

Rosslyn Park Primary and Nursery School Pupil premium strategy statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	567
Proportion (%) of pupil premium eligible pupils	69.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	31 st December 2025 31 st December 2026 31s December 2027
Statement authorised by	Matt Barnham
Pupil premium lead	Corinne Thewlis
Governor / Trustee lead	Rachel Meli

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£606,000
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	£606,000

Part A: Pupil premium strategy plan

Statement of intent

Rosslyn Park's intent is to ensure that all disadvantaged pupils access consistently high-quality teaching and a well-designed curriculum that builds strong foundational knowledge, enabling them to succeed academically and personally.

Our approach reflects our school values of being **respectful, motivated, inclusive, collaborative, always proud** and **aspirational**.

We are committed to opening the world of knowledge to our children, raising aspiration, and equipping pupils — particularly those who are disadvantaged — with the skills, confidence and resilience they need to thrive. This includes supporting their communication, language, literacy, numeracy, social, emotional and physical development and executive functioning skills from the earliest years of schooling onwards.

Our Pupil Premium strategy is aligned with our school development plan and addresses the key barriers faced by disadvantaged pupils.

Our Strategic Objectives

Teaching

- Ensure that disadvantaged pupils consistently benefit from *quality first teaching* that is adaptive, inclusive and ambitious.
- Deliver a curriculum that is coherently planned, sequenced and responsive to pupil needs, enabling disadvantaged pupils to access and retain foundational knowledge.
- Strengthen teaching through high-quality, research-informed professional development, including instructional coaching, with a focus on reflecting on and refining practice based on evidence from classroom observations, pupil outcomes, and professional discussions.

Targeted academic support

- Provide pre-teaching, additional teaching and extra practice to close gaps in knowledge and skills helping pupils to keep up not catch up.
- Early identification based on diagnostic assessment is used to identify need early and ensure support is well-matched, regularly reviewed and impactful.

Wider strategies

- Implement evidence informed approaches that improve attendance, punctuality and behaviour so disadvantaged pupils can fully access learning.
- Support pupils' social, emotional and mental health through well-being provision, mentoring and family support.
- Strengthen parental engagement and community collaboration to increase aspiration, resilience and long-term outcomes.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy and communication</p> <p>Assessments, observations, and discussions with our pupils indicate that many of our disadvantaged pupils have underdeveloped oral language skills and gaps in vocabulary. These difficulties are evident from Nursery through to Key Stage 2 and are more pronounced among disadvantaged pupils compared with their peers. Analysis of the SEND register shows that 38% of pupils have communication and language needs, and almost a third (29%) of these pupils are disadvantaged, highlighting the link between disadvantage and oral language development.</p>
2	<p>Retrieval and recall skills</p> <p>Our pupils, particularly those who are disadvantaged, do not consistently retain essential foundational knowledge and basic skills. As a result, some pupils lack fluency and confidence, which limits their ability to apply basic skills independently and accurately across a range of contexts, particularly in reading, writing and mathematics.</p>
3	<p>Attendance</p> <p>Attendance for pupils eligible for Pupil Premium is lower than for non-Pupil Premium pupils (92.8% compared with 95.2%). A higher proportion of Pupil Premium pupils are persistent absentees (20.3%), which limits their access to learning, impacts continuity and contributes to gaps in progress and attainment.</p>
4	<p>Behaviour and SEMH needs</p> <p>The majority of pupils identified with Social, Emotional, and Mental Health (SEMH) as their primary Special Educational Need are disadvantaged, which is affecting their behaviour, engagement, and access to learning. Analysis across the school shows that 81% of pupils identified as SEN with SEMH as their primary need are disadvantaged. Behaviour data from 2024/2025 indicates that 78% of recorded behaviour incidents involved pupil premium pupils. Additionally, 7 of the 11 pupils who received a suspension during this period were eligible for pupil premium.</p>
5	<p>Executive functions</p> <p>Internal monitoring such as lesson observations, learning walks, pupil voice and behaviour logs have found many of our pupil's experience difficulties with executive functions such as planning, organisation, working memory, and self-regulation. These challenges can impact their ability to engage fully with learning and manage classroom tasks independently.</p> <p>The Leuven Scale, used across the school to assess children's wellbeing and involvement, highlights: the percentage of pupil premium pupils with high or very high wellbeing and involvement is lower than that of their peers. This suggests that pupils with weaker executive function skills may struggle to participate confidently and maintain focus in learning activities.</p>

6	<p>Limited Life Experiences Impacting Curriculum Knowledge</p> <p>Many of our pupils have limited life experiences, which restricts their opportunities to develop knowledge of the wider world. Internal monitoring—including lesson observations, book scrutiny, and pupil voice—indicates that this limitation affects their ability to engage fully with the curriculum and retain new knowledge. As a result, pupils may struggle to make meaningful connections between new learning and prior experiences, impacting their overall progress.</p>
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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
To improve the oracy and communication of disadvantaged pupils across the whole curriculum using early intervention and deliberate, explicit and systematic teaching	<ul style="list-style-type: none"> • Talk in classroom is been planned, designed, modelled, scaffolded and structured to enable all learners to develop the skills needed to talk effectively and with confidence. • There’s deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum which supports children to make progress in the four strands of oracy. • A greater proportion of pupil premium pupils are achieving age related expectations in communication and language at the end of EYFS. • Individual needs are addressed through targeted interventions.
To narrow the gap in attainment between disadvantaged and non-disadvantaged pupils so that more children attain national standards	<ul style="list-style-type: none"> • Retrieval practice is explicitly planned, modelled, and scaffolded, enabling all learners to develop the foundational knowledge and cognitive skills needed to retrieve and apply prior learning effectively. • Retrieval practice, alongside the deliberate teaching of foundational knowledge, is taught systematically across all phases and throughout the curriculum to ensure consistent reinforcement and skill development. • Outcomes for disadvantaged pupils in reading, writing, and mathematics at both the expected standard and greater depth will be closer to national standards by the end of KS2. • Evidence-informed interventions support the bottom 20% of pupils in reading and phonics, strengthening foundational knowledge and addressing specific gaps in learning • An increasing proportion of disadvantaged pupils pass the phonics screening check by the end of KS1, narrowing the gap with their peers nationally and consolidating essential foundational reading skills.

To improve the attendance of the disadvantaged pupils causing concern	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is improving year on year so that the gap to national attendance is narrowing. Attendance of pupils causing concern is improving - evidenced through case studies. The proportion of persistent absentees has decreased, reflecting the impact of targeted interventions and support.
Children's social, emotional and mental health needs are addressed and they are supported to access learning	<ul style="list-style-type: none"> SEMH provision addresses the needs of disadvantaged pupils and is regularly reviewed. Wider strategies and targeted support enable disadvantaged pupils to access the learning by addressing needs at whole school, class and individual level, leading to improved learning behaviours. The school uses Roots 2 Inclusion to provide targeted support and guidance, helping pupils develop social and emotional skills and fostering greater inclusion within the classroom environment.
Equal entitlement for all children to access a broad and balanced curriculum	<ul style="list-style-type: none"> Opportunities for all disadvantaged to access enrichment opportunities that enhance their cultural capital. Curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed.

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)

Budgeted cost: £276,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed quality first teaching by providing all staff with high-quality CPD throughout the year, linked to the school priorities	NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. <i>For poor pupils the difference</i>	1, 2, 3, 4, 5, 6

	<p><i>between a good teacher and a bad teacher is a whole year's learning.</i></p> <p>'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil.' (Supporting the attainment of disadvantaged pupils – DfE)</p>	
<p>Career conversations to support with staff development, recruitment and retention</p>	<p>Data is clear that schools with higher levels of disadvantaged pupils face the biggest recruitment and retention challenges. These schools, on average, have higher levels of staff turnover, as well as more unfilled vacancies.</p> <p>NFER research: Offering more experienced teachers a wider range of options to meet their development needs can keep them highly engaged for longer.</p> <p>NFER report 'Teacher autonomy: how does it relate to job satisfaction and retention?' <i>When teachers have greater involvement in their professional development goal-setting, and in school decision-making more widely, they are motivated to perform and stay in the profession.</i></p>	1, 2, 4, 5, 6
<p>Coaching and mentoring – release time for instructional coaching and mentoring</p>	<p>The chartered college of teaching Mentoring research shows benefits such as mentoring having a positive impact on mentees, their learning, classroom practice and their well being (Maxwell et al, 2022, Lord et al., 2008) https://chartered.college/2023/02/17/recognising-the-power-of-mentoring-for-teacher-development/</p>	1, 2, 3, 4, 5, 6
<p>Read, write inc:</p> <ul style="list-style-type: none"> • In school and online training • Virtual classroom • Development days with a Read, Write inc consultant • Dedicated release time for reading leaders to model high quality lessons for RWI and cover as is necessary. Provide rigorous on-going support, to ensure all children learn to read. Keep up-to-date with developments in teaching 	<p>EEF 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 4, 5

and learning within the sector and inform others as appropriate. Liaise with the SLT regularly regarding Read Write Inc		
<p>Access to high quality books</p> <p>Education Library Service subscription</p> <p>Purchase of books for each class library collection, to send to read at home – RWI phonics books and classic contemporary stories to develop a love of reading</p>	<p>National Literacy Trust research report Reading practices under lockdown report 2020 suggests barriers including a lack of access to books (with schools and libraries closed), a lack of quiet space at home and a lack of school/peer support have negatively affected some children’s ability to read and their motivation to read for enjoyment.</p> <p>Increasing children’s access to high-quality books should be a priority during school re-opening, and the contribution that reading for enjoyment can make to children’s mental wellbeing should be recognised and valued.</p>	1, 2, 3, 4, 5, 6
<p>Leadership capacity to strengthen QFT through monitoring, target setting and effective pupil progress meetings</p>	<p>NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils’ progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschools-guide-to-implementation/EEF-ImplementationRecommendations-Poster.pdf</p>	1, 2, 3, 4, 5, 6
<p>Specialist native speaking teacher to deliver Spanish in KS2</p>	<p>Evidence from Ofsted shows languages in outstanding primary schools are taught effectively when delivered by specialist teachers who are brought in to teach languages, or a native speaker.</p> <p>Teaching languages not only provides an opportunity to communicate more effectively with others, but they also help children to understand what it is to be a global citizen. This includes the importance of tolerance and understanding, which is crucial knowledge in today’s world.</p> <p>https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/</p>	1, 2, 3, 4, 5, 6
<p>Specialist teachers to deliver PE, drama and music</p>	<p>Public Health England’s guidance to increase physical activity among children and young people in schools and colleges provides evidence that supports the need for an appropriately trained, skilled and knowledgeable workforce. Ensuring staff have the confidence and</p>	1, 2, 3, 4, 5, 6

	<p>competence to offer high quality experiences of both physical education and physical activity across the school/college day can contribute towards higher levels of physical activity by children and young people. (Page 33)</p> <p>A systematic review found that with as little as 5 minutes of regular physical activity, positive results in academic behaviours (for example, attention, concentration and remaining 'on task') were observed and that this would be even more effective with at least 10 to 30 minutes of regular physical activity. Evidence also shows that taking part in sport provides greater self-esteem and confidence with direct cognitive benefits. (Page 12)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876242/Guidance_to_increase_physical_activity_among_children_and_young_people_in_schools_and_colleges.pdf</p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 5, 6
FFT – Jungle Club spelling	<p>Most children need systematic teaching, with opportunities to practise and reinforce their spelling knowledge. As with handwriting, spelling teaching should be explicit, cumulative and engaging. It should be regular and consistent, taught in small steps, with lots of opportunity for practice.</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	1, 2, 5

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

Budgeted cost: £120,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered	EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom	1, 2, 3, 4, 5

<p>in addition to, and linked with, normal lessons.</p>	<p>teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Toolkit: Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Oral language interventions:</p> <ul style="list-style-type: none"> • Early Talk Boost language intervention delivered in EYFS • Language Link 	<p>EEF toolkit: Evidence shows the average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Early talk Boost evaluation report: On average, children make six months' progress in their early language development after the nine-week intervention, helping them to narrow the gap between them and other children their age.</p> <p>https://ican.org.uk/media/2003/early-talk-boost-evaluation2015.pdf</p>	<p>1, 2, 3, 4, 5</p>
<p>RWI fast track tutoring across EYFS and KS1</p>	<p>EEF toolkit: Evidence shows one to one tuition such as the Read, Write inc fast track tutoring led by teaching assistants, is likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p>	<p>1, 2, 3, 4, 5</p>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>

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

Budgeted cost: £209,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide “Meet and greet” and “Getting ready for nursery” sessions for new parents, carers and children</p>	<p>Parental engagement in early years education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>1, 3, 4</p>
<p>Pastoral team: Emotional regulation and well-being interventions for individual children with our Emotional Literacy Support Assistant</p> <p>Place2Be counselling service to deliver 474 hours 1:1 counselling, ad hoc Place to talk, Place for parents and Place to think</p> <p>Full time behaviour lead and two behaviour mentors to support individuals or groups of children to raise self-esteem and confidence with a view to improve their personal and social skills</p> <p>Lunch time provision clubs to support pupils social and emotional wellbeing</p>	<p>EEF toolkit: Evidence shows there is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-selfregulation</p> <p>Evidence from the EEF suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Parent coffee mornings run by the pastoral team to strengthen parental engagement and foster community collaboration</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>Figures for the Department for Education show, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Attendance team to monitor children's attendance, identify barriers and work with families to overcome those to reduce absences, late starts and the number of persistent absentees</p>	<p>NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the 3 8 problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3, 5</p>

<p>Enrichment opportunities to enhance cultural capital such as Take One Picture project, University of Nottingham discovery days, Learning leaders, Royal Shakespeare project and theatre performances</p>	<p>Ofsted's inspection handbooks for schools and early years settings stipulates for a school to be graded as good leaders need to adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including those with SEND, the knowledge and cultural capital they need to succeed in life. (225) https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook</p>	<p>1,2, 3, 4, 5, 6</p>
<p>Subsidise trips and residential visit for all children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment</p>	<p>The study, conducted by education think-tank LKMco revealed that only one in five of secondary and primary pupils go on residential trips each year – and that youngsters in disadvantaged areas have the fewest opportunities to take part. “The study shows that residential in schools are generally of high quality. Disturbingly, however, it confirms what many of us feared – far too many children and young people are missing out on these transformational experiences. “We would argue that if these experiences have such a significant impact, all pupils should be entitled to have them during their time at primary and secondary school.” https://cfey.org/wp-content/uploads/2017/09/Learning-Away-The-state-of-school-residentials-in-England-2017-.pdf</p> <p>A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap. (Page 14) https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p>	<p>1,2, 3, 4, 5, 6</p>

Total budgeted cost: £606,000

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 2024 to 2025 academic year.

The school's Pupil Premium Strategy is a three-year plan covering the academic years 2024/25, 2025/26 and 2026/27. It adopts a tiered approach, focusing on high-quality teaching, targeted academic support, and wider strategies to address barriers to learning for disadvantaged pupils.

During 2024/25, the Pupil Premium strategy was closely monitored and reviewed to ensure that funding was used effectively and had maximum impact on disadvantaged pupils.

Professional Learning was aligned with school priorities, ensuring that quality-first teaching remained a central driver of the strategy. Bespoke professional learning was also provided for staff delivering academic and wellbeing interventions to ensure consistency and fidelity of implementation.

A rigorous monitoring timetable, involving senior leaders, subject leaders, governors, The Academy Trust and external partners, ensured ongoing evaluation of impact. During the year, this included:

- A Challenge Partners review
- A Trust review
- A Pupil Premium peer review
- An attendance audit
- Governor monitoring visits

These processes consistently highlighted the strength of provision for disadvantaged pupils.

Challenge Partners Quality Assurance Review – February 2025 stated:

“Senior leaders are courageous, child-centred decision-makers who plan for the benefit and progress of the pupils. They have an acute understanding of the diverse needs and specific barriers to learning of the pupils, which creates a purposeful approach to their collegiate work.”

“The three-year strategy to overcome the multiple and complex barriers for disadvantaged pupils is robust, understood by all staff, and applied forensically. All leaders understand the school's demographics, the need for secure and formatively assessed universal provision, and the work required to engage parents and increase pupils' potential.”

In 2023, Challenge Partners accredited the school with an Area of Excellence for SEMH provision, followed by an Area of Excellence for Enhanced Provision in 2024.

Throughout 2024/25, clear progress was made for disadvantaged pupils. Pupil progress meetings were used effectively to coach teachers in identifying barriers to learning, particularly for pupils eligible for Pupil Premium funding. This informed the implementation of bespoke, targeted academic support and interventions, directly impacting attainment, progress, behaviour and wellbeing.

Pupil voice captured pupils' views and experiences of teaching, learning and the curriculum. There were no significant differences between Pupil Premium and non-Pupil Premium pupils.

- 90% of pupils report enjoying lessons
- 85% feel challenged in lessons
- 82% say the school supports their mental health
- 85% have participated in activities outside lessons

Parent voice provides insight into parental perceptions of the school:

- 89% report their child is happy at school
- 86% believe the school has high expectations for their child
- 91% feel their child does well at school
- 91% agree there is a good range of subjects available

Key Stage 2 Attainment

Over the past several years, the school has made strong and sustained progress in narrowing the gap between national outcomes and the achievement of disadvantaged pupils at the combined expected standard.

- **2022:** 25% gap
- **2023:** 20% gap
- **2024:** 17% gap
- **2025:** 14% gap

In 2025, disadvantaged pupils achieved in line with national disadvantaged pupils at the expected standard for Reading, Writing and Maths combined. At the higher standard, disadvantaged pupils were in line with national overall and 4% above national disadvantaged.

Key Stage 2								
	Reading		Writing		Maths		Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Rossllyn PP	58%	10%	60%	8%	56%	10%	48%	8%
National	75%	33%	72%	13%	74%	26%	62%	8%
National disadvantaged	63%		59%		61%		47%	4%

Multiplication Tables Check

Disadvantaged pupils outperformed national disadvantaged pupils and were above the national average.

Multiplication tables check	
Rossllyn PP	38%
National	37%
National disadvantaged	27%

Phonics

Over the past several years, we have made strong and sustained progress in narrowing the gap between national outcomes and the achievement of our disadvantaged pupils in phonics. From a 33% difference in 2023, then to 19% difference in 2025.

Phonics		
	Year 1	Year 2
Rossllyn PP	61%	83%
National	80%	89%

National disadvantaged	67%	
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Early Years – Good Level of Development

The gap between disadvantaged pupils and national outcomes reduced from 26% in 2024 to 20% in 2025.

EYFS GLD	
Roslyn FSM	48%
National	68%
National FSM	51.5%

Attendance for disadvantaged pupils has improved over time, with a notable reduction in persistent absence.

Attendance				
		2022/2023	2023/2024	2024/2025
Pupil premium		91.35%	91.61%	91.6%
	PA	31.84%	30.87%	23.7%

As part of this work, the school collaborated with Inclusive Attendance, including a one-day audit in December 2024, which concluded:

"The school continues to embed its effective and efficient policies and procedures across school. Leaders and school teams are reflective and continue to strive for improvement. The approach to inclusive attendance was already well established in this school and it continues to drive improvement."

The vast majority of disadvantaged pupils demonstrate positive behaviour. In 2024/25:

- 73% received 0–2 behaviour logs
- 59% received no behaviour logs

Case studies demonstrate the positive impact of targeted SEMH provision on engagement, behaviour and access to learning. Supporting pupils' social, emotional and mental health needs remains a school priority.

During 2024/25, disadvantaged pupils accessed a wide range of enrichment opportunities, including Mini Police, Primary Parliament, residential visits, sports clubs and competitions, theatre visits and partnership work with the Royal Shakespeare Company as a lead school. These opportunities support cultural capital and ensure equitable access beyond the classroom.

In conclusion the overall outcomes for disadvantaged pupils in 2024/25 met the vast majority of expectations. The school is on track to achieve the intended outcomes of the three-year strategy by 2026/27.

Following a review of our strategy a couple of adjustments have been made to the allocation of our budget for this academic year.

- Teaching and Learning has become a school development priority. Professional learning and instructional coaching will be used to strengthen quality-first teaching across the school.
- Jungle Spelling will support the teaching of spelling in Years 2–6.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write Inc	https://www.ruthmiskin.com/
TT Rockstars	https://trockstars.com/
Early Talk Boost	www.ican.org.uk/
Speech and Language Link	https://speechandlanguage.info/
Reading quest	https://fft.org.uk/literacy/reading-quest/
FFT Jungle spelling	https://fft.org.uk/literacy/spelling/