

The Rosewood School – Pupil Premium Strategy Statement (2026–2029)

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
Number of pupils in school	130 (January 2025)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2026–2029
Date this statement was published	January 2026
Date on which it will be reviewed	January 2029
Statement authorised by	T Hamer
Pupil premium lead	K Holden-Smith
Governor / Trustee lead	P Leyland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,702
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£24,702

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of background or need, make good progress and achieve well across the curriculum. Our strategy focuses on ensuring disadvantaged pupils receive high-quality teaching, targeted academic support, and effective wider provision to address barriers such as attendance, health needs, and limited exposure to enrichment opportunities.

We recognise the unique needs of pupils educated in a health-needs setting. Many learners face significant medical, emotional or trauma based barriers that affect attendance, access to learning and cognitive capacity to learn. Our approach therefore:

- prioritises responsive, evidence-based teaching
- ensures disadvantaged pupils are challenged
- supports re-integration pathways for pupils moving between home, hospital and school
- provides consistent pastoral and careers support to secure strong post-16 pathways

Challenges

This section details the key challenges to achievement among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in knowledge and skills caused by disrupted education, health issues, or cognitive capacity due to health/medication. This impacts confidence, core attainment and progress over time.
2	Lower attendance rates among disadvantaged pupils, often linked to health needs or limited parental support for attendance routines.
3	Absence of pupils: reduced awareness of post-16 pathways due to limited exposure to industry sectors and external opportunities.
4	Social, emotional and mental health needs impacting readiness to learn, including anxiety, low confidence, or difficulties with regulation.
5	Barriers to accessing enrichment opportunities (music, extracurricular activities), often due to financial or logistical constraints.

Intended outcomes

This explains the outcomes we aim to achieve by the end of the strategy plan.

Intended outcome	Success criteria
Improved academic outcomes across KS4	Attainment 8 continues the 3-year upward trend for all pupils and disadvantaged pupils, benchmarked against similar settings.
Improved English and maths outcomes	A continued upward trend in combined 4+ and 5+ outcomes for English and maths for pupils eligible for PP.
Improved attendance	Continue to improve the 3 year upward trend Improve overall attendance for pupils eligible for PP
High-quality destinations and reduced cognitive overload around exam periods	All pupils feel confident to apply early and secure post 16 destinations to ensure that the cognitive overload surrounding destinations and the stress of public examinations is minimised.
Enhanced re-integration pathways	PP pupils experience successful transitions due to strengthened re-integration frameworks.

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: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in high-quality CPD for responsive teaching	Evidence shows high-quality teaching has the greatest impact on disadvantaged pupils	1, 4
Careers CPD for all teachers, including LMI for subject specialisms	Supports informed guidance for pupils with limited exposure to industry	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English and maths lessons for key marginal pupils	Targeted support accelerates progress in core subjects	1
After-school tuition for underachieving pupils	Small-group tuition is effective for core knowledge gaps	1, 2

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing music curriculum (KS3 ensembles, Charanga/YuStudio access)	Enrichment improves engagement and cultural capital	5

Strengthening re-integration pathways and personalised menus of support	Support mechanisms that give pupils with unique and differing needs the empowerment and ownership to ensure that their re-integration is successful. Supports emotional regulation and transition success	4
School uniform and meal provision	Reduces financial barriers and supports wellbeing and equity	2, 4

Total budgeted cost: £ 28,248

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils exceeded our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2029, as stated in the Intended Outcomes section above.

Aim	Outcome
Achieve progress similar to disadvantaged pupils in similar schools	Achieved
Improve Attainment 8 for disadvantaged pupils vs. similar settings	Achieved
Improve combined English & maths 5+ for disadvantaged pupils vs. similar settings	Achieved

Further Information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Enhancing feedback practices across the school. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Working with external mental health teams and peer reviews across medical pupil referral units and hospital education

- Offering high-quality extracurricular provision (physical education) to promote wellbeing, resilience, attendance and how to keep physically healthy
- Offering a meaningful work experience programme that exposes pupils to entrepreneurs from their community to support potential employment opportunities in adult life.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had had the degree of impact that we had expected. We also attended regular national training by Marc Rowland (PP expert DfE) to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.