

# Pupil premium strategy statement ~ Rothersthorpe Primary School 2025-2026

This statement details our school's use of pupil premium (and recovery 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

<u>Detail</u>	<u>Data</u>
School name	Rothersthorpe School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	8.4
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 - 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	B Edge Head of School
Pupil premium lead	B Edge Head of School
Governor / Trustee lead	Nicholas Edwards

## Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£6943.75
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£6943.75</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils at Rothersthorpe Church of England Primary School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. As a small village school with a 'Good' Ofsted rating, we are committed to maintaining and building upon our strengths whilst ensuring that no child is left behind.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Research findings from the EEF suggest that this is more important than ever since the Covid-19 pandemic, as pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading and 0.5 months more in mathematics compared to their non-disadvantaged peers). The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools.

In our close-knit village community, we recognise that every child is known individually by staff, and we use this to our advantage in identifying and responding to the specific needs of our disadvantaged pupils. We consider the challenges faced by vulnerable pupils and endeavour to create a level playing field where everyone can achieve their potential. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. As a small school, we maximise the impact of quality-first teaching through our ability to provide personalised support and closely monitor individual pupil progress. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. In our village setting, we work closely with families and the wider community to understand the full context of each child's circumstances. 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 – our small size enables us to spot concerns quickly
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Leverage our strong community links to provide enrichment opportunities that broaden horizons and aspirations

## Challenges

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

### Statutory Assessments Report

Rothersthorpe Church of England Primary School

#### Key Results - 2024-2025

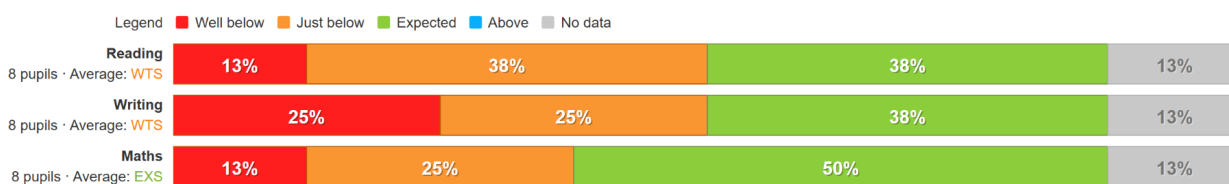
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	14	50%	Below	62%	22nd
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	14	14%	At or above	8%	85th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	14	57%	At or above	37%	86th
Phonics Screening Check	% of pupils passing in Year 1	7	71%	Below	80%	20th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	10	60%	Below	68%	20th

#### Legend

- ⬆ Above national (statistically significant)
- At or above national
- Below national
- Below national (statistically significant)
- Missing data
- ~ Estimated national

#### Attainment Overview for Pupils in Years R–6, who are pupil premium - 2025-2026 Autumn 2 - Main Assessment

Print



<u>Challenge number</u>	<u>Detail of challenge</u>
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with language than their peers. This negatively impacts reading and their understanding of the curriculum and their engagement with others.
2	Our assessments and observations indicate that the education and well being of many of our disadvantaged pupils have been impacted to a greater extent than for other pupils.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Gaps in Learning - particularly in reading and writing (fine motor skills)

## 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.

<u>Intended outcome</u>	<u>Success criteria</u>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF).</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Behaviour and attitudes towards learning are good.</p>
<p>Improve reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2025/26 show that disadvantaged pupils meet the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>● Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● Wellbeing warriors embedded and utilised</li> <li>● increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>● Implement Thrive</li> <li>● Eco warriors embedded and utilised.</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>· the overall attendance rate for all pupils being at least 96%.</li> <li>· Maintain the small attendance gap between disadvantaged pupils and their non-disadvantaged peers of around 1%.</li> </ul>
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## 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: £5920

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
<p>To develop pupils communication and language skills -</p> <p>Family Support Worker interventions with Thrive</p> <p>Language Link</p> <p>Phonics development - implement a new approach</p>	<p>Good communication and language skills impact on learning across the curriculum. Link to reading on SDP and maths and literacy campaign</p> <p>Links to oracy improvement in new curriculum</p> <p>Many children are adept at disguising their difficulties understanding spoken language by copying their peers, following the usual classroom and task routine, and picking up on visual, non-verbal cues given by adults around them.</p> <p>Results in - poor academic attainment, challenging behaviour and poor progress with literacy.</p>	<p>1, 2, 3, 4</p>
<p>To increase attainment across curriculum but particularly core subjects</p>	<p>Quality first teaching has the highest impact. Well trained TAs can support pre learning and/or consolidation to ensure children make rapid progress to catch up with peers.</p>	<p>1, 2, 3, 4</p>

<p>Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and CPD (including Teaching for Mastery training).</p> <p>Implement Enigma Maths</p>	<p>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:  <a href="#">Maths_guidance_KS_1_and_2.pdf</a>          (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:          Improving Mathematics in Key Stages 2 and 3</p>	2, 3,
<p>To provide families with the support they need to help their child make the right amount of progress.</p> <p>Implement Thrive</p>	<p>Opportunities for families to seek advice and support with parenting, financial, bereavement, attachment, mental health</p>	2,3

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

Budgeted cost: £1025

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Forest School teacher development.</p>	<p>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):</p> <p><a href="#">EEF_Social_and_Emotional_Learning.pdf</a>(educationendowmentfoundation.org.uk)</p>	2, 3
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic and other life events. A significant proportion of the pupils who</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to-one:</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1,2,3,4

receive tutoring will be disadvantaged, including those who are high attainers.	Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a whole school approach to mental health and wellbeing (Thrive approach)</p> <p>Train a senior mental health lead, to develop whole school approach to mental health and wellbeing.</p>	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	2, 3
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions   EEF (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,2,3

**Total budgeted cost: £ 7920 + £1300 (from school budget)**

## 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 2023 to 2024 academic year.

Disadvantaged children feel part of the school community. Children feel welcome and equal to their peers without the financial barriers. Laptops/chromebooks provided for those that did not have access to resources.

Children received targeted additional support for areas of the curriculum where they had gaps. This included online learning and additional 1:1 sessions.

'School Time' Reading with an adult was maintained and for those not able to attend school, additional 1:1 remote sessions took place to great effect.

Opportunities to improve vocabulary to support access to curriculum took place in school and online with a greater emphasis on vocabulary in all subject areas.

More opportunities for children to talk about their feelings and anxieties in a safe environment.

Build up relationship with FSW as a safe person to work with. FSW also checking in with families working at home regularly (this was introduced towards the end of the academic year).

Families can better support their children to be successful in learning when they themselves are supported with the areas they find difficult to manage. Relationships are crucial between school and home.

Family and school benefited from the same messages and strategies to support behaviour from leading experts.

Opportunities for families to seek advice and support with parenting, financial, bereavement, attachment, mental health etc whether working in school or at home during the pandemic.

100% PPG children achieved Expected standard in teacher's end of year assessments.

## Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
Language Link	Speech and Language Link
Enigma Maths	Enigma Maths

## Further information (optional)

Other uses of the funding are as follows (this list is not exhaustive and is subject to change if needs arise):

- Additional 1:1 / class TA targeted support
- Small group work with an experienced teacher, HLTA or TA
- Training of staff (e.g. emotional coaching, Theraplay, fine / gross motor)
- Purchasing of specific mathematical practical equipment
- 1:1 reading support
- Specific academic interventions (training of adults, purchasing of resources)
- Specific SEN interventions
- Subsidised Breakfast Club and After School Club provision
- Residential trips
- Off site visits and visitors to school
- Subsidised milk and fruit