

# Pupil premium strategy statement – Roseberry 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                                              | 316                                 |
| Proportion (%) of pupil premium eligible pupils                         | 45%                                 |
| Academic year/years that our current pupil premium strategy plan covers | 2025–2026<br>2026–2027<br>2027–2028 |
| Date this statement was published                                       | December 2025                       |
| Date on which it will be reviewed<br>Termly (interim) / Full review     | July 2026, 2027, 2028               |
| Statement authorised by                                                 | Christian Park                      |
| Pupil premium lead                                                      | Christian Park                      |
| Governor / Trustee lead                                                 | Sara Crawshaw                       |

## Funding overview

| Detail                                                                                                                                                                             | Amount   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                                | £239,235 |
| Pupil premium funding carried forward from previous years<br><i>(enter £0 if not applicable)</i>                                                                                   | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £239,235 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Roseberry Primary School, our mission *Opportunity in Action* drives a shared commitment to providing every pupil—regardless of background, disadvantage, or need—with the opportunity to succeed.

We serve a community facing significant socio-economic disadvantage. Over half of our pupils are disadvantaged and a quarter have special educational needs. Our role is to ensure that disadvantage is never a barrier to success.

Under Extol Academy Trust leadership, we are building sustainable improvement through **high-quality teaching, inclusive practice, targeted intervention, and a focus on aspiration and wellbeing**.

Our strategy prioritises:

- High-quality, consistent teaching in every classroom.
- Accelerated progress in Reading, Writing, and Mathematics for disadvantaged pupils.
- Early intervention to secure language, phonics and fluency.
- Strong attendance and family engagement.
- A whole-school culture of resilience, self-regulation, and aspiration through *Zones of Regulation* and **The Thrive Approach**.
- Rich experiences that develop cultural capital, confidence and ambition.

This strategy is built upon EEF evidence, DfE guidance, and our internal self-evaluation. It is reviewed annually to ensure funding has maximum impact for pupils who need it most.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                |
|------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Underdeveloped speech, language and vocabulary on entry to EYFS; high proportion of pupils with limited oral skills.               |
| 2                | Inconsistent fidelity to the systematic synthetic phonics (RWI) programme, impacting fluency and comprehension, especially in KS2. |
| 3                | Low attainment and progress in Reading, Writing and Maths for disadvantaged pupils; few pupils achieving greater depth.            |

|   |                                                                                                                    |
|---|--------------------------------------------------------------------------------------------------------------------|
| 4 | Weak resilience and self-regulation; increasing SEMH needs and low confidence impacting engagement and attendance. |
| 5 | Persistent absence above national (currently 14% overall, >20% in some cohorts).                                   |
| 6 | Limited cultural capital, aspiration and life experiences beyond the local area.                                   |

## 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                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Improve early language and vocabulary</b>                       | <ul style="list-style-type: none"> <li>- PP pupils achieve ≥70% GLD by July 2028.</li> <li>- Observations show improved expressive and receptive language.</li> <li>- Talk Boost / NELI interventions demonstrate accelerated progress.</li> </ul>    |
| <b>2. Strengthen phonics and reading fluency</b>                      | <ul style="list-style-type: none"> <li>- ≥80% PP pupils pass the Phonics Screening Check.</li> <li>- Reading progress scores for disadvantaged pupils above national.</li> <li>- Increased home reading participation (≥75%).</li> </ul>              |
| <b>3. Raise attainment and progress in Reading, Writing and Maths</b> | <ul style="list-style-type: none"> <li>- PP attainment ≥70% combined RWM.</li> <li>- Gap between PP and non-PP &lt;10% across all phases.</li> <li>- ≥15% pupils achieve GDS in each core subject.</li> </ul>                                         |
| <b>4. Embed resilience, self-regulation and wellbeing</b>             | <ul style="list-style-type: none"> <li>- 50% reduction in behaviour incidents.</li> <li>- <i>Zones of Regulation</i> and <b>Thrive Approach</b> embedded.</li> <li>- ≥85% pupils report feeling safe, confident and emotionally supported.</li> </ul> |
| <b>5. Improve attendance and family engagement</b>                    | <ul style="list-style-type: none"> <li>- Attendance ≥95%; Persistent Absence &lt;10%.</li> <li>- Thrive data evidences reduced barriers to attendance.</li> <li>- Improved parental engagement through mentoring and home visits.</li> </ul>          |
| <b>6. Enrich aspiration and cultural capital</b>                      | <ul style="list-style-type: none"> <li>- 100% PP pupils access enrichment offer.</li> <li>- Curriculum maps evidence personal development and careers links.</li> <li>- Pupil voice reflects increased ambition and engagement.</li> </ul>            |

## 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: £ 8,176

| Activity                                                                                                     | Evidence that supports this approach                                         | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------|
| Embed <i>The Roseberry Way</i> : non-negotiables for modelling, scaffolding, feedback, adaptive teaching.    | EEF: High-quality teaching has the strongest impact on disadvantaged pupils. | 1, 2, 3                       |
| Precision coaching for teachers and TAs focused on reading comprehension, vocabulary and writing stamina.    | EEF: Feedback (+6 months); Metacognition (+7 months).                        | 1, 2, 3                       |
| Strengthen fidelity to RWI Phonics and extend structured fluency and comprehension teaching into KS2.        | EEF: Phonics (+5 months).                                                    | 2, 3                          |
| Develop middle leadership capacity and subject QA through planning–teaching–work scrutiny–pupil voice cycle. | DfE: Pupil Premium Strategy Guidance (2024).                                 | 3                             |
| Embed White Rose Maths for reasoning, fluency, and problem-solving.                                          | EEF: Improving Mathematics (2023).                                           | 3                             |
| CPD on SEND adaptations and Ordinarily Available Provision for inclusive classrooms.                         | EEF: SEND in Mainstream Schools (2020).                                      | 1, 3, 4                       |

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

Budgeted cost: £177,720

| Action                                                                                    | Rationale                                                                                                                                                                                   | Challenges Addressed |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Six-week intervention cycles (phonics, fluency, writing stamina, arithmetic recall).      | Structured, time-limited cycles ensure focused teaching and measurable progress, preventing drift and dependency. Directly addresses attainment gaps caused by inconsistent prior teaching. | 1, 2, 3              |
| 1:1 and 1:3 tutoring for the lowest 20% readers (Chapter 1, Reading Buddies, Talk Boost). | Provides precision teaching to close specific decoding and comprehension gaps. Builds confidence and engagement through personal connection.                                                | 1, 2                 |
| Early Talk Boost and SALT interventions in EYFS/KS1.                                      | Tackles delayed communication and language skills on entry, accelerating vocabulary, listening and comprehension that underpin literacy development.                                        | 1                    |
| SEND Pupil Profiles and precision teaching for cognition/learning needs.                  | Enables personalised target-setting and precise monitoring of progress, ensuring adaptations are evidence-informed and effective.                                                           | 3, 4                 |
| Parental workshops for phonics, reading and maths fluency.                                | Strengthens parental capacity to support learning at home, aligning school and home expectations to sustain progress.                                                                       | 2, 5                 |

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

Budgeted cost: £14,293

| Action                                                                                          | Rationale                                                                                                                                                        | Challenges Addressed |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Relaunch attendance strategy with clear thresholds, escalation and family mentoring.            | Attendance remains below national averages; structured early intervention, accountability and family support improve consistency and long-term attendance.       | 5                    |
| Embed <i>Zones of Regulation</i> and restorative practice.                                      | Creates a shared emotional language and consistent framework for self-regulation, reducing escalation and supporting emotional literacy.                         | 4, 5                 |
| Introduce the <i>Thrive Approach</i> (from January 2026) as core SEMH framework.                | Shifts practice from reactive to proactive emotional development; provides diagnostic assessment and measurable improvement in wellbeing and readiness to learn. | 4, 5                 |
| Develop mapped Personal Development curriculum (SMSC, RSE, British Values, Character, Careers). | Ensures coherent, progressive coverage of statutory content, equality and aspiration, improving cultural capital and sense of belonging.                         | 4, 6                 |
| Enrichment Passport – 100% PP access to trips, clubs, leadership, and cultural experiences.     | Expands cultural horizons, builds aspiration, and improves engagement and attendance through meaningful experiences.                                             | 6                    |
| Train Senior Mental Health Lead; integrate Thrive and Zones into unified SEMH strategy.         | Builds internal expertise, reduces reliance on external services, and ensures a coherent, sustainable approach to emotional health and wellbeing.                | 4, 5                 |

| Strategy Section                            | Total           |
|---------------------------------------------|-----------------|
| Teaching                                    | £8,176          |
| Targeted Academic Support                   | £177,720        |
| Wider Strategies                            | £14,293         |
| <b>Unallocated / Strategic Contingency*</b> | <b>£39,046</b>  |
| <b>TOTAL</b>                                | <b>£239,235</b> |

**Total budgeted cost: £ 239,235**

### Unallocated / Strategic Contingency

- In-year response to attendance spikes
- Increased intervention cycles
- Thrive scaling costs
- Additional tutoring if data demands it

# Part B: Review of the previous academic year:

## Outcomes for disadvantaged pupils

### Summary of Attainment and Progress

In 2024–2025, attainment for disadvantaged pupils at Roseberry Primary remained below national averages overall, reflecting the school's recovery phase under Extol Trust. Nevertheless, evidence from internal assessment, Trust moderation and pupil progress meetings confirms clear improvement trajectories, particularly in reading and mathematics. Writing and attendance continue to represent key areas for sustained development.

### Early Years Foundation Stage (EYFS)

- **64%** of pupils achieved a **Good Level of Development (GLD)** – a 5-point rise from 2024 but still below the national benchmark (68%).
- Disadvantaged pupils achieved **56% GLD** compared with **73% non-disadvantaged**, a gap of **17 percentage points**.
- Stronger gains were seen in **personal, social and emotional development** and **communication and language**, supported by early intervention and increased adult modelling.
- **Literacy** and **fine motor control** remained weakest; boys and pupils with delayed speech were most affected.
- Early oracy and Talk Boost programmes improved expressive language, but limited phonological awareness hindered early writing fluency.

### Leadership Response:

Refinement of the EYFS curriculum to emphasise daily language enrichment, story talk, and fine-motor development. Elklan and SALT programmes expanded for 2025–26.

### Key Stage 1

- **Year 1 Phonics Screening Check:** 69% pass rate (below national 74%). Disadvantaged pupils 55%; FSM boys 48%.
- By the end of Year 2, **82%** of pupils met the standard after targeted re-teaching.
- **Teacher Assessments (Y2 2025):**
  - Reading 68% (Disadvantaged 47%)
  - Writing 63% (Disadvantaged 42%)
  - Maths 70% (Disadvantaged 49%)
- Gaps between disadvantaged and non-disadvantaged pupils averaged **22 percentage points**, widest in writing.

### Analysis:

Outcomes indicate that early disadvantage has its greatest effect in KS1, particularly through



delayed phonics and vocabulary development. Intervention impact was strongest where RWI fidelity and tutoring were consistent.

## Key Stage 2

- Internal assessment and Trust moderation show sustained improvement in upper KS2 following targeted teaching and coaching support.
  - Reading 74% (Disadvantaged 68%)
  - Writing 67% (Disadvantaged 59%)
  - Maths 77% (Disadvantaged 71%)
  - Combined RWM for disadvantaged pupils: **58%** (up from 43% in 2023–24).
- Greater Depth (GDS) remains limited: Reading 14%, Maths 12%, Writing 8%.
- Progress data show that disadvantaged pupils made **stronger than expected gains** in reading (+2.3 points termly) and maths (+2.1), but writing progress lagged (+1.5).

### Analysis:

The data evidences secure recovery from a low baseline and a narrowing gap, particularly in reading. The *Precision Coaching* model and intervention cycles introduced mid-year are showing early positive effect.

## National and Local Comparisons

- Outcomes for disadvantaged pupils at Roseberry remain **below national** in combined measures but **closing more rapidly** than the local Stockton average.
- Phonics retakes, reading fluency, and maths reasoning outcomes were **in line with** or **slightly above** the local authority mean.
- EYFS and KS1 continue to lag behind national by 10–15 points, aligning with the school's historic underperformance profile prior to conversion.

## Progress Evidence (Formative and Summative Assessment)

Triangulated evidence from lesson visits, book looks and internal moderation confirms that disadvantaged pupils are now making **accelerated progress**, particularly where quality-first teaching is consistent.

- Reading fluency and comprehension improved markedly due to daily modelled reading and vocabulary-rich environments.
- Maths fluency benefited from **White Rose sequencing** and regular arithmetic practice.
- Writing progress, while improving, remains the least consistent, with ongoing variation in modelling and feedback quality.
- **SEND and disadvantaged overlap pupils** made slower progress overall but demonstrated stronger engagement following increased adult support and adaptive practice.

### Quality Assurance Findings:

Leadership tracking (RAYG) confirmed that where teachers followed *The Roseberry*

Way (modelling, scaffolding, feedback), disadvantaged pupils achieved higher levels of independence and accuracy in work.

## Attendance, Behaviour and Wellbeing

- **Overall attendance: 93.5%** (up from 90.5% in 2022/23).
- **Persistent absence:** 14% (down from 17%); disadvantaged PA 19%.
- Improvement trajectory remains positive but still below DfE expectations.
- Behaviour incidents reduced by 42% from the previous year. Stage 3/4 cases minimal and handled restoratively.
- Pupil voice confirms significant improvement in safety, relationships and consistency of expectations.
- Mental health referrals (particularly anxiety and low mood) increased in KS2, prompting the introduction of *Zones of Regulation* and planning for the **Thrive Approach** from January 2026.

### Evaluation:

Systems for pastoral monitoring and CPOMS usage are now robust. Early help referrals indicate proactive safeguarding and family engagement. The emotional climate in school has improved notably.

## Evaluation of the 2024–2025 Strategy

The 2024–25 Pupil Premium Strategy met many of its intended short-term goals and laid strong foundations for recovery.

### Key Successes

- Clear improvement in reading and maths attainment and progress.
- Consistent implementation of *The Roseberry Way* driving improved pedagogy.
- Establishment of structured QA, coaching, and intervention cycles.
- Attendance and behaviour improvements verified by governors and Trust QA.
- Strengthened safeguarding culture and SEND systems.

### Areas for Sharper Focus (2025–26 onward)

1. Early writing and vocabulary development in EYFS and KS1.
2. Sustaining phonics fidelity and accelerating KS1 reading outcomes.
3. Strengthening writing stamina and composition in KS2.
4. Reducing persistent absence below 10% for disadvantaged cohorts.
5. Embedding *Zones of Regulation* and launching the **Thrive Approach** as the unified SEMH model.
6. Increasing stretch and challenge for higher-attaining disadvantaged pupils.

## On Target for 2025–2026 Outcomes

Early autumn 2025 internal assessments show continued upward movement in reading and phonics outcomes for disadvantaged pupils. Attendance remains a Trust priority, but evidence suggests pupils are increasingly engaged and emotionally ready to learn. The first

phase of *Thrive* implementation (training and baseline assessments) is expected to accelerate progress in self-regulation and learning readiness through 2026.

## Summary Judgement

Roseberry Primary School has moved from **stabilisation to recovery**. Disadvantaged pupils are now making sustained progress from low starting points, particularly in reading and mathematics. Leadership capacity, teaching quality and inclusion systems are secure. The forthcoming 2025–2028 strategy therefore shifts focus from **catch-up to consolidation**, embedding emotional readiness, consistent teaching excellence, and measurable acceleration in attainment — ensuring disadvantage no longer dictates achievement by 2028.

## 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 |
|-----------|----------|
|           |          |
|           |          |