

Pupil premium strategy statement – Rosa Street Primary & Nursery Academy

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	203 (Reception – Year 6) & 35 (Nursery)
Proportion (%) of pupil premium eligible pupils	Whole School – 35% Excluding Nursery - 36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 - 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Gibbons
Pupil premium lead	Fergal McNicholl
Governor / Trustee lead	Jimmy Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£106,050

Part A: Pupil premium strategy plan

Statement of intent

At Rosa Street Primary and Nursery Academy, it is our intention that every pupil, regardless of background or challenge, makes strong progress and achieves highly across the curriculum. Our Pupil Premium strategy is designed to remove barriers to learning and provide high-quality teaching, targeted academic support, and wider opportunities that enable disadvantaged pupils to thrive academically, socially and emotionally.

We recognise that disadvantaged pupils are not a homogenous group, and that their needs and circumstances vary. Our approach is therefore rooted in a clear understanding of each child's context and informed by robust diagnostic assessment and professional dialogue.

Our strategy forms part of our whole-school commitment to ensuring equity of opportunity by:

- Promoting an ethos of high expectations and ambition for all pupils, rather than viewing disadvantaged pupils as a group with lower potential.
- Using evidence-based approaches, informed by Education Endowment Foundation (EEF) research, to ensure that teaching and support have the greatest possible impact.
- Providing early, targeted intervention to address individual barriers to learning—academic, social or emotional.
- Ensuring excellent attendance, wellbeing and engagement, enabling pupils to access the full curriculum and wider enrichment opportunities.
- Regularly reviewing the impact of our actions and adapting our approach in response to pupil outcomes and feedback.

Ultimately, our aim is that every pupil at Rosa Street develops the knowledge, skills and confidence needed to be successful learners and valued members of their community and the wider world.

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	<i>Early Language & Communication</i> Many disadvantaged children enter the Early Years with speech, language and communication skills significantly below age-related expectations. This limits their early vocabulary development and can impact future progress in reading and writing.
2	<i>Reading Fluency & Home Engagement</i> Some disadvantaged pupils struggle to develop fluency and enjoyment in reading, compounded by lower levels of reading at home and limited access to high-quality texts. This hinders comprehension and wider curriculum access.
3	<i>Writing Attainment & Transcription Skills</i> Attainment in writing, particularly among disadvantaged pupils, remains lower than in reading and maths. Weak fine-motor control, limited exposure to rich language structures and reduced stamina for writing have slowed progress, especially post-COVID.
4	<i>Emotional Resilience & Self-Regulation</i> A number of disadvantaged pupils have lower levels of emotional resilience and self-regulation. This can affect focus, persistence and relationships with peers during challenging learning activities.
5	<i>Attendance & Punctuality</i> Attendance for a small number of disadvantaged pupils remains below that of their peers, reducing learning time and continuity of progress.
6	<i>Access to Enrichment & Wider Opportunities</i> Disadvantaged pupils are less likely to take part in extracurricular activities, educational visits and enrichment opportunities that build cultural capital and develop confidence, aspiration and curiosity.

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
Disadvantaged pupils in EYFS develop strong foundations in communication, language and early literacy.	- By 2028-29, the proportion of disadvantaged pupils achieving a Good Level of Development (GLD) is in line with, or above, national averages for all pupils. - Annual internal data shows increased progress from baseline in speaking, listening and early writing, closing the gap with non-disadvantaged peers.
Reading fluency, comprehension and engagement improve for disadvantaged pupils across all year groups.	- Year 1 Phonics outcomes for disadvantaged pupils match national outcomes for all pupils - By 2028-29, the proportion of disadvantaged pupils achieving the expected standard in reading at KS2 is in line with national non-disadvantaged pupils. - Ongoing monitoring, pupil voice and reading logs show increased reading stamina, enthusiasm and home reading engagement.

Writing attainment for disadvantaged pupils strengthens, with improved stamina, accuracy and authorial control.	- Year-on-year improvement in the proportion of disadvantaged pupils achieving expected or greater depth standards in writing across all year groups. - By 2028-29, internal and national outcomes show writing attainment for disadvantaged pupils within 5% of non-disadvantaged peers. - Work scrutiny and moderation confirm improvement in sentence construction, vocabulary and handwriting.
Disadvantaged pupils demonstrate improved emotional resilience, self-regulation and attitudes to learning.	- Zones of Regulation and Nurture sessions show improved emotional literacy and regulation over time. - Lesson observations and pupil voice reflect positive learning behaviours and perseverance. - Behaviour logs show a reduction in incidents involving disadvantaged pupils over the course of the strategy.
Attendance and punctuality of disadvantaged pupils improve and are sustained at high levels.	- Disadvantaged pupils' attendance rises annually in all year groups. - Persistent absence among disadvantaged pupils reduces year on year. - Targeted family support and attendance monitoring are demonstrably impacting engagement and continuity of learning.
Disadvantaged pupils access a wide range of enrichment, leadership and cultural opportunities that broaden horizons and raise aspiration.	- Participation of disadvantaged pupils in clubs, educational visits, leadership roles and residential increases annually, with at least 85% engagement by 2028-29. - Pupil voice evidences improved confidence, curiosity and sense of belonging in the school community. - Enrichment and cultural capital experiences are embedded within the curriculum to ensure equitable access for all.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continue to encourage a whole-school Oracy approach to strengthen vocabulary, communication and reasoning skills. A teaching apprentice will enhance staffing in EYFS to model talk-rich learning.	Oral Language Interventions (+6 months) - developing pupils' spoken vocabulary and purposeful classroom dialogue has strong impact on progress, particularly for disadvantaged learners.	1, 2
Deliver Little Wandle Letters and Sounds Revised phonics programme with ongoing coaching and fidelity checks.	Phonics (+5 months) - systematic synthetic phonics has a secure evidence base for improving early reading, especially for disadvantaged pupils.	2, 3
Subscription to high-quality curriculum resources (Grammarsaurus, Fred's Teaching, The Teacher's Collection) to enhance teacher modelling, scaffolding and subject knowledge.	Individualised Instruction (+4 months) - high-quality, differentiated tasks allow pupils to learn at an appropriate level, helping disadvantaged pupils to access the curriculum confidently. Grammarsaurus provides a wide range of levelled tasks that can be matched to pupils' specific needs. Reading Comprehension Strategies (+7 months) - activities such as predicting, summarising, clarifying vocabulary and inferring meaning have a very high impact on progress, particularly for disadvantaged pupils. Fred's Teaching provides structured comprehension questions and model texts that explicitly develop these skills.	2, 3
Provide high-quality oral and written feedback through live-marking, peer work and conferencing.	Feedback (+6 months) - timely, specific feedback (verbal or written) accelerates learning and supports metacognitive reflection.	3, 4
Staff training in Nurture, PACE and Zones of Regulation to embed a consistent, trauma-informed approach to behaviour and emotional regulation.	Social & Emotional Learning (+3 months) and Metacognition & Self-Regulation (+8 months) - explicit teaching of emotional literacy and self-regulation improves engagement and learning behaviours.	4

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school booster sessions in Year 5 and Year 6, led by qualified teachers, with a focus on Writing and Maths.	Extended School Time (+3 months) - positive impact when sessions are purposeful, curriculum-aligned, and delivered by trained staff.	3
Additional TA employed to deliver Little Wandle “keep-up” phonics sessions for pupils who have fallen behind.	Teaching Assistant Interventions (+4 months) - most effective when structured and linked to classroom teaching. Phonics (+5 months) - systematic synthetic phonics has a secure evidence base for improving early reading, especially for disadvantaged pupils.	2, 3
Structured small-group TA support for disadvantaged pupils who require additional scaffolding to access classroom learning	Small Group Tuition (+4 months) - strong evidence when groups are short, regular and tailored to the needs of pupils. Teaching Assistant Interventions (+4 months) - highest impact occurs when TAs deliver structured, evidence-based interventions rather than general classroom help.	1, 2, 3

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

Budgeted cost: £18,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement activities including stay-and-play sessions in EYFS and seasonal craft events.	Parental Engagement (+4 months) - Approaches that support parents to engage positively with their child’s learning (including shared activities, sustained communication and relationship-building) improve outcomes, especially for disadvantaged pupils.	1, 5, 6
Targeted pastoral and mentoring support for disadvantaged pupils struggling with emotional resilience, self-regulation or relationships.	Behaviour Interventions (+4 months) - targeted small-group or 1:1 sessions improve self-control, attitudes and engagement. Social and Emotional Learning (+3 months) - programmes focusing on emotional literacy, self-awareness and	4

	peer relationships have proven benefits for disadvantaged pupils.	
Strengthen attendance through targeted family support, enhanced monitoring and early help referrals, including time from the Inclusion Officer.	Parental Engagement (+4 months) - reaching parents early and building positive relationships leads to improvements in attendance and engagement.	5
Financial support for disadvantaged pupils to access extracurricular clubs, residential, curriculum trips and wider cultural capital opportunities.	Arts Participation (+3 months) - involvement in arts and cultural experiences supports confidence, motivation and curriculum engagement. Outdoor Adventure Learning - residential and structured outdoor learning improve resilience, teamwork and self-belief. Physical Activity (+2 months) - boosts well-being and physical confidence and builds positive peer relationships.	6
Provide a structured enrichment programme (e.g. leadership roles, after-school clubs, experiences linked to the curriculum) targeted at increasing participation of disadvantaged pupils.	Behaviour Interventions (+3 months) - increased engagement in school life improves motivation and reduces off-task behaviour. Social and Emotional Learning (+3 months) - approaches that build collaboration, confidence, problem-solving and positive relationships help disadvantaged pupils develop resilience and engagement with learning.	6

Total budgeted cost: £106,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024/25 academic year, outcomes for disadvantaged pupils at Rosa Street Primary and Nursery Academy presented a mixed picture. While attainment declined in the earlier year groups (particularly in EYFS and Key Stage 1) disadvantaged pupils in Year 6 achieved strongly, performing in line with or above their non-disadvantaged peers in several subjects. Across the school, internal assessments, statutory data, pupil voice and pastoral records show that disadvantaged pupils made progress from their individual starting points, though the pace of progress varied between cohorts. This review draws on national assessment outcomes, internal tracking, attendance data and wider evidence of wellbeing and engagement to evaluate the impact of last year’s pupil premium strategy and identify priorities for the next phase of our three-year plan.

Early Years Foundation Stage (EYFS):

2024				2025			
All	Dis	Non - Dis	Gap	All	Dis	Non- Dis	Gap
70	67	71	-4	73	50	89	-39

In 2024/25, 50% of disadvantaged pupils achieved a Good Level of Development (GLD) compared to 89% of non-disadvantaged pupils. This represents a widening of the attainment gap compared to the previous year, where 67% of disadvantaged pupils and 71% of non-disadvantaged pupils achieved GLD.

Of the 12 disadvantaged pupils in EYFS, 5 had SEN Support Plans, including needs primarily linked to speech, language and communication. This overlap of disadvantage and SEND significantly influenced outcomes, as these pupils entered Reception with lower starting points and required intensive support to access the Early Learning Goals. Although these pupils made clear progress from their individual baselines, many were not yet working at the expected standard by the end of the EYFS.

Internal assessment, observations and the EYFS baseline demonstrate that disadvantaged pupils made progress across the year, particularly in oracy, early language and social communication. However, the rate of progress was not sufficient to close the gap with their non-disadvantaged peers. Strengthening targeted early language interventions, increasing adult modelling of vocabulary, and further

enhancing parental engagement in early learning remain priorities within the 2025/26 - 2028/29 strategy.

Year 1 Phonics:

2024				2025			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
83	78	87	-9	87	71	91	-20

In 2024/25, 71% of disadvantaged pupils passed the Year 1 Phonics Screening Check, compared to 91% of non-disadvantaged pupils, resulting in a gap of 20%. This represents a widening from the previous year, where 78% of disadvantaged pupils achieved the expected standard compared to 87% of non-disadvantaged pupils (a gap of 9%). Whole-school outcomes improved from 83% in 2023/24 to 87% in 2024/25, but disadvantaged pupils did not benefit from this improvement at the same rate as their peers.

Of the disadvantaged pupils in Year 1, 2 have SEN Support Plans, including identified needs linked to early literacy, processing or speech and language. These pupils made progress from their individual starting points, but their additional needs contributed to the lower overall disadvantaged outcome and partly explain the widening gap.

Internal reading assessments, phonics tracking and fluency checks show that disadvantaged pupils did make meaningful progress, even in cases where they did not meet the expected standard. Pupils who entered Year 1 with delayed language skills or lower vocabulary struggled to secure automaticity of decoding and blending, despite regular support.

Little Wandle “keep-up” sessions, targeted small-group intervention and increased monitoring supported progress, but the pace of improvement was not yet enough to close the gap. Strengthening early identification, ensuring timely delivery of keep-up sessions and increasing parental engagement around reading remain priorities in the 2025/26 - 2028/29 strategy.

Key Stage 1 Outcomes:

Reading							
2024				2025			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
70	86	63	+23	64	45	78	-33
Greater Depth				Greater Depth			
All	Dis	Non-dis	Gap	All	Dis	Non-Dis	Gap
13	0	19	-19	12	0	21	-21

Writing							
2024				2025			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
61	71	57	+14	56	45	64	-19
Greater Depth				Greater Depth			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
9	0	13	-13	12	0	21	-21

Maths							
2024				2025			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
78	86	75	+11	44	55	35	20
Greater Depth				Greater Depth			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
13	0	19	19	12	0	21	-21

Outcomes for disadvantaged pupils at the end of Key Stage 1 were lower in 2024/25 compared to the previous year, with a widening attainment gap in reading and writing. In reading, 45% of disadvantaged pupils met the expected standard compared to 78% of non-disadvantaged pupils, and in writing 45% met the standard compared to 64% of their peers. In both subjects, no disadvantaged pupils achieved Greater Depth.

Maths outcomes were comparatively stronger, with 55% of disadvantaged pupils meeting the expected standard, performing better than non-disadvantaged pupils in the cohort (35%), though overall attainment for both groups was lower than in the previous year.

This cohort was particularly low-attaining, with 4 disadvantaged pupils having SEN Support Plans and 2 joining mid-year, both of which impacted overall outcomes. Internal assessments show that disadvantaged pupils made progress from their starting points, but the pace of progress was not sufficient for most to reach age-related expectations.

These findings reinforce the need for continued focus on early language, reading fluency, writing stamina and targeted small-group mathematics support within the 2025/26 - 2028/29 strategy.

Key Stage 2 Outcomes:

Reading							
2024				2025			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
80	80	80	0	83	86	78	+8
Greater Depth				Greater Depth			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
13	15	10	+5	35	36	33	+3

Writing							
2024				2025			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
73	70	80	-10	78	79	78	1
Greater Depth				Greater Depth			
All	Dis	Non-Dis	Gap	All	Dis	Non-Dis	Gap
7	5	10	-5	4	0	11	-11

Maths							
2024				2025			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
80	75	90	-15	83	86	78	+8
Greater Depth				Greater Depth			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
20	20	20	0	17	14	22	-8

Grammar, Punctuation & Spelling							
2024				2025			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
73	70	80	-10	83	79	89	-10
Greater Depth				Greater Depth			
All	Dis	Non-dis	Gap	All	Dis	Non-dis	Gap
23	25	20	-5	35	29	44	-15

RWM Combined							
2024				2025			
All	Dis	Non-Dis	Gap	All	Dis	Non-dis	Gap
70	65	80	-15	70	71	67	4
Greater Depth				Greater Depth			
All	Dis	Non-Dis	Gap	All	Dis	Non-dis	Gap
7	5	10	5	4	0	11	-11

Outcomes for disadvantaged pupils at the end of Key Stage 2 in 2024/25 were broadly positive, with disadvantaged pupils performing in line with (or better than) their non-disadvantaged peers in several subjects.

In Reading, 86% of disadvantaged pupils met the expected standard, slightly higher than non-disadvantaged pupils (78%), creating a positive gap of 8%. This represents an improvement on 2023/24, when disadvantaged and non-disadvantaged pupils were matched at 80%. A similar pattern was seen at the higher standard, with disadvantaged pupils (36%) performing slightly above their peers (33%).

In Writing, 79% of disadvantaged pupils reached the expected standard, broadly in line with non-disadvantaged pupils (78%), closing the previous year's 10% gap. No disadvantaged pupils achieved Greater Depth in writing, widening the GDS gap compared to 2023/24.

In Maths, 86% of disadvantaged pupils achieved the expected standard compared to 78% of non-disadvantaged pupils, creating a positive gap of 8%. This is a strong improvement from 2024, when disadvantaged pupils had a gap of 15% behind.

In Grammar, Punctuation & Spelling (GPS), disadvantaged outcomes remained strong at 79%, though below non-disadvantaged pupils (89%), matching the gap of 10% seen last year. At the higher standard, the gap widened to 15%.

With the Combined Reading, Writing and Maths (RWM) scores, 71% of disadvantaged pupils met the combined standard, compared to 67% of non-disadvantaged pupils, resulting in a positive gap of 4%. This is a significant improvement from 2024, where disadvantaged pupils were 15% behind. No disadvantaged pupils achieved the higher standard.

Overall, disadvantaged pupils in Year 6 performed well, achieving outcomes in line with or above non-disadvantaged pupils in reading, writing, maths and the RWM combined measure. This represents a notable improvement on the previous year's gaps and reflects the effectiveness of targeted support, high-quality teaching, structured interventions and booster programmes. However, securing Greater Depth for disadvantaged pupils remains an area for development, particularly in writing and GPS.

Wider Strategies:

During 2024/25, disadvantaged pupils benefitted from a wide range of wider strategies designed to promote wellbeing, aspiration, confidence and engagement with school life. Staff continued to provide pupils with experiences outside of their normal range, including educational visits, visitors and career-related encounters. Each class planned at least one enrichment opportunity per term, supporting pupils' understanding of the wider world and helping to build cultural capital.

The school's Nurture classes continued to play a significant role in supporting emotional regulation and behaviour, particularly for disadvantaged pupils who make up the vast majority of its attendees. Staff observations, behaviour logs and pupil voice evidence show that pupils accessing Nurture provision developed improved self-regulation, resilience and readiness to learn. Strategies from Nurture - such as predictable routines, emotion coaching and structured social interaction - had a positive impact not only on individual pupils but also on behaviour across the wider school. Teachers reported calmer transitions, reduced incidents of dysregulation and improved engagement in lessons for pupils who attend the group. This provision will remain a key part of the wider strategies approach in the new Pupil Premium plan due to its demonstrable impact on wellbeing, relationships and pupils' capacity to access learning.

After-school provision remained a strength, with 76% attending at least one club during the year. Participation among disadvantaged pupils was also high, with 65% engaging in these activities. Engagement for disadvantaged pupils with SEND was similarly positive, with 61% of this cohort attending clubs, matching the overall SEND participation rate of 61%. Non-disadvantaged pupils had the highest participation rate at 82%, though disadvantaged pupils were not significantly behind. These figures demonstrate that targeted invitations, assemblies promoting opportunities and ongoing encouragement helped ensure broad and equitable access to enrichment for disadvantaged pupils and those with SEND.

Attendance continued to be a priority area. Whole-school attendance improved from 95.4% in 2023/24 to 96.4% in 2024/25. The attendance of disadvantaged pupils also increased, rising from 94.3% to 95.1%, which remains well above the national disadvantaged average of 92.2%. Persistent absence decreased for disadvantaged pupils, reflecting the impact of strengthened communication with families, targeted support and early help referrals. Although attendance has improved across the board, a small number of disadvantaged pupils continue to require intensive and sustained intervention to secure consistent attendance.

Parental engagement also strengthened over the year. Stay-and-play sessions in EYFS, seasonal craft events and increased opportunities for parents to engage in learning activities helped build positive relationships with families and encouraged greater involvement in school life. Staff report that these approaches improved parental confidence in supporting early learning. However, cohort mobility—particularly pupils joining or leaving mid-year—continued to influence consistency of engagement and overall outcomes.

Overall, wider strategies during 2024/25 provided meaningful benefits for disadvantaged pupils in terms of wellbeing, confidence, participation and inclusion. These approaches will continue to be refined and expanded in the 2025/26 - 2028/29

strategy to further support attendance, engagement and the development of cultural capital.

Conclusion:

In summary, the outcomes of the 2024/25 strategy show that disadvantaged pupils at Rosa Street Primary and Nursery Academy made progress from their individual starting points, with particularly strong performance in Year 6. However, variability across cohorts (most notably in EYFS, Phonics and Key Stage 1) highlights the need for a sustained focus on early intervention, language development, reading fluency, writing stamina and attendance. Wider strategies, including enrichment, pastoral support and parental engagement, had a demonstrable positive impact on wellbeing, confidence and participation, though their academic influence is less easily quantified. The review confirms that elements of the previous strategy were effective, especially in upper key stage outcomes and in promoting inclusion, but further refinement is needed to ensure disadvantaged pupils secure consistently strong progress across all year groups. These findings directly inform the priorities and actions within the new 2025/26 - 2028/29 Pupil Premium Strategy, ensuring that provision remains tightly aligned to the needs of our pupils and the specific barriers they face.

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
Little Wandle Letters and Sounds Revised	Little Wandle
Mastering Number	NCETM/ Maths Hubs
Times Tables Rockstars	Maths Circle
Nurture Group Approach	Nurture UK
PACE Approach	DDP Network
The Zones of Regulation	Kuypers Consulting Inc.