linked to SEMH, reduced suspensions of disadvantaged pupils, and a significant increase in participation in enrichment activities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (Challenge 1)	The overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. The percentage of all pupils who are persistently absent is below 10%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure a strong and consistent phonics programme is embedded for the whole school,	A synthetic, systematic phonics programme followed with fidelity is shown to improve outcomes at the end of KS1 in reading. Phonics approaches have a strong evidence	2, 3, 5

including training and CPD for new staff on the DfE validated Systematic Synthetic Phonics (SSP) programme.	base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Embedding dialogic, oracy-rich activities across the curriculum, including implementing the ShREC (Share attention, Respond, Expand, Conversation) framework and CPD for all staff.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of content or processes of learning. Oral language skills are fundamental to social inclusion and success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3
High-quality CPD for all staff on issues such as Trauma-Informed approach, Autism and Neurodiversity, Emotion Coaching, and Restorative Practice strategies. This secures a consistent language lexicon and approach for pupils.	This CPD must address conscious and subconscious bias, which risks setting limits on what pupils can achieve, and secures a school-wide understanding of how disadvantage impacts learning. Identifying and assessing pupils' needs early is critical for receiving the necessary support.	4, 5, 1, 2
SEMH approaches will be embedded into routine educational practices, including the My Happy Mind whole school intervention and KitBag CPD.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5, 6

Reduce the class sizes of Year 6 to below 20 for core lessons. Small group tuition is delivered by the Deputy head Teacher and brought in 1:1 tutors.	Reducing class size suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition and mentoring for pupils impacted by the pandemic, focusing on disadvantaged pupils, including high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind. One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils requiring further support, delivered in collaboration with the local English hub.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2, 3
Bought in traded services for speech and language interventions (SALT) and support, and CPD for teaching staff. Implementation of the FLIP	Oral language interventions can have a positive impact on pupils' language skills and attainment. Targeted interventions help address the vocabulary gap which is well documented as linking to disadvantage.	2, 3

programme in EYFS for targeted children.	Oral language interventions	EEF (educationendowmentfoundation.org.uk)	
Implement the Wellcomm screening tool in Nursery (F1) and Reception (F2) and monitor against checkpoints of expectation to track and identify target pupils for early language support.	Consistent, validated entry and exit screening tools ensure early identification of specific language needs, which is key for early intervention to improve pupils as learners. Early language intervention can lead to up to four months of additional progress. Oral language interventions	EEF (educationendowmentfoundation.org.uk)	3, 4
Therapeutic SEMH interventions to support behaviours for learning through 1:1 and group therapy work.	Metacognition and self-regulation approaches support pupils to think about their own learning, promoting independence and self-efficacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4, 5

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a whole school approach to improving SEMH in pupils across the school.	Improving children's SEMH and self-regulation supports them to become more independent learners emotionally equipped to engage fully in school life. https://www.annafreud.org/insights/blogs/2019/10/the-importance-of-early-intervention-for-social-emotional-mental-health-why-it-improves-pupil-outcomes/	1, 2, 4, 5
Whole staff training on behaviour management, restorative practice, and EBSA	Behaviour interventions, both targeted and universal, can have positive overall effects. Understanding EBSA and the underlying barriers is necessary for	1, 5, 6

(Emotionally Based School Avoidance) training to address non-attendance linked to anxiety and SEMH.	sustained attendance improvements. [Behaviour interventions	EEF (educationendowmentfoundation.org.uk)](#)	
To deliver a wide range of free enrichment extra-curricular activities (choir, sport, arts, and Children's University).	Enrichment activities help cultivate social capital, promoting belonging and participation, which is key to success and reducing social isolation. [https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation](#)	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice, including appointing attendance/support officers.	DfE guidance on attendance has been informed by schools that significantly reduced absence and persistent absence. Early identification and home visits are key procedural steps.	1
Develop purposeful and impact-driven enhanced provisions (LEAF@Roughwood) that support SEMH needs, promote successful reintegration, and address school absence through targeted, personalised support.	Provisions like LEAF offer early SEMH support and address the link between attendance, wellbeing, and inclusion, helping pupils return to class ready to learn.	1, 4, 5
Contingency fund for acute issues.	A small amount of funding set aside can respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £171,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils in the 2023 to 2024 academic year (used here as the review data for the strategy update) demonstrated significant positive movement and closure of attainment gaps.

Attainment and Academic Progress:
- Reading: At the end of KS2 (2023/24), 100% of the disadvantaged cohort achieved the expected standard in Reading, up from 85.2% in the previous year. This resulted in our gap to Non-Disadvantaged pupils nationally improving substantially. Furthermore, 40.0% of the disadvantaged cohort achieved a higher standard in Reading, which was 7.1% higher than the national Non-Disadvantaged cohort.
- Early Reading & Language: 92.3% of the Year 1 Disadvantaged cohort achieved the expected standard in Phonics in 2024, exceeding the national Non-Disadvantaged cohort figure of 79.0% by 13.3%. By the time children exited KS1, 100.0% of the Year 2 Disadvantaged cohort achieved the expected standard in Phonics consistently in 2023 and 2024. Progress in oral language skills was evident in KS2, with the gap to non-disadvantaged pupils nationally improving in Writing by 5.3%.
- Maths: The KS2 Disadvantaged cohort consistently achieved higher than the non-disadvantaged national average in Maths Expected Standard over the last two years (86.7% in 2023/24). However, achieving the higher standard in Maths (0.0% in 2023/24) remains a focus for refinement in the 2024/25 strategy.

Wider Outcomes (Attendance and SEMH):
- Attendance: Overall Absence for the disadvantaged cohort improved slightly in 2023/24 to 8.7% (a 0.3% decrease). However, the percentage of persistently absent disadvantaged pupils (29.3%) remains a significant challenge, being 18.2% higher than the national Non-Disadvantaged cohort. The use of Financial Penalty Notices (FPN) for unauthorised holidays is noted as having little impact as a deterrent.
- Wellbeing: Internal measures demonstrate that high expectations and a supportive curriculum have led to pupils becoming enthusiastic and articulate learners who enjoy school. The Restorative Practice approach effectively gives children the language they need to express emotions and manage conflict.

Overall Assessment
Based on the strong academic attainment and progress evidenced, particularly in Reading and Writing, the performance of our disadvantaged pupils has exceeded expectations, and we are on course to achieve the overall outcomes set out by the end of the strategy plan (2025/2026). Our analysis highlights that targeted interventions focusing on early literacy and high-quality teaching are effective. However, challenges relating to attendance and higher standards in Maths require sustained focus and refinement in our updated strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
My Happy Mind	Bought in scheme of work
KitBag CPD and implementation	Trained staff
ELSA	Trained staff
Therapeutic services (MIND)	MIND
PECE Trial	Sheffield University
Literacy Gold	Bought in service

Further information (optional)

Our pupil premium strategy is underpinned by extensive collaboration and research. The CEO and headteacher are involved in an LA project to develop a toolkit of strategies, resulting in the publication of 'Addressing Disadvantage in Rotherham Primary & Special Schools' in May 2024. The Headteacher has supported in delivering CPD to other Headteachers within the authority. We continuously refine our approach by focusing on controllable factors and avoiding the common pitfalls of initiative fatigue and viewing disadvantage as a deficit. We are committed to fostering Teacher Agency and collective responsibility, recognising that the practitioner is the intervention.

Our strategic initiatives are supplemented by activities not funded by pupil premium, including:

- Musical tuition in school, ensuring all pupils are exposed to the expressive arts.
- Reduced costs for residential and educational experiences, ensuring equal opportunities and creating lifelong memories.
- Access to technology for Years 5 and 6, providing 1:1 devices to access online learning platforms like My Maths.