Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rockland St Mary Primary School
Number of pupils in school	66 (plus an additional 8 in the Nursery)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Hannah Boag
Pupil premium lead	Hannah Boag
Governor / Trustee lead	Penny Shepherd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,640
Recovery premium funding allocation this academic year	-
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	£ 16,640

Part A: Pupil premium strategy plan

Statement of intent

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers.

Pupils at Rockland St Mary Primary School will make expected progress in reading, writing and maths, through high quality inclusive teaching and increased opportunities for reinforcement of learning at home. We expect all pupils (disadvantaged or not) to engage in all aspects of school equally.

This year our main priorities focus on the following areas:

1. Improve writing skills, seeing improvements in disadvantaged children's fluency in foundational skills such as handwriting, punctuation and composition
2. Build the confidence of our PP children by creating leadership opportunities and support them to have healthy and happy relationships with their peers.
3. Disadvantaged pupils will improve their attendance at school.
4. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Key principles: Our strategy is focused on disadvantaged students, defined more broadly than those eligible for Pupil Premium and including:

Students arriving below age-related expectations in literacy and numeracy and students experiencing significant vulnerabilities, including financial and social.

Our overarching strategy for disadvantaged students is firmly rooted in research and evidence-based practice.

This plan is framed around the following key areas:

- Improving progress and attainment
- Improving attendance
- Providing a wide range of enrichment and personal development opportunities

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged learners achieve less well in writing than their peers
2	Some disadvantaged learners are less confident than their peers in terms of putting themselves forward for leadership roles and having healthy and happy relationships with their peers.
3	Some disadvantaged learners have struggled with attendance. Finance can be an issue (taking holidays in term times due to cost) and SEND needs.
4	Some disadvantaged learners have had limited wider enrichment experiences which would positively impact on their academic achievement and personal development.

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
1. Improve outcomes in writing	Disadvantaged pupils will make rapid progress by the end of the year so that greater numbers of pupils meet age-related expectations in writing. The Write Stuff scheme is embedded, with all staff trained in its use. PP pupils not meeting expected standards in writing will receive targeted intervention. Interventions are in place to support and develop pupils' fluency in foundational skills such as handwriting and spelling. Futhermore, PP children who could achieve greater depth will be identified and supported through HQIT and interventions. The Little Wandle scheme is used to further develop pupils spellings: Bridge to spelling. Spelling is explicitly taught using Spelling Shed and is differentiated. A greater percentage of disadvantaged pupils achieve expected levels and greater depth writing across KS1 and KS2.
2. Our more disadvantaged pupils enjoy healthy relationships with their peers, understand boundaries and have	Healthy Relationships Tender accreditation. All children are members of the 'Kindness Crew', taking responsibility for each others wellbeing and have personal efficacy in their relationships. All pupils are given opportunities to take on leadership roles across the school. Vulnerable groups are particularly

the confidence to take on new challenges	encouraged. Vulnerable pupils take on roles that enable them to take on important roles, thereby improving their confidence and self-efficacy.
3. Increase attendance rates for pupils eligible for PP – aim for 97% in line with general attendance.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance continues to improve in line with other pupils. Fast tracks and Fixed Penalty Notices are implemented. Bespoke interventions are initiated where needed: regular parent meetings, home visits, access to breakfast and after school club, building positive relationships.
4. Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance, and teamwork are developed. Extra-curricular activities are offered as part of our wrap around care provision. Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residentials.

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going training for all staff (including TAs) on phonics scheme Little Wandle Letters and Sounds. Cover for phonics lead to give direct instruction, team teaching and quality assurance.	Children need a consistent approach to the teaching of phonics and reading, including when there is a need for intervention in Year 2, Year 3 and Year 4. Schools with a consistent approach achieve good results. Children who develop an enjoyment for reading achieve well, across all subjects. EEF evidence suggests that phonics approaches have a significant impact (+5 months) on pupil's reading and writing progress Phonics | EEF (educationendowmentfoundation.org.uk)	1
Ongoing training on disadvantaged pupils – for instance Healthy Relationships training delivered by Tender	Evidence suggests that a whole-school approach to healthy relationships can have a particularly positive impact on disadvantaged pupils. Research from the Education Endowment Foundation highlights the importance of belonging, positive relationships and feeling safe in school as foundations for attendance, engagement and learning. Disadvantaged pupils are more likely to face social, emotional and environmental barriers that affect their education; therefore, embedding healthy relationships throughout the school's culture, curriculum and pastoral systems can strengthen protective factors, improve wellbeing and support pupils to engage more successfully with learning.	2
The Write Stuff training and CPD	The 2025 Writing Framework (DfE) emphasizes structured teaching of transcription, composition, grammar in meaningful contexts, and scaffolded development — which is broadly consistent with the principles of The Write Stuff (sentence stacking, modelling, lenses). GOV.UK Assets	1

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

Budgeted cost: £4,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support of disadvantaged children whose attainment and progress is below their peers, this includes in-class support and small group support across year groups	As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels. *The EEF guide to the Pupil Premium*, EEF (link)	1
Targeted support through Little Wandle interventions	Early intervention focused on areas of need from the Little Wandle assessment has proven results to improve children's language and communication skills, to be in line with age related expectations. The EEF Early Years Toolkit reports phonics instruction has a positive impact, estimating an average of +5 months' progress, particularly beneficial for *disadvantaged pupils*.EEF	1
Targeted catch up in spelling and handwriting interventions (sensory spellings for instance)	Sensory spelling often support spelling, especially for learners who struggle. For instance, a small-scale UK study found that multi-sensory spelling interventions improved both children's spelling performance *and* their self-perception as spellers. journal.uwp.co.uk	1

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

Budgeted cost: £4,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the SLT, SENCO and mental health lead to raise standards of attendance for PP pupils e.g. working with families to remove barriers for attendance Improve children's attendance through regular parent meetings, fast track and fining where appropriate	Working together to improve pupil's attendance Sept 22 (DfE report) Working together to improve school attendance (publishing.service.gov.uk)	3
Fund cost of out of school trips/experiences and	Funding out-of-school visits, enrichment opportunities and wraparound childcare helps to remove financial barriers that may prevent disadvantaged pupils from fully participating in school life. Access to enrichment experiences can broaden pupils' cultural capital, increase engagement with learning and strengthen their sense of belonging within the school community. The Department for Education's Enrichment Framework highlights the importance of ensuring enrichment opportunities are accessible to all pupils, particularly those facing disadvantage. [gov.uk] Children's University | EEF (educationendowmentfoundation.org.uk)	4
Fund costs of wrap around childcare	Wraparound childcare can also support attendance, punctuality and participation by providing families with practical support and ensuring pupils begin and end the school day in a safe, structured environment. Evidence from the Education Endowment Foundation suggests that attendance and engagement are particularly important factors in improving outcomes for disadvantaged pupils. [educatione...ion.org.uk], [educatione...ion.org.uk]	4

Total budgeted cost: £16,714

Part B: Review of outcomes in the previous academic year - Pupil premium strategy outcomes

Pupil Premium Review – October 2026

Activity: Teaching and Targeted Academic Support	Impact against success criteria	Evaluation	Continue / adapt / stop?
Improve writing skills, seeing improvements in children's writing skills, including transcription and composition skills	Writing attainment was stronger this year with 75% achieving the expected standard at year 6.	The Write Stuff scheme has been developed over the year and is now better implemented. **Fidelity:** Fidelity to the scheme is strong and all teachers are now confident with using the scheme, with adaptations for different learners. **Reach:** All teachers and TAs have had Write Stuff training with Jane Considine. We regularly update training in staff meetings led by our writing lead. **Feasibility:** There were some initial challenges, particularly in the early years, but these have largely been overcome through Trust moderation, Trust training and networking with other schools. **Cost:** Training costs; cover for teachers and TAs to access the online training, cost of access to the scheme	Continue – the Write Stuff is having significant impact for disadvantaged pupils.

Improve academic attainment for PP children, with a particular focus on reading, including improving fluency skills and developing an enjoyment for reading	Reading has also improved this year for our disadvantaged pupils – 70% achieved the expected standard.	**Fidelity:** Fidelity to Little Wandle is fairly secure. There have been opportunities throughout the year to train support staff in the scheme. We are now using the assessments and trackers. **Reach:** All teachers and TAs have had Little Wandle training and it is delivered consistently to R, 1 and 2 **Feasibility:** We have managed to make big groups work within the timetable but there is more work needed to ensure catch up is taking place – staffing costs are a barrier. **Cost:** Training costs; cover for teachers and TAs to access the online training, cost of access to the scheme	Continue – ensuring fidelity is improved throughout the school.
Wider strategies	**Impact against success criteria**	**Evaluation**	**Continue / adapt / stop?**
We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience	PP attendance remains below national average at 93%, with a whole school attendance of 96.8%.	**Fidelity:** There has been an increasingly consistent approach to attendance over the academic year with clear systems in place to track and monitor **Reach:** All stakeholders are aware of the importance of attendance – there are regular updates in staff meetings, parent newsletters and social media **Feasibility:** The regular meetings with poor attendees have had some impact over the year **Cost:** Release time for HT to attend TSM meetings	Continue

at Rockland St Mary Primary School			
We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being12	The school provides a very wide range of enrichment activities in and out of school	**Fidelity:** All staff have embraced the school's approach to providing a wide range of opportunities **Reach:** All pupils have experience enrichment experiences. There could be more PP take up of after school clubs **Feasibility:** The mini-bus has helped to make this feasible **Cost:** Release time for teachers to take children on trips; minibus costs; costs of visits and events	Continue