

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding during this academic year, and how the strategy builds on the impact and evaluation of pupil premium provision from the previous year.

School overview

Detail	Data
School name	Rowlatts Mead Primary Academy
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	26% (114)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jennie Henson
Pupil premium lead	Jennie Henson
Governor / Trustee lead	Gary Aldred

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,000
Recovery premium funding allocation this academic year	£0
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	£159,000 + EY Pupil premium

Part A: Pupil premium strategy plan

Statement of intent

At Rowlatts Mead Primary Academy, our intention is that all pupils, irrespective of their background or the barriers they face, achieve well and leave primary school fully prepared for the next stage of their education.

We recognise that pupils eligible for Pupil Premium may experience a range of interconnected barriers, including gaps in early language and literacy, reduced access to enrichment and wider life experiences, challenges with engagement and historically lower attendance. These barriers are not uniform and require precise, evidence-informed responses, rather than assumptions about disadvantage.

High-quality teaching remains at the heart of our approach. We prioritise strong Quality First Teaching, supported by high-quality professional development and timely, targeted intervention where need is identified. This approach is rooted in evidence from the Education Endowment Foundation (EEF) and is designed to benefit disadvantaged pupils while improving outcomes for all.

Our strategy is responsive to ongoing assessment, evaluation and cohort analysis, including the findings from our 2024–25 pupil premium review. Decisions about spending are informed by what has been shown to have the greatest impact, particularly where disadvantaged pupils are overrepresented.

We are committed to:

- ensuring disadvantaged pupils are appropriately challenged and supported
- identifying barriers early and acting swiftly to intervene
- maintaining a whole-school responsibility for disadvantaged pupils' outcomes
- using pupil premium funding strategically, transparently and evaluatively

Challenges

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

Challenge number	Detail of challenge
1	<p>QFT (Quality-First Teaching)</p> <p>Attainment and progress data from 2024–25 shows that, while outcomes by the end of Key Stage 2 are strong overall (with attainment at or above national in several areas), gaps remain between Pupil Premium and non-Pupil Premium pupils within some cohorts and subjects. Internal monitoring and pupil progress meetings indicate that disadvantaged pupils benefit most where high-quality, adaptive teaching is consistently embedded, particularly in cohorts with higher proportions of disadvantage and additional needs.</p> <p>This highlights the continued need to strengthen Quality First Teaching, including adaptive approaches, precise scaffolding and targeted deployment of staff, to ensure disadvantaged pupils make strong progress from their starting points and gaps continue to narrow.</p>
2	<p>Language Proficiency and Communication Barriers</p> <p>School data shows a high proportion of pupils with English as an Additional Language (69.4%), with disadvantaged pupils overrepresented within this group. EYFS baseline and ongoing assessment indicate that many disadvantaged pupils enter school with low starting points in communication and language, which impacts early access to learning.</p> <p>Although 70% of pupils achieved a Good Level of Development in 2025 (above national), and KS1 outcomes in reading and writing are strong overall, phonics outcomes (71%) remain below national, indicating that early language and vocabulary gaps persist, particularly for disadvantaged pupils. This confirms the need for sustained, high-quality oracy and language provision, especially in EYFS and KS1.</p>
3	<p>Social, Emotional, and Cultural Barriers</p> <p>School-level analysis, pastoral records and enrichment monitoring show that disadvantaged pupils are disproportionately represented among those requiring additional support to engage successfully with school life. Many pupils have limited access to enrichment, wider experiences and structured opportunities outside of school, which impacts confidence, engagement and readiness to learn.</p> <p>While not all pupils present with acute SEMH needs, a lack of cultural capital and reduced opportunities to develop social confidence and independence can limit pupils' participation, aspiration and engagement with learning. This evidence supports the continued prioritisation of a strong pastoral and cultural capital offer for disadvantaged pupils.</p>
4	<p>Early Learning Gaps and Reading Challenges</p> <p>Assessment data indicates that disadvantaged pupils are more likely to enter EYFS with low starting points in early literacy, contributing to gaps in phonics and early reading. While outcomes improve over time - with KS1 reading above national (74%) and KS2 reading outcomes strong (80%) - phonics outcomes (71%) highlight that early reading gaps remain a key pressure point.</p>

	<p>This pattern demonstrates that early identification and targeted reading support are essential to secure strong foundations and ensure disadvantaged pupils can sustain progress as they move through the school.</p>
5	<p>Attendance</p> <p>Attendance data shows a clear improving trend; however, disadvantaged pupils remain overrepresented within persistent absence figures. In 2024–25, Pupil Premium attendance improved to 93%, but remained below non-Pupil Premium pupils (95%). Most significantly, Pupil Premium persistent absence reduced from 34.8% to 20%, demonstrating the impact of targeted strategies, while also confirming attendance remains a key barrier for a proportion of disadvantaged pupils.</p> <p>This evidence highlights the need to sustain and further strengthen targeted family support and early intervention to continue improving attendance and reduce persistent absence.</p>

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
PP children make accelerated progress towards meeting Age-Related Expectations	<p>The intended outcome is to close the learning gaps caused by COVID-19, particularly for Year 6 and other affected cohorts, by providing high-quality, Quality First Teaching. This approach will ensure that pupils make accelerated progress towards meeting age-related expectations, particularly in reading.</p> <ul style="list-style-type: none"> - By 2027, our goal is for a significant increase in the percentage of disadvantaged pupils meeting these expectations, with every child leaving Year 6 with at least a reading age of 9 years old, enabling them to access the KS3 curriculum and continue their academic journey successfully.
To achieve and sustain improved oral language skills and vocabulary of PP children at Rowlatts	<ul style="list-style-type: none"> - Closing the gaps in oral language skills and vocabulary, with accelerated progress for disadvantaged pupils, particularly those with English as an additional language. - Increased confidence in oral communication, demonstrated by greater participation in class discussions and activities, and improved speaking and listening skills. - Staff being well-trained in diverse methods of communication to support pupils with additional needs, ensuring all pupils can engage effectively in learning. - Regular progress in reading and writing, with pupils demonstrating stronger vocabulary and

	<p>comprehension skills, supporting their academic development.</p> <ul style="list-style-type: none"> - Parents being more equipped to support their children's language development at home, with school providing effective strategies and resources to strengthen this partnership.
<p>Enhance the cultural capital, well-being, and attainment of children at Rowlatts by providing increased access to diverse experiences and focused pastoral support</p>	<p>By addressing the social, emotional, and mental health needs of pupils, particularly those classified as pupil premium, we aim to improve their overall development and academic outcomes. Pupils will benefit from targeted interventions, including mentoring and trauma-informed support, which will help them build resilience and better engage with their learning.</p> <p>Success will be measured by:</p> <ul style="list-style-type: none"> - Increased engagement in extracurricular and enrichment activities, leading to greater confidence and improved social skills. - There will be measurable improvements in pupil well-being, supported by assessments, pupil surveys, and teacher observations. - Academic attainment will show clear progress, particularly in core areas like reading, writing, and mathematics, for disadvantaged pupils. - Additionally, pupils receiving targeted pastoral interventions will demonstrate improved behaviour, emotional resilience, and a greater ability to focus on learning. - Finally, strengthened collaboration with families, supported by our Family Support Worker, will empower parents to better support their children's development, fostering a more connected school community and a holistic approach to pupil success.
<p>To close the early learning gaps for Pupil Premium (PP) children, particularly in reading, comprehension, and spelling, by providing targeted, inclusive strategies that address the barriers to learning</p>	<p>Success will be measured by</p> <ul style="list-style-type: none"> - Significant progress in reading, comprehension, and spelling for Pupil Premium (PP) children, as evidenced by regular assessments and tracking of their literacy development. This will include the effectiveness of small group interventions designed to close the attainment gap, where targeted phonics, reading comprehension, and oral language approaches are implemented both in class and in focused small groups. - Pupils will demonstrate improved phonics skills through ongoing assessments, with a noticeable impact on their reading fluency and comprehension. - Increased engagement with resources such as Spelling Shed, Grammar Shed, and Accelerated Reader will show higher levels of independent reading and practice at home and school.

	<ul style="list-style-type: none"> - Additionally, monitoring of reading age progression will indicate that all PP pupils are making measurable progress towards age-related expectations in reading. - By the end of the academic year, the gap between disadvantaged pupils and their peers will have narrowed, with improvements in overall literacy outcomes across all year groups.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained and improved levels of high attendance demonstrated by:</p> <ul style="list-style-type: none"> - Attendance gap between disadvantaged and non-disadvantaged will reduce - Attendance of disadvantaged pupils will be at least in line with national average

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deployment of additional teaching assistants to deliver targeted language development and oracy interventions, focusing on disadvantaged pupils, particularly those with English as an additional language (EAL).</i></p>	<p>There is strong evidence from the Education Endowment Foundation (EEF) highlighting that pupils from lower socioeconomic backgrounds are more likely to lag behind their peers in developing early language and speech skills. These gaps can significantly impact their learning and progress throughout their school years.</p> <p>Oral language interventions, particularly when delivered by trained staff such as teaching assistants in one-to-one or small group settings, have been shown to accelerate progress for disadvantaged pupils, helping them to close the gap with their peers. According to the EEF, these targeted approaches are particularly effective in supporting pupils with English as an additional language (EAL) and those with limited exposure to rich language models.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 4
<p><i>Employment of an additional teaching assistants to enable a higher staff-to-student ratio, facilitating tailored Quality-First Teaching and targeted support to address learning gaps caused by the impact of COVID-19.</i></p>	<p>Evidence from the Education Endowment Foundation (EEF) suggests that reducing class sizes or increasing the staff-to-student ratio can improve outcomes, particularly for disadvantaged pupils, as it allows for more individualised support and targeted intervention.</p> <p>This approach is especially beneficial in addressing significant learning gaps, such as those caused by the disruption of COVID-19, where pupils require additional attention to recover lost learning and master key skills.</p> <p>Research also highlights that effective use of additional staff, when focused on high-quality, targeted teaching, can accelerate progress and help close attainment gaps, particularly in critical transition years like Year 6. This aligns with evidence that smaller group sizes allow teachers to tailor their instruction more precisely to the needs of pupils, enhancing engagement and academic outcomes. (EEF, Small Group Tuition and Class Size Reduction Strategies).</p>	1
<p><i>Expand the capacity and role of the reading team by providing additional release time to embed</i></p>	<p>Research from the Education Endowment Foundation (EEF) indicates that targeted reading interventions and consistent approaches to reading strategies can significantly improve literacy outcomes, particularly for disadvantaged pupils. The Accelerated Reader program has been shown to improve reading comprehension and foster a love of reading, with studies demonstrating that it can have a positive impact on both</p>	2, 4

<p><i>consistent reading strategies across the school, including the implementation of Accelerated Reader to enhance reading engagement and comprehension.</i></p>	<p>reading fluency and motivation when implemented consistently.</p> <p>Providing dedicated release time allows staff to focus on embedding these strategies, ensuring high-quality implementation and regular monitoring of pupil progress. Evidence suggests that consistent, school-wide reading approaches improve outcomes, especially when coupled with robust tracking systems to inform targeted support. (EEF, Improving Literacy in Key Stage 2; Accelerated Reader Impact Study).</p>	
<p><i>Purchasing a range of books to support the reading development, curriculum understanding, and overall literacy of Pupil Premium children.</i></p>	<p>Research indicates that access to a wide variety of books and resources significantly enhances children's literacy and comprehension skills. According to the <i>Education Endowment Foundation (EEF)</i>, reading books, particularly those that reflect the diversity and interests of students, fosters engagement and improves outcomes in both reading and writing. A study by <i>The National Literacy Trust</i> found that children from disadvantaged backgrounds who have access to books at home or through school libraries are more likely to make higher progress in literacy. Providing additional reading materials ensures that Pupil Premium children have the resources they need to develop their language skills, close the achievement gap, and access the curriculum effectively.</p>	<p>1, 2, 3, 4</p>
<p><i>Focused staffing and CPD</i></p> <p><i>Ensuring that all staff have access to targeted CPD, followed by support during INSET days, such as mastering reading, writing, and mathematics strategies.</i></p>	<p>The Education Endowment Foundation (EEF) emphasises that high-quality teaching is one of the most effective ways to close the disadvantage gap. Well-designed CPD, particularly when it is tailored to the specific needs of teachers and linked to evidence-based strategies, has been shown to improve teaching practices and, in turn, pupil outcomes.</p> <p>Regular, targeted CPD ensures that staff are equipped to address the diverse needs of pupils, including those from disadvantaged backgrounds, ultimately improving their learning experiences and attainment (EEF, Effective Professional Development).</p>	<p>1, 2, 4</p>

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

Budgeted cost: £46,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted academic support through small group tutoring for Pupil Premium children in Year 6, including high attainers, in the lead-up to SATs.</i>	<p>Research from the Education Endowment Foundation (EEF) shows that small group tutoring is an effective intervention to support disadvantaged pupils, particularly when it targets specific areas of need, such as preparing for high-stakes assessments like SATs.</p> <p>Studies indicate that small group tutoring can lead to significant improvements in academic outcomes, especially when delivered by skilled tutors and aligned with the school's curriculum. Additionally, the EEF highlights that tutoring can have a positive impact on pupils' long-term academic success, with evidence showing improvements in both cognitive and non-cognitive outcomes, particularly for pupils who are at risk of falling behind (EEF, Small Group Tuition and Impact of Tutoring).</p>	4
<i>TA-led interventions provided to support Pupil Premium and vulnerable pupils, particularly those who are lower attainers or have fallen behind, especially following the disruption caused by the pandemic.</i>	<p>Research from the Education Endowment Foundation (EEF) shows that targeted interventions led by teaching assistants can be highly effective in addressing gaps in learning, particularly for disadvantaged pupils.</p> <p>By providing focused support in a small group or individual setting, teaching assistants can deliver tailored instruction that meets specific needs, helping to close achievement gaps and accelerate progress for pupils who are at risk of falling behind. This approach is particularly beneficial for pupils affected by disruptions to their education, as it provides opportunities for additional support and catch-up.</p>	1, 2, 4
<i>Subsidised School Trips & Residential</i>	Children from low-income households are more than 4x more likely to miss out on social interactions. (University of Leeds 2018) Exacerbated by the closures of all services during the Pandemic.	2, 3

<p><i>Provision of laptops/chromebooks to Pupil Premium children to support home learning and ensure equal access to digital resources.</i></p>	<p>Studies indicate that access to technology plays a vital role in narrowing the achievement gap for disadvantaged students. Providing Pupil Premium children with laptops or Chromebooks ensures they can engage in home learning, access digital resources, and complete assignments, particularly during periods of remote learning.</p> <p>Research shows that when students have the tools to continue learning outside of school, they are more likely to maintain academic progress, with technology acting as a bridge to greater opportunities for self-directed learning and support. This initiative helps level the playing field for students who might otherwise lack access to essential digital resources at home.</p>	<p>1, 2, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The employment of a Family Support Worker (FSW) to provide intensive support to families, particularly those of disadvantaged pupils, ensuring that pupils receive the necessary support at home to improve attendance and well-being.</i></p>	<p>The Education Endowment Foundation (EEF) identifies family engagement as one of the four key strategies for supporting pupils effectively, with research showing that when parents are involved in their children's education, it can significantly improve academic outcomes.</p> <p>The EEF emphasises that targeted family support, especially when focused on addressing barriers to attendance and engagement, is crucial for supporting disadvantaged pupils. By working closely with the attendance lead, the Family Support Worker plays a vital role in ensuring pupils from disadvantaged backgrounds are supported both at home and school, leading to better attendance and overall academic success.</p>	<p>1, 2, 5</p>
<p><i>Provide Pupil Premium children with access to swimming lessons, ensuring they can develop essential life skills and</i></p>	<p>Studies show that physical activity, including swimming, plays a significant role in improving pupils' mental and physical well-being, which in turn can enhance their academic performance. According to research</p>	<p>3, 1</p>

<p><i>enhance their physical well-being.</i></p>	<p>by the <i>Youth Sport Trust and Public Health England</i>, physical activity supports cognitive function, improves concentration, and boosts overall classroom performance.</p> <p>Additionally, the <i>Department for Education</i> emphasises the positive impact of extra-curricular activities like swimming on pupils' self-esteem, resilience, and social skills, all of which are crucial for academic success. Providing swimming opportunities for Pupil Premium children helps ensure they have access to life skills and physical education they may otherwise miss, fostering well-rounded development and supporting their broader educational achievement.</p>	
<p><i>After-school extra curricular activities</i></p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs, physical activities, trips and music clubs due to the associated financial costs (e.g. equipment). By providing club and trips free of charge, we give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>3</p>

Total budgeted cost: £159,000