

Pupil Premium Strategy Statement 2025-26

Rodbourne Cheney 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Rodbourne Cheney Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027 Current Year – 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Harris
Pupil premium lead	George Sykes
Governor / Trustee lead	Andrew Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,630
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£63,630

Part A: Pupil premium strategy plan

Statement of intent

At Rodbourne Cheney Primary School, it is our intent for our Pupil Premium children to thrive academically, socially and emotionally so that they have the cultural capital to succeed in life. As a school, we firmly believe that culture is everything when it comes to disadvantaged children and we recognise that for our pupils to flourish, it is everyone's responsibility. Consequently, all of our staff are driven in their desire to provide the best possible education for our disadvantaged children. Through evidenced based research from the EEF, we have developed a curriculum (which is delivered through Quality-First teaching and is supplemented by targeted interventions) that allows our disadvantaged children to not just succeed, but also to thrive.

Our objectives at the start of our three-year cycle were designed to match the school's intent which in turn is driven by the current barriers and challenges faced by our disadvantaged children. Data is also used to inform our objectives and is subsequently used to monitor impact so that we rigorously ensure our Pupil Premium children are given the best possible education/ school experience.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To equip our children with the knowledge and cultural capital they need to succeed in life.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

How we will achieve these objectives:

- Quality First Planning and Teaching to ensure that teaching and learning opportunities meet the needs of our disadvantaged pupils.
- Planned and Targeted Interventions to ensure that gaps in learning are addressed and the appropriate support is put in place. All staff take ownership of provision maps detailing the support that our Pupil Premium children get. Wide-ranging targeted support includes reduced class size lessons, small group interventions and 1:1 interventions.
- The implementation of an immersive, thematic and oracy-rich curriculum that is designed to equip our children with the knowledge and cultural capital to succeed in life. Cultural capital is further developed by, and not limited to, support from specialist Sport, Music and Languages provision whilst school trips and experiences are subsidised. At the end of the children's time at Rodbourne, all Year 6 children are given a role to further enhance cultural capital, teaching pupils about citizenship, responsibility and their place in the school and wider community. The school's approach to citizenship resulted in Rodbourne being awarded **ACT's Primary School of the Year** for 2025.

- The implementation of a values approach, to ensure that mental and physical wellbeing is prioritised. Our focus on health and wellbeing is further strengthened by the employment of a Pupil Welfare Officer, an ELSA trained member of staff and close links to Educational Psychologists and a Parent Support Advisor.

Achieving these objectives:

- To achieve these objectives, we implement a rigorous monitoring programme inclusive of data analysis, book looks, learning walks, pupil and parent voice. This ensures that we are always fully aware of the current picture regarding Pupil Premium in our school and can subsequently plan to continually meet the needs of our Pupil Premium children. Ensuring all teaching and targeted interventions are well-planned and expertly delivered will ensure that our Pupil Premium children are given the best possible chance to close attainment gaps and meet or exceed nationally expected progress rates. Our focus on values and health and wellbeing is evidenced and monitored too as we look to develop the 'whole child', equipping them to succeed later in life.
- Where required, children and families will also be supported by our Pupil Welfare Officer, ELSA trained member of staff, Parent Support Advisor and Educational Psychologists. We will also ensure that children have first-hand experiences to use in their learning in the classroom through supporting payment for activities, educational visits and residential. This 'extra support' aims to complement our focus on the academic side of school life so that we are developing and nurturing life-long learning skills.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills resulting in large attainment gap in reading.
2	Wide gaps between Pupil Premium and Not-Pupil Premium in Key Stage 1 as can be seen in EYFS Profile results and Key Stage 1 Phonics Screening results.
3	Attendance of Pupil Premium Children which is currently slightly below that of Non-Pupil Premium peers.
4	High level of Child Protection/ Safeguarding.
5	Financial constraints causing lack of life experiences and cultural capital at home. In the school's 2024 Geodemographic Profile, it was found that 42% of our children come from financially stretched or low-income families whilst 57% of our families live in the in the most 30% of deprived postcodes in the UK In a recent IDSR, it was found that the pupil base is in quintile 4 (more deprived).

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
To raise the attainment of Pupil Premium children in Reading through a range of strategies including a development of oral language skills through a 'Reader's Theatre' approach to Guided Reading.	-Teachers report improved comprehension and oral language in pupil premium children through improvements in Reading Age scores. -An increase in the attainment of Pupil Premium children in Reading (Both On Track + and GD)
To raise the attainment of Pupil Premium children in Writing through a range of strategies including implementation of an oracy focussed phased approach to Writing.	-An increase in Pupil Premium children who are On Track + in Writing.
To raise the attainment of Pupil Premium children in Maths through the development of an embedded mastery approach to Maths.	-An increase in Pupil Premium children who are On Track + in Maths
To ensure that all Pupil Premium children have access to consistently high-quality teaching and learning across all subject areas. Where interventions are needed, teachers to plan these carefully.	-Book Looks to show evidence of Quality First Teaching. -Planning Scrutiny to show evidence of Quality First Teaching. -Learning Walk to show evidence of Quality First Teaching. -Provision maps to show high-quality targeted interventions. -Book Looks to show evidence of high-quality targeted interventions. -Progress in Reading Age and Maths Ages of Pupil Premium children. -An increase in Pupil Premium children who are On Track + in Reading, Writing and Maths.
To ensure attendance of Pupil Premium children is at 96% and in-line with peers.	-Attendance average of disadvantaged children to be 96% by the end of the academic year. -Attendance to be tracked termly to ensure that any attendance issues are caught and families are supported.
To give disadvantaged pupils an enriching, exciting curriculum offer with	-Positive Pupil Voice feedback on the school's curriculum offer.

opportunities to increase cultural capital (Subsidised trips, Sports coaches, Dance Teacher, Music Service etc.)	
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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: £20,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An oracy focussed phased approach to English driven by language-rich texts to raise attainment of PP children in Reading and Writing.</p> <p><u>Actions and Approach</u></p> <p>To continue implementing a phased approach to English to support children in their Reading, Writing and use of vocabulary.</p>	<p>Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. 'What happens in the classroom makes the biggest difference'</p> <p>EEF Attainment Gap Report 2018</p> <p>EEF Covid-19 Support Guide for Schools 2020</p>	1 and 2
<p>A sequenced topic-based curriculum (that intertwines with our chosen quality-texts) that allows our children to immerse themselves in their learning, make connections and gain experiences whilst gaining a breadth of</p>	<p>For our children to prosper, our "Curriculum must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success"</p> <p>EEF Blog 2019</p> <p>Quality First Teaching known to be biggest driver in terms of improving</p>	1, 2 and 5

<p>knowledge for each subject area.</p> <p><u>Actions and Approach</u></p> <p>To continue to implement and monitor the delivery of our curriculum offer.</p>	<p>attainment of PP children. 'What happens in the classroom makes the biggest difference'</p> <p>EEF Attainment Gap Report 2018</p> <p>EEF Covid-19 Support Guide for Schools 2020</p>	
<p>An inclusive mastery approach to maths that builds self-confidence and resilience in pupils. Through the approach, our children focus on small steps each lesson and there are daily opportunities to verbalise their learning and understanding.</p> <p><u>Actions and Approach</u></p> <p>To continue to implement and monitor the delivery of our mastery maths curriculum.</p>	<p>"Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. A high level of success should be required before pupils move on to new content. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year."</p> <p>EEF Teaching and Learning Toolkit: Mastery Learning +5 months</p>	1, 2 and 5
<p>Dance coach to improve dance and enhance cultural capital offer through Elite Dance Team.</p> <p><u>Actions and Approach</u></p> <p>Dance sessions designed to improve overall fitness and support children in being healthy in mind and body whilst developing</p>	<p>Elite Dance team to feature good proportion of Pupil Premium children and to enter national dance competitions and performance opportunities. This supports raising self-esteem, growth mindset and confidence.</p> <p>"There is a small positive impact on physical activity on academic attainment. It is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides. There is some evidence that involvement in extra-cur-</p>	1, 3 and 5

<p>a lifelong skill and enjoyment for dance for all pupils.</p>	<p>ricular sporting activities may increase pupil attendance and retention”</p> <p>EEF Teaching and Learning Toolkit: Physical Activity +1 month</p>	
<p>Swindon Town In the Community sessions to supplement PE curriculum, thus also giving time for teachers to impart quality first teaching on a reduced class size.</p> <p><u>Actions and Approach</u></p> <p>Teacher to provide half-class teaching sessions whilst other half complete PE session. Teaching sessions designed to narrow the gap between vulnerable groups as planning will be targeted at gaps identified from in-school Reading, Writing and Maths assessments.</p>	<p>“Reducing class size has a small positive impact of +2 months on average”. Greater impact is seen when class sizes are reduced by at least 10 pupils.</p> <p>EEF Teaching and Learning Toolkit: Reducing Class Size +2 months</p> <p>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”</p> <p>EEF Covid-19 Support Guide for Schools 2020</p> <p>“There is a small positive impact on physical activity on academic attainment. It is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention”</p> <p>EEF Teaching and Learning Toolkit: Physical Activity +1 month</p>	<p>1, 3 and 5</p>
<p>Music Provision intervention sessions delivered to SEND and Disadvantaged groups.</p> <p><u>Actions and Approach</u></p> <p>Music provision (specialist music teaching delivered by</p>	<p>“Overall, the average impact of arts participation appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.”</p> <p>EEF Teaching and Learning Toolkit: Arts Participation +3 months</p>	<p>1, 2 and 5</p>

Swindon Music Service)		
<p>Little Wandle Subscription</p> <p><u>Actions and Approach</u></p> <p>Improve phonics outcomes at the end of Key Stage 1 through the Little Wandle approach to phonics. In order to give the children the best chance possible to become fluent readers within their time at school, they will be encouraged to learn letter sounds as well as the sounds of groups of letters, in order to use and apply them to read different words.</p>	<p>“Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds”</p> <p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies +5 months</p> <p>“Reading comprehension strategies are high impact on average (+6 months). It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.”</p> <p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies +6 months</p>	1 and 2
<p>CGP Books for Upper Key Stage 2</p> <p><u>Actions and Approach</u></p> <p>Improved grammar, reading and maths skills through regular practice in class and through consolidation home learning activities.</p>	<p>“Homework has a positive impact on average (+5 months). Homework that is linked to classroom work tends to be more effective.”</p> <p>EEF Teaching and Learning Toolkit: Homework +5 months</p>	1

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

Budgeted cost: £4,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of targeted interventions planned through provision maps to support the catch-up of SEND/ Pupil Premium children in Reading, Writing and Maths.</p> <p><u>Actions and Approach</u></p> <p>Provision maps used to plan high-quality catch-up intervention sessions for identified Pupil Premium children. Focussed sessions inclusive of reduced class size sessions, small group interventions and 1:1 interventions.</p>	<p>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”</p> <p>EEF Covid-19 Support Guide for Schools 2020</p> <p>“Reducing class size has a small positive impact of +2 months on average”. Greater impact is seen when class sizes are reduced by at least 10 pupils.</p> <p>EEF Teaching and Learning Toolkit: Reducing Class Size +2 months</p>	1 and 2

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

Budgeted cost: £38,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quicker identification, improved outcome for SEND children, parental support.</p> <p><u>Actions and Approach</u></p> <p>Educational Psychologist.</p>	<p>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective”.</p>	4

	<p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation +7 months</p> <p>“Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.”</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p> <p>“Both targeted intervention and universal approaches have positive overall effects. There is evidence across a range of different interventions with higher impacts for approaches that focus on self-management.”</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions +4 months</p>	
<p>Improved outcomes for vulnerable and anxious children. Support for those exhibiting mental health difficulties</p> <p><u>Actions and Approach</u></p> <p>Assistant Educational Psychologist - A course of support for children with identified mental health needs. Support worker to run a school clinic.</p>	<p>“Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.”</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	4
<p>Improved outcomes for disadvantaged SEND children experiencing speech and language difficulties</p>	<p>“The average impact of oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies often report improved classroom climate and</p>	1 and 2

<p><u>Actions and Approach</u></p> <p>The use of WellComm to support children experiencing barriers to speech and language development.</p>	<p>fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.”</p> <p>EEF Teaching and Learning Toolkit: Oral Language Interventions +4 months</p>	
<p>Improved outcomes for vulnerable and anxious children. Support for those exhibiting mental health difficulties</p> <p><u>Actions and Approach</u></p> <p>ELSA - A course of support for children with identified mental health needs. ELSA trained member of staff to run sessions for identified children.</p>	<p>“Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.”</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	3 and 4
<p>Disadvantaged pupils are supported to make good levels of progress and therefore they do not have any barriers to learning and attendance.</p> <p><u>Actions and Approach</u></p> <p>Parent Support Advisor (PSA) - To support children and parents who need support with parenting or issues arising in the home environment</p>	<p>“Parental engagement has a positive impact on average of 4 months’ additional progress.”</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement +4 months</p>	3

<p>Children are kept safe and therefore able to achieve their full potential.</p> <p>Progress and higher attainment of Pupil Premium children across Reading, Writing and Maths.</p> <p>Attendance improvement for disadvantaged children and there is a reduction in number of persistent absences and persistent lates.</p> <p><u>Actions and Approach</u></p> <p>Employment of a Pupil Welfare Officer</p>	<p>"The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment."</p> <p>EEF Teaching and Learning Toolkit: Mentoring +2 months</p> <p>"Social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes over the course of an academic year."</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p> <p>"Parental engagement has a positive impact on average of 4 months' additional progress."</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement +4 months</p>	2, 3 and 4
<p>Subsidising trips to increase cultural capital.</p> <p><u>Actions and Approach</u></p> <p>Residential trips subsidised and trips for enriched curriculum offer (swimming, travel to football matches etc. also subsidised)</p>	<p>Support given to children to enhance cultural capital by giving them access to experiences and an enriching curriculum.</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p>	5

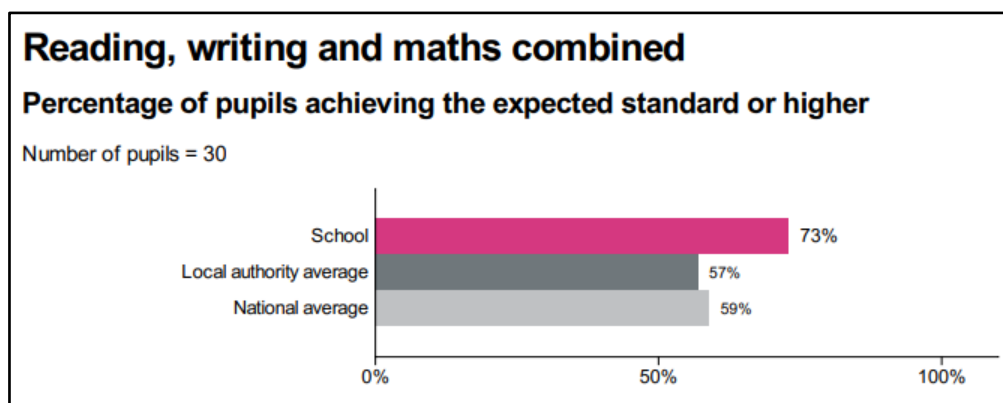
Total budgeted cost: £63,630

Part B: Review of the previous academic year

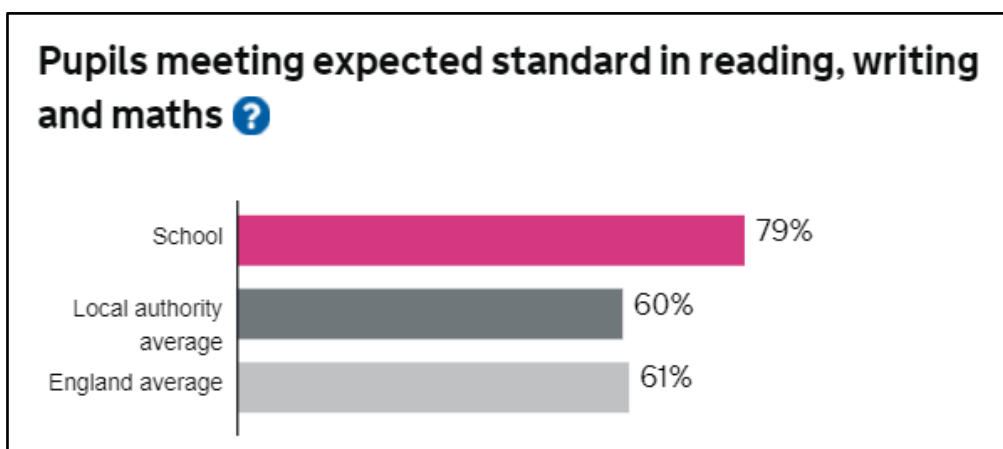
Outcomes for disadvantaged pupils

As a school, we pride ourselves on our approach to disadvantaged, seeking to truly understand our school demographic and local and national context. We were delighted that Ofsted recognised this in our 2023 inspection stating that central to our **“ambitious and exciting”** curriculum was a **“well-informed understanding of the school community.”** We have five golden threads that all feed into the last which is for our pupils to leave ready and prepared for their next stage of education or career. Again, this was recognised by Ofsted, who stated that, **“Leaders are aspirational for all pupils to succeed now and in the future”**. We achieved an Outstanding grading.

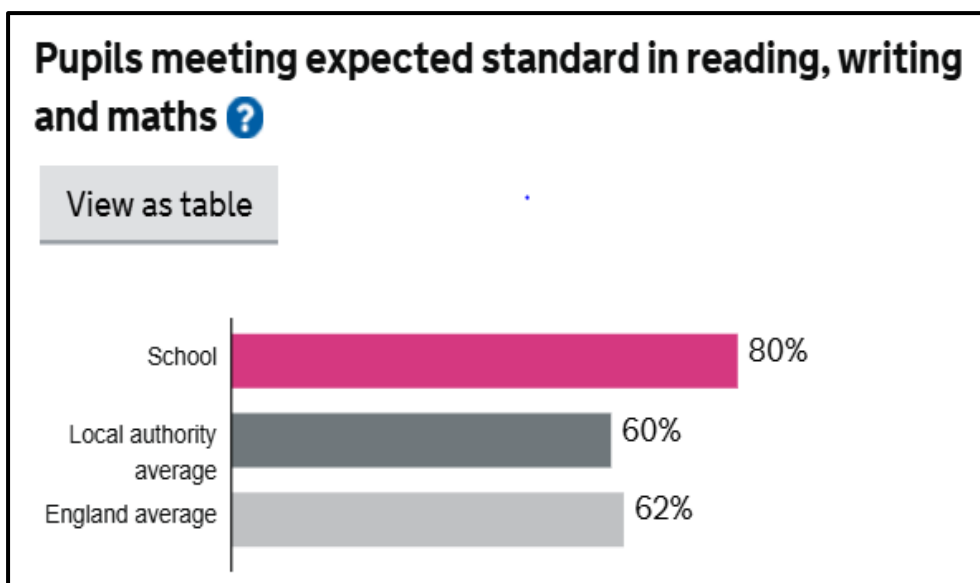
Drawing on national assessment data for 2023, 2024 and 2025, our end of Key Stage 2 attainment data shows the impact of our work before our children leave for the next stage of their education. In 2023, 57% of our Year 6 cohort were Pupil Premium and we achieved the following results:



In 2024, 34% of our Year 6 cohort were Pupil Premium and we achieved the following results:



In 2025, 23% of our Year 6 cohort were Pupil Premium and we achieved the following results:



When looking purely at Pupil Premium for the end of Key Stage 2, the data has again been extremely positive over the past two academic years as can be seen in the table below:

	RCPS 2023	National Average 2023	RCPS 2024	National Average 2024	RCPS 2025	National Average 2025
Percentage of PP children meeting RWM	65%	44%	60%	46%	57%	47%

To help us gauge the performance of our disadvantaged pupils in Early Years and Key Stage 1, we compared Early Years GLD and Key Stage 1 Phonics Screening results to those for disadvantaged and non-disadvantaged pupils at national and local level. These results show that we have work to do in ensuring that these cohorts leave primary school broadly in line with their non-disadvantaged peers.

Our commitment to providing a safe, inclusive and inspiring setting for our disadvantaged children has also resulted in positive outcomes with regards to attendance. Attendance data completed at the end of the 2024-25 academic year showed that the attendance of our disadvantaged children was in line with their non-disadvantaged peers and above the disadvantaged national average by 3%. There have also been positives with regards to persistent absence data:

Attendance for all compulsory aged children

Compulsory aged children	95.1%
National	94.4%
Percentile	67

Attendance of disadvantaged

Disadvantaged children	93.2%
National	91.8%
Percentile	71

PA for all compulsory aged children

Compulsory aged children	4%
National	16.9%
Percentile	98

PA for disadvantaged

Disadvantaged children	8.5%
National	27.7%
Percentile	95

Targeted support accounted for over half of our Pupil Premium budget but this remains largely due to the school's demographic. As stated previously, in the school's 2024 Geodemographic Profile, it is stated that 42% of our children come from financially stretched or low-income families whilst 57% of our families live in the in the most 30% of deprived postcodes in the UK. The school has a large number of disadvantaged children and meeting their social and emotional needs is incredibly important to the school. The Pupil Welfare Officer works closely with the children and families of vulnerable children and has a positive impact on the children's wellbeing which leads to better behaviour, attainment and attendance. Similarly, money spent on Educational Psychologist, Assistant Educational Psychologist and PSA has enabled us to better meet the needs of our Pupil Premium children, keeping their attendance percentage at excellent levels as previously documented. High attendance will also be a contributing factor to the aforementioned high performance in attainment of our Pupil Premium children in the End of Key Stage 2 SATs. Consequently, money will be spent in similar areas next year.

The school continues to give the children the cultural capital required to succeed in life. Residential and trips were subsidised and teachers are challenged to plan immersive lessons across all subjects to help our disadvantaged children make the necessary connections needed for learning to become permanent. Indeed, opportunities and experiences are vital. In Year 6, all of our children are given the opportunity to take on a leadership role, as documented in the following TES article: [How we're improving attendance and behaviour with additional roles | Tes](#). This initiative and the school's wider commitment to citizenship led to Rodbourne being named **ACT's Primary School of the Year** for 2025.

Further to the above, British values are upheld and interwoven with our termly school values as we seek to develop the whole child. This was recognised in our 2023 Ofsted inspection where it was stated: **"Pupils have the opportunities to debate different**

topics and know the importance of tolerance and inclusion.” This is then further complemented by our PSHE and Wellbeing curriculums which seek to ensure that children have a secure understanding of how to be healthy in mind, body and relationships. Again, this was recognised by Ofsted who stated: **“The well-being of pupils, staff and parents is a high priority for leaders. Pupils know how to keep themselves physically and mentally healthy.”** They continued, **“Through a rich personal, social and health education curriculum, pupils develop the same eagerness to thrive.”**

To show further impact of our commitment to the children’s wellbeing and personal development, we achieved very positive results in Ofsted’s Parent View questionnaire: <https://parentview.ofsted.gov.uk/parent-view-results/survey/result/25104/13>

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
Can Do Maths	Buzzard Publishing
Jigsaw RE	Jigsaw RE
Jigsaw PSHE	Jigsaw PSHE
Little Wandle	Collins
Teach Computing	NCCE
Primary PE Planning	PPP

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year
Our Pupil Welfare Officer has worked to support the emotional needs of service children and their families.
The impact of that spending on service pupil premium eligible pupils
Teachers have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

