

Pupil Premium Strategy Statement – Rockingham Junior and Infant School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	23% (70)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Louise Rennison Headteacher
Pupil premium lead	Chloe Marsden Class teacher
Governor / Trustee lead	Tony Trueman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 149,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 149,850

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 residential, 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	Writing- To ensure all pupils across Key Stage 2 become confident, fluent and ambitious writers who can write effectively for a wide range of purposes, audiences and contexts. Our priority is to diminish the attainment gap between disadvantaged and non-disadvantaged pupils by raising expectations, developing pupils' vocabulary, composition and transcription skills, and fostering positive attitudes, confidence and aspiration as writers.
2	Speech and Language Development - 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.
3	Wellbeing - 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 on year.
4	Attendance - An increasing challenge for our disadvantaged children and the importance of education, currently our disadvantaged pupils' data is 91.9%.
5	Profound primary experiences- 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 expected standard and above in writing by the end of KS2.	Timely and effective writing interventions in place for targeted pupils to address gaps in writing. Reduce the gap between

	expected standard pupils disadvantaged and non disadvantaged pupils.
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.
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 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 2026/2027.
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.

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. 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	1,3

	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.	
--	---	--

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
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	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	2,4

Weekly 100% acknowledged in assembly Half termly 100% pencil gift Termly Bronze, silver and gold certificates and badges.. Weekly Class certificates. Half Termly Class awards celebrations. Weekly Teacher/ Class discussion with attendance graph.	celebration of good attendance. Rewards (such as certificates, class rewards, or trips) were shown to motivate pupils, particularly in primary settings, and create positive peer pressure. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Nurture morning drop in and sensory circuits.	SEMH support helps disadvantaged pupils develop emotional regulation, confidence, positive relationships and engagement. EEF research indicates social and emotional approaches can improve behaviour, wellbeing and attainment, averaging three months' additional academic progress, helping reduce barriers to learning.	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/about-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 and concentration, indirectly supporting academic progress.	1,4,5

Total budgeted cost: £ 149,850

Part B: Review of the previous academic year

Increase the number of disadvantaged pupils achieving a higher standard of maths in KS2.	The proportion of disadvantaged pupils achieving the higher standard in mathematics has risen to 23.5% through a sustained focus on high-quality teaching, effective use of assessment and targeted challenge. Teachers have used formative assessment to identify pupils with the potential to attain greater depth and have planned appropriately challenging learning opportunities. Targeted interventions, pre- and post-teaching, mathematical reasoning activities and regular opportunities to deepen understanding have enabled disadvantaged pupils to develop greater confidence, fluency and problem-solving skills. As a result, more disadvantaged pupils achieved the higher standard in mathematics, reducing the attainment gap and ensuring that high attainment is not limited by disadvantage.
Improved reading attainment among disadvantaged pupils.	KS2 reading attainment for disadvantaged pupils achieving higher standard rose by 28.6%. This is a result of the implementation of a whole class guided reading cycle and rigorous monitoring.

Improve speaking and language skills in the EYFS/ KS1.	Speaking and language development has remained a key priority across the Early Years Foundation Stage and Key Stage 1. High-quality interactions between adults and pupils, explicit vocabulary instruction and a language-rich curriculum have ensured that oracy is embedded throughout daily teaching. Staff have consistently modelled vocabulary, extended pupils' responses through effective questioning and provided regular opportunities for structured talk, discussion and collaborative learning. Children requiring additional support were identified through robust assessment and received targeted language interventions tailored to their individual needs. These interventions, alongside close partnership working with families and external agencies where appropriate, enabled pupils to make accelerated progress in communication and language. As a result, pupils are increasingly able to communicate effectively, participate confidently in classroom discussions and access the wider curriculum successfully. Improved speaking and listening skills have also contributed to stronger outcomes in early reading, writing and overall learning readiness, particularly for disadvantaged pupils.
Improve attendance for all pupils including those who are pupil premium.	25/26 attendance was : Whole school- 91.42 % Disadvantage: 91.36%. 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 schools 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.
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/ SIT/ OT/ Aspire Outreach.

Improve wider opportunities for all pupils, particularly our disadvantaged pupils.

All Key Stage 2 pupils have continued to access a rich programme of educational residential experiences, ensuring that disadvantage is not a barrier to participation. Residential visits to Northumberland (Year 6), Stratford-upon-Avon (Year 5) and Eyam (Years 3/4) provided opportunities for pupils to broaden their horizons, develop independence, resilience and teamwork, while deepening their understanding of the curriculum. Pupil Premium funding was used to subsidise these experiences, ensuring that disadvantaged pupils were able to participate fully alongside their peers.

A carefully planned programme of curriculum enrichment further enhanced pupils' learning through educational visits to Cleethorpes, Creswell Craggs, Durham Cathedral and Eden Camp, alongside theatre visits, places of worship, dance workshops and other cultural experiences. These opportunities are offered as part of the Cultural Offer to strengthen curriculum knowledge, develop cultural capital and raise aspirations by exposing pupils to experiences and environments they may not otherwise encounter.

Participation rates for disadvantaged pupils matched those of their peers, with all planned visits fully attended. Pupil voice demonstrates the significant impact of these experiences, with pupils identifying educational visits and residentials as highlights of their time at Rockingham.