

Rothwell Schools

Pupil Premium Strategy

2024-2027

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.

The statement has been completed inline with the guidance on [using pupil premium](#).

School Overview		
Detail	Data	
School name	Rothwell Victoria Infant School Rothwell Junior School	
Number of pupils in school	RVIS: 257 pupils	RJS: 312 pupils
Proportion (%) of pupil premium eligible pupils	RVIS: 17%	RJS: 29.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026, 2026-2027	
Date this statement was published	December 2025	
Date on which it will be reviewed	July 2026	
Statement authorised by	Maria Barker	
Pupil premium lead	RVIS: Natasha Cross RJS: Bridget Leder	
Governor / Trustee lead	Kate Fairburn	
Funding Overview 2025-2026		
Detail	Amount	
Pupil premium funding allocation this academic year	RVIS: £54,540 RJS: £159,075	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for this academic year	RVIS: £54,540 RJS: £159,075	

Part A: Pupil Premium Strategy Plan

Statement of intent

Rothwell Schools are two sites within the market town of Rothwell with the Infant School and Nursery on one site and the Junior School a short distance away on the others. We pride ourselves in working as one school, building relationship with the families who are part of our school community and accompanying them on the journey that their child(ren) take as they move through our schools.

Disadvantaged students are not one homogenous group and so, in order to close any in-school attainment gaps and to raise academic outcomes of students, targeted support will be used to address specific needs identified through assessment, both formal and informal.

We recognise that every child, regardless of background, can achieve. We have the highest expectations of all of our pupils and aim to give them the skills and opportunities to achieve to their fullest potential, to recognise the barriers to this and to work to help them to overcome these challenges.

To achieve this, we will identify the barriers and provide first quality teaching, CPD and understanding for staff along with interventions that are backed by research.

We aim to work to improve attendance for our disadvantaged group by working with families to support and overcome barriers that maybe impacting on a child's persistent absence. We will support those for whom physical and mental wellbeing or behaviour (or that of others) maybe impacting on their ability to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance gap in comparison to non-PP peers for overall attendance and persistent absence.</i>
2	<i>Behaviour for learning: engagement and passive learning</i>

3	Delayed school readiness compared to their non-PP peers in: • Language and communication • Physical Development • Self Care
4	Ability to access the curriculum independently due to weak phonics knowledge and fluency
5	Ability to use and recall numerical information in a fluent way to avoid cognitive overload.

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	Review December 2025
To reduce the attendance gap between PP and all pupils To continue reduce the number of PP pupils who are persistently absent	• Reduce the attendance gap for pupil premium pupils to be inline with all pupils. Baseline: RJS gap -3.3% (23/24) and RVIS gap -2.8% (23/24) • Reduction in Persistent absence for pupil premium pupils to bring it inline or below national within three years. Baseline: RJS 21.6% (Summer 24) and RVIS 20.1% (Summer 24), National 23.9% Summer 24)	The attendance gap is: RVIS – 3.1% this gap is larger due to part time SEND/PP children on specialist plans. RJS - 2.2% Overall we have worked on monitoring children's attendance closely, following up with parents. We have implemented late gates and seen improvements in punctuality. Our FSW has worked with parents offering EHA where appropriate. We have monitored attendance every 2 weeks and have a rolling programme of

		graded response with letters going out when required.
All pupils are engaged in their learning and regulate their own behaviour well.	• Fewer recorded behaviour incidents during lesson time • Pupils are able to articulate their learning and demonstrate active learning behaviours • Learning walks evidence positive learning behaviours for majority and teachers addressing low-level behaviours quickly	See ofsted report for RVIS and latest monitoring visit RJS: RVIS: 'any incidents of poor behaviour are sorted and pupils say it doesn't happen again....attendance for most pupils is improving' RJS ' Behaviour and attendance systems have been reviewed and now align with the school values.... pupils attitudes to their learning are increasingly positive.'
Pupil premium pupils will make accelerated progress from their starting points to enable them to reduce the gap against their non-PP pupils.	• Pupil premium will make on average three bands of progress during their Reception year from their starting point • All pupils are independent with their self-care needs by the end of the Reception year • Observations demonstrate that pupil premium pupils are able to participate verbally in small group work and 1:1 discussions using recently introduced vocabulary.	• Reception pp children have made 3 bands progress unless there is a SEND need. • 14 children attended reception in nappies and only 1 child has not been able to potty train due to a medical condition. • PP children have engaged in language intervention and 64% of pp children even made the ELG.
All pupils will be able to use their phonics knowledge to read fluently and access the curriculum independently.	• Year 1 phonics screening checks shows a 10% reduction in the attainment gap between PP and non-PP peers. Baseline: -19% gap (2023/24)	• The attainment gap based on this year's data is 18% which is a reduction of 1% • A lot of targeted interventions are in place to support the PP children, however attendance is still a massive barrier to this.

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	70% of Pupil premium children will read fluently at 90 words per minute on entry to Year 3. Baseline: 42% (2023/24) - Pupil premium children will read fluently at 120 words per minute on exit from Year 6	86% of children are off the phonics programme on leaving Year 2. 78% of pupil premium children are reading 90 words per minute on leaving year 2. 55% of PP children are at the correct 90 words per minute. 9% of pp children have not reached 120 words per minute on exit from year 6. Of these, 4% are EAL and 3% entered the country this academic year.
All pupils will be able to recall and apply number bonds/times tables facts to support their mathematical fluency.	- Year 4 multiplication checks show an average score that is above the national average. Baseline: 15.2 (23/24 RJS) vs 20.6 (23/24 national) - Year 2 and Year 6 arithmetic average scores	This is an ongoing target, we have a new maths lead and have reached out for support from schools successfully passing the check at a higher percentage and are working on strategies to improve this. Weekly practice is taking place across years 2-6 Fluency Bee has been implemented as an extra maths session in KS1 and years 3 and 4.

Activity in this academic year: 2024-2025

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: £96015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development the language rich environment of the EYFS provision and curriculum.	EEF Communication and Language	3
Staff CPD on positive natural interactions to support language development as part of continuous provision.	Help for early years providers : Interactions	3
To develop a strategy for the teaching of oracy across the schools and vocabulary development.	Oracy report: Creating confident communicators National Literacy Trust	3, 4
Staff CPD on supporting early reading and beyond to upskill the quality of phonics delivery and consistency.	The reading framework	4
To improve the quality of reading assessment to ensure appropriate match to pupil's reading ability through the adoption of the accelerated reader programme.	The reading framework	4
Further develop the quality of reading materials as part of the curriculum to ensure pupils receive a broad and balanced diet of fiction, poetry and non-fiction	The reading framework	4
To further improve the quality of teaching through the adoption of an instructional coaching model supported by a teaching and learning lead.	Metacognition and Self-regulated Learning EEF	2, 4, 5
To implement a whole school approach to the teaching of number bonds and times tables	EEF Early Mathematics	5

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

Budgeted cost: £61164

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children with Speech and Language difficulties undertake cued articulation intervention sessions.	EEF Communication and Language	3
Identified children receive targeted phonics intervention to close the gaps against their peers.	The reading framework	4
Introduction of Regular assessments of fluency (Salford reading assessment) undertaken to identify pupils who need further support to read more fluently.	The reading framework	4
To provide targeted support for bottom 20% and pupil premium readers	The reading framework	4
To provide targeted support through Pixl therapies for pupils who have barriers with numerical fluency	Mastery learning EEF	5

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

Budgeted cost: £58941

Activity	Evidence that supports this approach	Challenge number(s) addressed
New weekly attendance meeting structure in place so that support can be identified quickly and attendance support plan developed inline with new attendance guidance	Working together to improve school attendance - GOV.UK	1
Family support worker to undertake targeted support work with families identified whose children are persistently absent.	Working together to improve school attendance - GOV.UK	1 1

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Attendance team to undertake home visits for pupils whose attendance is causing concern.		
New learner model to be introduced to staff and children which makes an explicit link between school values and expectations.		2
Learner points to be introduced into the school so pupils understand the link between values, expectations and rewards		2
Improved monitoring of behaviour patterns/trends by year leaders and family support worker. Refinement of Behaviour policy to address low-level behaviours in a proactive and timely manner.		2
To improve the quality of the EYFS outdoor provision to enable more opportunities for physical development.	[Withdrawn] Early Years Foundation Stage: learning through playing outside - GOV.UK	3
To ensure that all pupils in EYFS and KS1 have access to weekly forest school provision to support physical development.	Outdoor learning in the early years - Early Education Forest Schools: impact on young children in England and Wales - Forest Research	3
Children to be provided with opportunities to undertake self-care tasks with the support of an adult as required e.g. changing for PE, forest school, toileting.	Early years foundation stage (EYFS) statutory framework - GOV.UK	3

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Total budgeted cost:	£216120 (RVIS and RJS Combined)
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Part B: Review of the previous academic year 2023-2024

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact Narrative to date	Impact Judgement
Improved outcomes academically for all pupils, with gaps between disadvantaged and non-disadvantaged to close	For disadvantaged pupils to make at least expected attainment at end of KS1 & 2 in Reading, Maths, Writing and Phonics and in all other year groups through quality first teaching and, if required, high quality interventions that are regularly monitored and backed by research	Year 6 data shows that 59% of PP pupils met the expected standard in Reading in 2023-24 compared to 70% of all pupils. This is a gap of 11% which has reduced by 10% from the previous year. 69% of PP pupils met the expected standard in Writing in 2023-24 compared to 72% of all pupils. This is a gap of 3% which has reduced by 11% from the previous year. 72% of PP pupils met the expected standard in Maths in 2023-24 compared to 75% of all pupils. This is a gap of 3% which has reduced by 18% since last year. Year 6 combined data shows that 48% of PP pupils met the expected standard compared to 62% of all pupils. This is a gap of 14% which has reduced by 4% since the previous year.	

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For all pupils to have at least 96% attendance throughout the academic year	To improve attendance of disadvantaged pupils to school expected (96%) by working with parents and carers to understand the importance of regular attendance and increase children's involvement in their own understanding, supporting families if there are barriers to this being achieved	Rothwell Junior School had overall attendance of 93.5% for all pupils and 91.5% for pupil premium pupils. Rothwell Victoria Infant school had an overall attendance of 94.2% for all pupils and 91.4% for pupil premium pupils. Nationally all pupils attended for 94.5%. The new trust policy is being followed more robustly. Further work is needed to ensure those at risk are identified and support offered more quickly.	Not Met, revise and continue as part of next strategy to focus on closing attendance gap.
For all pupils to show positive behaviour for learning and for all children to have the opportunity to learn without impact from negative behaviour of others.	Improved behaviour for learning with less incidences of poor behaviour registered on the behaviour tab through whole school policy, modelling of expectations, all following the same rules, assemblies, PSHE and positive praise texts, phone calls	Behaviour data shows a reduced in the use of suspensions and no permanent exclusion particularly for RJS. Evidence in classrooms shows that behaviour for learning is now more passive so further engagement of pupils will be needed going forward.	Partially met, revise and continue with learning engagement as a focus on new strategy.
Improved mental wellbeing for children and their families	Improved mental well being for children and their families, less referrals for support and the number of children requiring interventions for their mental & health through work with PLW, MHST, SMHL, PSHE, assemblies. Improved attendance, with less children missing school	21 families were referred to MHST 22-23, 3 of these left to be electively home educated. This year 16 families were referred with one child leaving for EHE. Attendance for these children continues to be an area to work on,	Met Partially Met

	through anxiety. For the outcomes of those children identified as having low well-being and self-esteem to improve.	with staff working more closely with families (attendance leads and FLW). Creation of a "soft start group" has been hugely successful with numbers dropping from 18 to 5 over the year and different strategies to support getting children into class (TFTF and NTFC staff) has lessened the number of absences through anxiety, although not totally eradicated for the few.	
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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
Little Wandle Phonics Programme	Little Wandle Learning Trust
Think for the Future Mentor Support	Think for the Future

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Kindle for child with dyslexia so that he could read when parent home from overseas.
What was the impact of that spending on service pupil premium eligible pupils?	Improved connection between child and parent through access to books for children with dyslexia.