

# Pupil Premium Strategy Statement

## Road Primary 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	296
Proportion (%) of pupil premium eligible pupils	11.82%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	15th December 2025
Date on which it will be reviewed	15th December 2026
Statement authorised by	Jo Michel / Headteacher
Pupil premium lead	Martin Taylor / Assistant Head
Governor / Trustee lead	Kirk Hopkins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,565
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£59,565

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives for disadvantaged pupils

Roade Primary School aim to ensure disadvantaged pupils (eligible for Pupil Premium Grant) achieve strong outcomes in the core curriculum (reading, writing, mathematics and spelling), develop strong social, emotional and self-regulation skills, and fully access the school's wider curriculum and cultural capital opportunities so that they are confident and ready for the next stage of education and life.

We intend to close the attainment gap between disadvantaged pupils and their peers so that disadvantaged pupils make at least the same rate of progress as others, and where possible exceed it.

We want to ensure that disadvantaged pupils' attendance, participation in extra-curricular opportunities and wellbeing are supported so they benefit equally from the school's offer.

### How the strategy works towards those objectives

We prioritise high-quality classroom teaching and professional development as the first line of improvement; deploy targeted small-group structured interventions to address gaps; and strengthen social, emotional and attendance supports and family engagement to remove non-academic barriers to learning.

All selected activities are designed or adapted for Roade Primary's context: two-form entry village primary with approximately 300 children on roll, strong reception provision, well-developed phonics provision noted by Ofsted, and clear priorities to increase mathematical fluency, cultural capital opportunities and spelling fluency.

### Key principles of the strategy:

- Evidence-led: interventions and CPD draw on the strongest available evidence from EEF guidance and evaluated trials, alongside professional judgement about fit for our context.
- Whole-school but targeted: a whole-school commitment to high-quality teaching reduces the need for later interventions; targeted resources are used where needs persist.
- Precision and monitoring: every targeted activity has defined success criteria, uses diagnostic assessment, and is monitored for fidelity and impact.
- Inclusion and ambition: high expectations are maintained for all pupils including those eligible for the Pupil Premium Grant. For those with identified SEND needs, we adapt and scaffold the curriculum rather than lower expectations.
- Pupil voice: leaders review the school with the pupils regularly through both discussion and the school council.
- Sustainable capacity-building: CPD, coaching and improved routines are prioritised so gains are maintained beyond any short-term project funding.

## Challenges

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

Challenge number	Detail of challenge
1	Mathematics attainment for disadvantaged pupils is below our expectations with only 58% of disadvantaged pupils meeting the standard last academic year.
2	Emotional regulation and behaviour in unstructured times (playtime/lunchtimes) can be a challenge for some groups of children. As a result this can lead to children not being able to manage certain social situations, which can lead to dysregulation for some pupils in unstructured times.
3	Spelling across the school, and within disadvantaged groups is an area we would like to address as a school to further improve fluency within the school.
4	Reading result for upper key stage 2 pupils are in line with national, however there needs to be an increase in these.
5	Low self-esteem and resilience / mental health concerns for some pupils (including disadvantaged) need explicit mental health / wellbeing strategies, early identification and access to targeted interventions and staff training.

## 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 disadvantaged pupils' mathematics attainment and fluency	By July 2026: increase the proportion of disadvantaged pupils meeting age-related expectations in mathematics by +5%. Measured by termly maths assessment date and end of year teacher assessment.
2. Improve disadvantaged pupils' reading and writing outcomes in targeted year groups	By July 2026: disadvantaged cohort, increase reading and writing attainment by +5%, supported by KS2-style reading fluency practice and targeted writing retrieval/spelling sessions. Measured by termly reading fluency and comprehension checks and moderated writing assessments.

3. Improve emotional regulation, behaviour and social skills across school at unstructured times.	By July 2026: reduction in incidents recorded at unstructured times (play/lunchtime) by 25% for disadvantaged pupils; active School Council established and leading at least 4 school-wide initiatives.
4. Provide advocate support for PLAC/SGO pupils and vulnerable PP pupils	By July 2026: all PLAC/SGO pupils have an allocated advocate in Spring and Summer term who liaises with the class teacher over progress in different areas of school life.
5. Strengthen early identification and SEND adaptation so disadvantaged pupils with SEND are supported to achieve ambitious targets	By July 2026: timely identification of SEND needs (monitoring of SEN Support and EHC plans), continued consistency of classroom adaptations evidenced in learning walks, and reduction in attainment gap between disadvantaged pupils with SEND and non-SEND disadvantaged pupils.
6. Increase participation in cultural capital and extracurricular opportunities	By July 2026: pupil participation (disadvantaged) in trips, competitions and clubs to remain high. This is all form of clubs, including those run at lunchtimes.

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £17,128.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing mathematics fluency sessions across the school to support fast recall for children.	EEF guidance shows that structuring maths learning, promoting fluency and using manipulatives and representations supports maths outcomes; schools should use assessment to identify gaps and sequence teaching [EEF Early Mathematics; EEF Improving	1

	Mathematics guidance]. See: <a href="#">EEF – Early Mathematics (Promoting Fluency)</a> and <a href="#">EEF – Improving Mathematics in KS1 &amp; KS2 (evidence summaries and recommendations)</a> .	
CPD on high-quality adaptive teaching and SEND scaffolding (Rosenshine/explicit instruction, scaffolding, modelling, worked examples) to ensure the universal curriculum is accessible and ambitious for all pupils.	EEF guidance on SEND in mainstream highlights high-quality teaching strategies (scaffolding, explicit instruction, cognitive/metacognitive strategies and flexible grouping) as core to supporting pupils with SEND and raising attainment when adaptations are evidence-based and monitored [EEF – Special Educational Needs in Mainstream Schools; EEF blog on 5 evidence-based strategies]. See: <a href="#">EEF – Special Educational Needs in Mainstream Schools</a> and <a href="#">EEF – Five evidence-based strategies for SEND</a> .	1, 3, 4
Improve reading fluency through regular KS2 fluency reading sessions (timed repeated reading, modelled/professional read-aloud) and structured guided reading that links to comprehension instruction. Ensure reading material is matched to pupil reading level.	EEF highlights the importance of matched reading practice, modelling fluent reading, and systematic phonics in earlier years; repeated reading and fluency practice improve reading speed and accuracy which supports comprehension [EEF – Early Literacy / Key Stage 2 literacy toolkits and guidance]. See: <a href="#">EEF – Early Literacy and Key Stage 2 literacy resources</a> .	4
Development of spelling retrieval practice: daily short (10–12 minute) targeted spelling retrieval sessions linked to the taught curriculum and explicit instruction in spelling strategies.	Retrieval practice and spaced practice approaches are identified by EEF as effective for durable memory of content; targeted short retrieval practises increase knowledge retention and help spelling recall [EEF – guidance on improving literacy and memory strategies]. See: <a href="#">EEF – Metacognition &amp; Self-Regulated Learning and retrieval practice resources</a> .	3
Regular diagnostic assessment and use of assessment to plan teaching and interventions (termly	EEF Improving Mathematics suggests using assessment diagnostically to identify gaps and plan sequences; diagnostic assessment underpins effective	1, 3, 4

standardised checks, weekly fluency probes, use of hinge questions in lessons).	targeted tuition and interventions [EEF – Improving Mathematics]. See: <a href="#">EEF – Improving Mathematics in KS1 &amp; KS2</a> .	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,748.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group maths intervention (including disadvantaged) pupils working below age-related expectations delivered by teacher or trained TA. Use short, frequent sessions focusing on fluency, number facts and conceptual scaffolding.	EEF Teaching & Learning Toolkit: small group tuition has a moderate impact (+4 months on average) and is cost-effective when groups are small and linked to classroom teaching. Guidance emphasises accurate identification and sequencing and close links between intervention and classroom learning [EEF – Small Group Tuition]. See: <a href="#">EEF – Small Group Tuition (+4 months)</a> .	1, 3, 4
Reading fluency / guided reading booster groups (small-group practice of oral reading fluency + comprehension strategies), and targeted comprehension instruction for pupils below expectations.	EEF guidance shows guided reading and explicit comprehension strategies and fluency practice improve reading outcomes when delivered with fidelity and aligned to curriculum [EEF – Key Stage 2 literacy / reading guidance]. See: <a href="#">EEF – Improving Literacy in KS2 (guidance report)</a> .	4
Targeted spelling retrieval and writing scaffolds (small-group accuracy and editing workshops): 10–15 minute daily retrieval sessions plus weekly small-group writing conferences to practise application.	EEF evidence on retrieval practice and on writing instruction indicates that short, focused retrieval and explicit modelling and scaffolding for writing improve retention and composition skills [EEF – Metacognition & Writing strategies]. See: <a href="#">EEF – Metacognition and Writing guidance resources</a> .	3

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

Budgeted cost: £28,187.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop and implement the behaviour curriculum across the school.</p> <p>Embed these into everyday teaching practice/interactions with the children.</p>	<p>EEF guidance (Improving Social and Emotional Learning in Primary Schools) summarises strong evidence: SEL programmes and associated everyday practises typically deliver positive social, emotional and academic benefits; universal SEL can produce approx. +4 months on average when well implemented and linked to classroom practice. See: <a href="#">EEF – Improving Social and Emotional Learning in Primary Schools (guidance report)</a> .</p>	<p>2, 5</p>
<p>Whole school approaches to enable children to communicate their feelings effectively and identify ways to manage them. Zones of regulation implemented and reviewed school wide.</p>	<p>EEF SEL guidance and case studies recommend a blend of whole-school routines and targeted small-group programmes for self-regulation; evidence supports short, sequenced active practice. See: <a href="#">EEF – Improving Social and Emotional Learning in Primary Schools</a> .</p>	<p>2, 5</p>
<p>Advocacy for PLAC/SGO (termly review of progress, liaison with virtual school where applicable, extra curricular prioritisation and 50% funding for trips, and personalised attendance/engagement plans where needed).</p>	<p>Evidence emphasises the need for consistent adult relationships for looked-after and vulnerable pupils; EEF guidance on SEND and targeted support highlights benefits when intervention is coordinated, planned and monitored and integrated with teaching. Use local Virtual School/LA guidance and EEF SEND recommendations. See: <a href="#">EEF – Special Educational Needs in Mainstream Schools</a> .</p>	<p>2, 5</p>
<p>SEMH barriers to be addressed through referral and triage process to lead to targeted interventions, appropriate for the need.</p>	<p>EEF SEL guidance links SEL approaches to mental health and wellbeing improvements; targeted small-group mental health approaches can reduce emotional distress when used alongside broader SEL provision. See: <a href="#">EEF – Improving Social and Emotional Learning in Primary Schools</a> .</p>	<p>2, 5</p>

<p>Attendance and parental engagement work: personalised attendance action plans for persistent absentees.</p>	<p>EEF evidence shows parental engagement approaches can produce around +4 months when implemented well and tailored; EEF evidence briefs on attendance indicate tailored, responsive interventions and parental engagement show promise in improving attendance for disadvantaged pupils. See: <a href="#">EEF – Parental Engagement (+4 months)</a> and <a href="#">EEF – Evidence brief on improving attendance and support for disadvantaged pupils</a> .</p>	<p>5</p>
<p>Remove financial/participation barriers for cultural capital and trips: ringfenced PP funds to subsidise trips, residential, clubs and competitions; set up targeted invitations and travel support so disadvantaged pupils attend at same rates.</p>	<p>EEF and sector guidance emphasise the role of enrichment and cultural capital in broader development; removing financial barriers increases access and participation (practical implementation advice in EEF guidance on parental engagement and whole-school approaches). See: <a href="#">EEF – Parental Engagement guidance and wider EEF resources on whole-school approaches</a> .</p>	<p>5</p>

**Total budgeted cost: £60,065.35**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils in 2024-25

Outcomes in 2024-25	Review of 2024-25
Close the gap for disadvantaged children within writing.	Disadvantaged groups made better progress in writing, particularly in upper key stage 2. The attainment gap has also begun to narrow between disadvantaged and non-disadvantaged groups.
Develop the behaviour approach within school to support the understanding children have of their feelings and actions. This is to enable disadvantaged pupils to feel secure and safe within the school environment.	Pupil voice indicated a strong understanding of the behaviour approach in school. Behaviour curriculum has been implemented and ran throughout the year for all children to increase literacy around behaviour. There was a noticeable decrease in behaviour incidents across the school as the year progressed. All staff have received training on the Therapeutic Thinking approach.
Targeted mental health and wellbeing support and continuing plans for those children who need it.	Disadvantaged pupils remained a priority for ELSA referrals. This has also led to a refinement of the SEMH referral process within school to meet the needs appropriately of the children. Other interventions, such as zones of regulation were trialled as the year progressed in preparation for these changes.
Disadvantaged children to take part in both extra-curricular clubs and trips, including residential for those year groups who attend one.	All disadvantaged children were offered 1 club to be paid in full. Most took this up. All disadvantaged children were given advanced notice of extra-curricular clubs on offer. All disadvantaged children had school trips, including residential paid for them.
Continue to close the gap for disadvantaged children in mathematics.	Upper key stage 2 children made good progress in mathematics. Fluency was identified as a key area to focus on for mathematics moving forward, which has been integrated into the 2025-26 PP strategy.