Pupil premium strategy statement – Roseberry Primary School

This statement details how Roseberry Primary School intends to use pupil premium funding to improve outcomes for disadvantaged pupils. It retains the original three-year objectives and evaluates progress in the first year.

School overview

Detail	Data
Number of pupils	272
Pupil premium eligible pupils	58%
Strategy period	Original 2025–2028; revised 2026–2028
Date published	December 2026
Review	Termly monitoring; full reviews July 2027 and July 2028
Statement authorised by	Christian Park
Pupil premium lead	Christian Park
Governor / trustee lead	Sara Crawshaw

Funding overview

Detail	Amount
Pupil premium grant income identified in 2026–27 budget	£225,426.67
Funding carried forward	£0
Total proposed pupil premium expenditure	£225,426.67
Budget position	£225,426.67

Part A: Pupil premium strategy plan

Statement of intent

At Roseberry Primary School, our vision, Opportunity in Action, reflects our commitment to ensuring that every pupil, regardless of background, disadvantage or additional need, has access to an ambitious education and the opportunity to achieve highly.

The school serves a community experiencing significant socio-economic disadvantage. In January 2026, 52.9% of pupils had been eligible for free school meals in the previous six years; 21.12% received SEN support and 2.64% had an education, health and care plan. These overlapping barriers can affect communication, attendance, learning, wellbeing and access to wider experiences.

The 2025–26 review demonstrates stronger leadership, safeguarding, curriculum planning, behaviour systems and identification of additional needs, but not yet consistently strong outcomes. In 2026, 48% of disadvantaged pupils achieved the expected standard in combined reading, writing and mathematics at Key Stage 2, and 52% met the mathematics standard. Whole-cohort Year 1 phonics was 66%.

Our 2026–28 strategy will focus on high-quality teaching through the Roseberry Way, precisely targeted academic support, and wider strategies that remove barriers to attendance, emotional wellbeing and participation. We will evaluate spending against pupil outcomes, attendance, independence and participation, adapting or discontinuing approaches where impact is insufficient.

Challenges

No.	Identified barrier
1	Early language, communication and vocabulary: 2026 whole-cohort GLD was 58%.
2	Phonics and early reading: 2026 Year 1 phonics outcome was 66%; programme fidelity and rapid keep-up require improvement.
3	Reading, writing and mathematics: disadvantaged combined RWM 48%, mathematics 52%; inconsistent classroom implementation and gaps in learning.
4	Behaviour, resilience and wellbeing: variable KS2 routines and self-regulation; historical suspension levels remain a concern.
5	Attendance and family engagement: FSM6 persistent absence 36.1% in the IDSR autumn 2025 period, above the 25.3% national FSM6 comparator.
6	Cultural capital and aspiration: enrichment access is improving but disadvantaged participation and impact are not sufficiently evidenced.

Intended outcomes: 2025–2028 RAG review

Outcome / original 2028 ambition	2025–26 evidence and RAG	2026–27 milestone	2027–28 target
1. Disadvantaged GLD ≥70%	RED: all pupils 58%; 33% disadvantaged	Disadvantaged GLD ≥65%	Disadvantaged GLD ≥70%
2. Disadvantaged phonics ≥80%	RED (provisional): all pupils 66%; 50% disadvantaged	Whole-cohort PSC ≥82% (SIP headline; confirm against 76% detailed milestone)	Disadvantaged PSC ≥80%
3. Disadvantaged combined RWM ≥70%; gap <10pp; ≥15% higher standard in each core subject	RED: combined RWM 48%; maths 52%; whole-cohort writing greater depth 8%	Disadvantaged combined RWM ≥60%; whole-school ≥64%	Disadvantaged combined RWM ≥70%; gap <10pp
4. Behaviour incidents reduce 50%; ≥85% positive pupil wellbeing	AMBER: systems improved, but incident and pupil voice comparison unavailable	Consistent KS2 routines; fewer repeat incidents	50% incident reduction from agreed baseline; ≥85% positive responses
5. Attendance ≥95%; PA <10%	RED: autumn 2025 FSM6 PA 36.1%; daily attendance below national	Whole-school ≥94%; FSM attendance >92%; reduced disadvantaged PA	Attendance ≥95%; PA <10%
6. 100% disadvantaged access to enrichment	Participation data unavailable	Track access for every disadvantaged pupil and remove barriers	100% access to agreed enrichment entitlement

Activity in this academic year

The three-tier approach distinguishes directly funded activities from wider school improvement work. Figures below use the rebalanced 2026–27 expenditure plan, subject to finance approval.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,331.00

Activity	Evidence / rationale	Challenges
Oracy21 / Voice21 – £2,331	Structured classroom talk, vocabulary, explanation and reasoning support reading, writing and curriculum access. Evaluate through quality assurance, pupil voice and attainment.	1, 2, 3

Complementary school improvement activity (no additional direct pupil premium cost attributed): Roseberry Way coaching, RWI fidelity, White Rose Mathematics, subject leadership quality assurance and adaptive teaching CPD.

Targeted academic support (for example, tutoring and structured intervention)

Budgeted cost: £200,095.67

Activity	Evidence / rationale	Challenges
Teaching Assistant salaries – £187,753.67	Diagnostic, structured, time-limited phonics, reading, writing, mathematics and communication support; six-week entry/exit reviews and evaluation of transfer into independent classroom learning.	1, 2, 3, 4
Educational Psychology – £9,355	Specialist assessment and advice to strengthen adaptations, APDR cycles and precise intervention for pupils with additional needs.	1, 3, 4
FFT Fluency – £295	Targeted fluency provision with entry and exit measures for identified readers.	2, 3
Reading Plus – £2,692	Structured reading fluency, comprehension and independent reading, evaluated alongside school assessments.	2, 3

Targeted interventions will be based on identified barriers and reviewed at least every six weeks. Teachers retain responsibility for learning and teaching assistants will be trained and directed appropriately. Provision without sufficient impact will be adapted or discontinued.

Wider strategies (for example, attendance, behaviour and wellbeing)

Budgeted cost: £23,000.00

Activity	Evidence / rationale	Challenges
Learning Mentor salaries – £15,000	Targeted mentoring and family support to reduce barriers relating to attendance, wellbeing, behaviour and readiness to learn; measure impact using individual attendance and engagement.	4, 5
Commando Joe's – £2,000	Structured inclusive play and teamwork to support resilience, leadership, positive relationships and behaviour.	4, 6

Educational visits and travel – £6,000	Remove financial barriers to curriculum enrichment and wider experiences; track disadvantaged participation and impact.	6

2026–27 budget summary

Strategy section	Revised expenditure	Share
Teaching	£2,331.00	1.0%
Targeted academic support	£200,095.67	88.8%
Wider strategies	£23,000.00	10.2%
Strategic contingency	£0.00	0.0%
TOTAL	£225,426.67	100%

Monitoring, evaluation and accountability

Activity	Frequency	Responsible leaders
Disadvantaged attainment and progress	Half-termly	Head of School, phase and subject leaders
Intervention and teaching assistant impact	Six-weekly	SENDCo and phase leaders
RWI fidelity and phonics	Half-termly	RWI and English Leads
Attendance and persistent absence	Weekly; half-termly evaluation	Attendance Officer and Head of School
Behaviour, wellbeing and mentoring	Half-termly	Pastoral leaders and SENDCo
Enrichment participation	Termly	Senior and curriculum leaders
Funding and value for money	Termly	Executive leadership and finance
Strategy RAG review	Termly; annual publication review	Executive Headteacher and governors

Overall, the next phase of the strategy moves from strengthening systems towards demonstrating sustained impact. The principal test of success is whether disadvantaged pupils achieve better outcomes, attend more regularly, develop greater independence and participate fully in school life.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2025–2026

Overall evaluation

Roseberry Primary School's 2025–26 pupil premium strategy supported improvements in leadership, safeguarding, teaching expectations, SEND provision and pastoral systems following the school's transfer to Extol Academy Trust in January 2025. However, these improvements have not yet secured consistently strong outcomes for disadvantaged pupils.

The strategy has therefore had partial impact. Positive progress in reading and writing is encouraging, but attainment, early reading, mathematics and attendance remain significant priorities. The 2026–28 strategy will focus on consistently high-quality teaching, precisely targeted intervention, improved attendance and measurable impact on disadvantaged pupils' outcomes.

Headline statutory outcomes – 2026

Measure	Roseberry	National
EYFS Good Level of Development	58%	—
Year 1 Phonics Screening Check	66%	82%
Year 2 phonics recheck	30%*	—
KS2 Reading	68%	75%
KS2 Writing	71%	73%
KS2 Mathematics	61%	75%
KS2 Combined RWM	58%	63%
KS2 Combined RWM higher standard	5%	9%

30% of 12 pupils passed the Year 2 recheck.

Outcomes for disadvantaged pupils at Key Stage 2

Of the 38 pupils in the 2026 Year 6 attainment cohort, 27 were disadvantaged.

Measure	Roseberry disadvantaged	National disadvantaged	Gap to national non-disadvantaged
Reading	59%	63%	−22 pp
Writing	63%	60%	−16 pp
Mathematics	52%	62%	−30 pp
Combined RWM	48%	49%	−22 pp

Disadvantaged pupils achieved broadly in line with the national disadvantaged average in combined RWM. However, attainment remained substantially below national non-disadvantaged outcomes, particularly in mathematics.

Progress from starting points

Subject	All pupils	Disadvantaged	National disadvantaged
Reading	+0.6	+0.9	−0.7
Writing	+2.0	+1.8	−0.5
Mathematics	+0.3	−0.3	−0.9

Reading and writing progress were encouraging and above national disadvantaged averages, although differences were not statistically significant. Mathematics progress remained below zero, reinforcing the need for improvement in teaching and attainment.

Evaluation and implications for 2026–27

Early Years: Overall GLD was 58%. Strengthen curriculum sequencing, language-rich provision, adult interactions and assessment-led intervention.

Phonics and early reading: Year 1 phonics was 66%, while the Year 2 recheck was reported at 30%.

Mathematics and writing: Disadvantaged mathematics attainment was 52%, compared with 62% nationally. Writing progress was stronger at +1.8, although only 8% of all pupils achieved greater depth. The Roseberry Way will strengthen modelling, assessment, reasoning, challenge and independent learning.

Attendance: Final 2025–26 attendance was 92.6% overall and 90.5% for FSM pupils. Persistent absence was 20.9% overall and 27.5% for FSM pupils. By 16 October 2026, attendance was 95.3% overall and 94.2% for FSM pupils, while FSM persistent absence was 14.7%. These early improvements must be sustained; the two reporting periods are not directly comparable.

SEND, behaviour and wellbeing: Inclusion and pastoral systems have strengthened, but the impact of adaptations and interventions is not yet consistently demonstrated. Priorities include effective APDR cycles, consistent KS2 behaviour routines, targeted mentoring and strengthened emotional wellbeing provision.

Enrichment: Opportunities have broadened, but disadvantaged participation is not yet sufficiently tracked. Monitor access to educational visits, clubs and wider experiences to ensure equitable participation.

Evaluation of key approaches

Area	2025–26 evaluation	Decision for 2026–27
High-quality teaching	Stronger expectations, inconsistent implementation	Strengthen Roseberry Way coaching and adaptive teaching
Early language and phonics	GLD 58%; phonics 66%	Intensify early intervention and RWI fidelity
Reading and writing	Disadvantaged progress +0.9 and +1.8	Sustain progress; improve attainment and depth
Mathematics	Disadvantaged attainment 52%; progress −0.3	Prioritise fluency, reasoning and targeted support
Targeted interventions	Impact not sufficiently quantified	Evaluate entry/exit data, independence and classroom transfer
Attendance	FSM attendance 90.5%; FSM PA 27.5%	Strengthen early intervention and family partnership
Behaviour and wellbeing	Improved systems; variable impact	Embed routines and targeted pastoral support
Enrichment	Participation data incomplete	Track disadvantaged access and impact

Review of original 2025–2028 objectives

Original objective	2025–26 evidence	RAG
1. Early language: ≥70% disadvantaged GLD by 2028	Overall GLD 58%; 33% disadvantaged	RED
2. Phonics: ≥80% disadvantaged pass rate	Whole-cohort phonics 66%; 50% disadvantaged	RED
3. Attainment: ≥70% disadvantaged combined RWM	Disadvantaged combined RWM 48%; mathematics 52%	RED

4. Wellbeing: 50% reduction in behaviour incidents	Improved systems; comparable incident data required	AMBER
5. Attendance: ≥95% attendance; PA below 10%	Overall attendance 92.6%; FSM PA 27.5%	RED
6. Enrichment: 100% disadvantaged access	Participation evidence insufficient	NOT RATED

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin Training
FFT Fluency	FFT Education
Reading Plus	Reading Plus
Voice21 / Oracy21	Voice21
Commando Joe's	Commando Joe's

Overall judgement

Roseberry has strengthened the foundations for improving disadvantaged pupils' outcomes, but the first year of the strategy has not yet delivered the sustained improvement required. The priorities for 2026–28 are to secure consistently high-quality teaching, improve early reading and mathematics, evaluate targeted interventions rigorously, reduce persistent absence and ensure equitable access to enrichment.

The original 2028 objectives will remain in place and be reviewed termly using RAG evaluation. Funding and provision will be adapted where evidence does not demonstrate sufficient impact. Success will be measured by sustained improvements in disadvantaged pupils' achievement, attendance, independence and participation.