



Pupil Premium Strategy Statement Rockingham Junior and Infant School



2025-2026

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	333
Proportion (%) of pupil premium eligible pupils	94 Children (30%)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	September 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Louise Rennison Headteacher
Pupil premium lead	Chloe Darby Class teacher
Governor / Trustee lead	Tony Trueman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,985.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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>	£147,985.00

Part A: Pupil premium strategy plan

Statement of intent

At Rockingham Junior and Infant School we have designed a curriculum that ensures a profound primary experience for all our Pupils. This is underpinned by a spiritual, moral, social and cultural education that encourages personal growth and a development of core British Values in our children. Our curriculum engages and enthuses them through first hand-experiences. It is well planned to build knowledge and skills in a continuous and progressive way.

At Rockingham we maintain a relentless and rigorous focus on raising standards through the learning skills curriculum which is also explicitly taught, so that these skills can be applied to gain knowledge and understanding across a wide range of subjects.

Our schools operate the same creative and vibrant, cross-curricular approach which aims to give every child the opportunity to fulfil their potential. First-hand experiences are fundamental to our Cultural Offer and this defines the high expectations we have within our planning; ensuring connections that are coherent and manageable are made across the primary curriculum.

We want all our children to experience residentials, school visits and have the experience of visitors into school. We know that our children learn best through first hand experiences and we aim for all of our learners to have the best opportunities possible. Our strategy for pupil premium allows for these opportunities to take place and enables us to plan for opportunities linked to our cultural offer.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils on entry. FS2 EYPP 10 children 80% accessing additional support/ send/ intervention work. Interventions - talking tables, salt 1-1 and small group work , maths intervention, phonics catch up , daily handwriting practice.
2	Attendance is an increasing challenge for our disadvantaged children and the importance of education, currently our disadvantaged pupils' data is 90.13% (Sept 2024-July 25 92.44%).
3	Low levels of speech and language development in children can have significant and far-reaching effects on their overall development, particularly for disadvantaged children. We have found that this can lead to significant academic, social, and emotional challenges. Baseline assessments (EYFS and KS1) show a higher percentage of disadvantaged pupils not meeting age-related expectations in communication and language. Teachers report that vocabulary gaps persist into KS2, hindering academic progress.
4	Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. We have seen an increase in teacher referrals to agencies year open year.
5	From our knowledge of the community and from discussions with pupils during pupil's voice we found that many of our children, especially disadvantaged pupils, do not have the same experiences as their peers. Life experiences are crucial in order to make connections across learning and we want to give all children as many different life experiences to shape their identity

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
Increase the number of disadvantaged pupils achieving a higher standard of maths,	Reduce the gap between higher attaining disadvantaged pupils and higher attaining non disadvantaged pupils. Increase the number of pupils achieving the higher standard in maths from 0% to 14%.
Improved reading attainment among disadvantaged pupils. Phonics teaching is consistent and exceptional.	Timely and effective reading/ phonics interventions in place for targeted pupils to address gaps in their reading knowledge. Reduce the gap between expected standard pupils disadvantaged and non disadvantaged from 14% below to inline.
Improve speaking and language skills in the EYFS/ KS1.	All children with SALT difficulties will access the FLIP programme and show accelerated progress. Children needing additional support with their phonics will access further intervention showing accelerated progress.
Improve attendance for all pupils including those who are pupil premium.	Reduce the gap between disadvantaged and non disadvantaged by at least 2.5%. Overall attendance for disadvantaged pupils to be at least 96.5% in 2025/2026.
Support children with SEMH needs.	Children will have timely access to SEMH support. The number of incidents of children going into crisis will reduce (CPOMS). Children will be able to articulate SEMH strategies and support in school.
Improve wider opportunities for all pupils, particularly our disadvantaged pupils	All children will have the opportunity to attend educational visits and residential. All children will have the opportunity to learn an instrument.

	All children have access to our cultural and creative opportunities.
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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 Budgeted cost: £ 48,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the purchasing and implementation of a Maths Scheme aligned to the school's vision and ethos with a focus on Higher standard. We will fund teacher release time to embed key elements of the scheme and other guidance in school and to access resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: /https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1
Musical tuition in school. All pupils, including disadvantaged pupils are exposed to the expressive arts through bought in services. Buying into Arts experiences, working with local artists on projects linked to the curriculum and Rotherham Children's Capital of Culture.	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as an extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	1,5

Improve the quality of social, emotional, mental, health. (SEMH)learning. Employ a SEMH Practitioner. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff. Engage with Healthy Schools and the Shine project to improve lifestyles of our pupils. Purchase My Happy Mind programme and implement a weekly journaling session into the curriculum focusing on mental well being. Implementation of the restorative practice approach to all staff. We will fund CPD and training for all staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4
Little Wandle Letters and Sounds to secure stronger phonics teaching for all pupils.	Research indicates that systematic synthetic phonics programmes like Little Wandle have a positive impact on early reading skills, particularly for children from disadvantaged backgrounds. The Education Endowment Foundation's Teaching and Learning Toolkit highlights that phonics instruction can lead to an average improvement of +5 months in reading progress.	1,3

Targeted - Academic support

Budgeted cost: £26,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions in Y1 - Y6 1:1 interventions for pupils with gaps in spelling knowledge 1:1 interventions for pupils with gaps in spelling knowledge GDS tutoring in writing (Y6)	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,3
SALT support - FLIP intervention in EYFS.	The Education Endowment Foundation (EEF) reports that oral language interventions can lead to an average of +6 months progress in literacy outcomes.	3
Literacy Gold	After just three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age. This was observed across various student groups, including those with dyslexia and older pupils. https://literacygold.co.uk/Results	1,3

Wider strategies - Wellbeing

Budgeted cost: £74,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Family Learning Engagement Lead and Resources	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,5
Designated behaviour lead. Looking at behaviours for learning across school, advocating for the child, supporting staff with strategies to support inclusion. Multi-agency working with family assessment team (Early Help), Social services, school nursing, 0-19 service etc. Senior Mental Health Lead-co-ordinating WMIM and other mental health services to work directly with children as evidenced on the pastoral register. Mind workers are funded to work 1:1 with two children per term/half term as appropriate. SEMH practitioner	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/	2,4
Incentives for attendance. Weekly rewards wheel Weekly 100% acknowledged in assembly Half termly 100% pencil gift	DfE Research Report: Working together to improve school attendance (2022) The Department for Education found that schools with strong attendance cultures often combine clear expectations with recognition and celebration of good attendance. Rewards (such as certificates, class rewards, or trips) were shown to motivate pupils, particularly in primary	2,4

Termly Bronze, silver and gold certificates and badges.. Weekly Class certificates. Half Termly Class awards celebrations. Weekly Teacher/ Class discussion with attendance graph.	settings, and create positive peer pressure. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
My happy mind supports and promotes positive mental health.	My Happy Mind Research shows that -Whole school impact: 94% of teachers say the myHappyMind techniques have benefited their class. Behaviour: Schools report up to 60% fewer exclusions. Attendance: 90% of schools say myHappyMind has helped improve attendance, with an average increase of more than 5 days per child. Wellbeing / SEN / referrals: 67% less SENCo pressure; 43% fewer CAMHS referrals. Teacher and staff impact: 98% of staff say they better understand their own brains and how to support mental health. https://myhappymind.org/programmes/schools-programme/?utm_source=chatgpt.com	4
Extra curricular clubs Children's University	Research shows that participation in extracurricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels. (https://www.childrensuniversity.co.uk/ab-out-us/what-we-do-and-why/)	1,5
Subsidising educational visits and experiences.	The Education Endowment Foundation (EEF) notes that enrichment activities and wider experiences can improve engagement	1,4,5

	and concentration, indirectly supporting academic progress.	
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Total budgeted cost: £ 147,985.00

Part B: Review of the previous academic year

Provide children with profound primary experiences which they otherwise would not enjoy.	In EYFS and KS1, pupils benefit from termly visits that enrich and extend their learning beyond the classroom. In KS2, all pupils have the opportunity to take part in residential trips throughout the year, including Northumberland (Year 6), Stratford-upon-Avon (Year 5), and Eyam and Whirlow Farm (Years 3/4). These experiences allow pupils to explore different localities, broaden their horizons, and develop greater independence. Attendance on all visits was excellent, and pupil voice highlights that these opportunities are among the most memorable and valued aspects of their time at school. Our cultural offer ensures that pupils access experiences they may not otherwise encounter, helping them to look to the future and raise their aspirations. These include visits to theatres (such as the Royal Opera House), places of worship, dance workshops, and celebrations of cultural and religious festivals.
Improving Speech and language development	We have worked alongside a Speech and Language Therapist to assess pupils and provide targeted support through the FLIP program. We have identified children who received tailored interventions, including small-group and 1:1 intervention. Staff were trained to deliver these effectively, and diagnostic assessments ensured provision was sharply focused. Alongside this, we embedded a whole-school approach to oracy. Teachers consistently modelled high-quality vocabulary and questioning, and pupils were given structured opportunities for talk in lessons.

	Sentence stems, vocabulary walls, and explicit teaching of tiered vocabulary supported all learners, while disadvantaged pupils were prioritised for additional support. We also enriched pupils' communication skills through wider opportunities such as assemblies, performances, debates, and storytelling workshops. Cultural visits and workshops further broadened pupils' experiences and extended their vocabulary. Assessments showed clear improvements in disadvantaged pupils' speech and language skills, with the majority making accelerated progress from baseline. Lesson observations and book looks evidenced a wider and more ambitious use of vocabulary in both spoken and written work. Pupil voice highlighted increased confidence in contributing to class discussions and performing in front of an audience. Progress in reading comprehension and writing improved for disadvantaged pupils, strongly linked to their enhanced oral language skills.
Support children with SEMH needs.	Children have completed RP training modules across school and this has impacted on children's ability to interact positively and make choices towards improving their own behaviours, this has consolidated our RP approach to behaviour management. Conference circles are logged on CPOMS as a strategy for unpicking events and developing pupil's accountability. WMIM offers parents workshops to compliment the work that they are doing in school with the children around sleep and transition. Early intervention, which is proactive, has enabled targeted work to be done to support pupils whose SEMH needs are significant or at risk of increasing. ELSA is embedded and has shown a positive impact on pupil's

	understanding of their own emotions. Pupil impact is significant and allows greater communication of feelings through developed emotional literacy. MIND counselling happens on a termly basis - 2 children access MIND each half term - 12 children per year. Use of wider external services including EPS/ ISS/ OT/ Outreach
Promoting health lifestyles	All pupils have accessed high quality P.E. teaching. Our PSHE and RHE curriculum is strong at supporting pupils in understanding healthy lifestyles through healthy eating in lower school and looking at positive and healthy relationships as pupils move through school. This was supported through our visits to Crucial Crew in year 6. Pupils have had access to sports every lunchtime. Participation has been high. Competitive sporting events have been reintroduced, developing pupil's resilience, teamwork and pride to be representing the wider school community.
Promote good levels of attendance.	24/25 attendance was : Whole school-92.33% Disadvantage:92.37%(target 96%). A tracker spreadsheet is used to track attendance with particular scrutiny of our vulnerable groups. At every step families are offered Early help support though few accept it. This year, the families with low attendance have or have had agency involvement- these are exceptional situations and school are working closely to remedy the issues. Despite not authorising holidays in term, we have looked at how attendance works for the academy and created our own pathway to try and offer enhanced support to parents so that we can work

	in partnership to promote excellent attendance.
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