

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 and adaptive, evidence-based teaching
- ensures high expectations for all pupils
- social opportunities are structured to support the development of social interactions
- explicit teaching of vocabulary
- supports re-integration pathways for pupils moving between home, hospital and school
- provides consistent pastoral and careers support to secure strong post-16 pathways
- is underpinned by evidence from the Education Endowment Foundation (EEF), DfE guidance and wider research into cognitive load, self-regulation and trauma-informed practice. In line with the EEF's tiered approach, we prioritise high-quality teaching, targeted academic support and wider strategies that remove barriers to learning. Our approach recognises the compounded impact of health needs, disrupted education and social disadvantage on pupils' academic progress and wellbeing, particularly within a health-needs setting

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.
2	Lower attendance rates among disadvantaged pupils, often linked to health needs.
3	Historical severe absenteeism: reduced awareness of post-16 pathways due to limited exposure to industry sectors and external opportunities.
4	Social, emotional and mental health needs impacting executive functioning, for example challenges with working memory due to anxiety, low confidence, difficulties with regulation, trauma, social isolation.
5	Access to enrichment opportunities (music, sports and other extracurricular activities), often due to financial or absenteeism.

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 disadvantaged pupils

Improved English and maths outcomes	Outcomes for PP in English and maths continue to be above the national average. Continue this upward trend.
Improved attendance	Continue with an upward trend for overall attendance for pupils eligible for PP
Reduce 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 with the combination of the stress of public examinations is minimised.
High-quality destination support	Pupils are supported with making applications, interviews, transition visits, impartial advice and guidance.
Enhanced re-integration pathways	Pupils are clear that re-integration is a positive step and are given tools to support their confidence when making those next steps.

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 using the Craig Barton approach for responsive teaching	EEF identifies high quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils, particularly where learning has been disrupted.	1, 4
Careers CPD for all teachers, including LMI for subject specialisms	Evidence from the Gatsby Benchmarks shows that structured careers education and employer engagement is particularly impactful for pupils with limited exposure to post-16 pathways.	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	EEF evidence shows that targeted small-group instruction and explicit teaching approaches are particularly effective in closing gaps for disadvantaged pupils with disrupted prior learning.	1
After-school tuition for underachieving pupils	Research shows that small group tuition is effective in addressing specific knowledge gaps, particularly when delivered by trained staff and integrated with classroom teaching.	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
Continuation of the music curriculum (KS3 ensembles, Charanga/YuStudio access)	EEF evidence on arts participation shows positive impacts on engagement, wellbeing and attainment with particular benefits for disadvantaged pupils who may otherwise lack access to enrichment opportunities.	5
Discrete re-integration lessons and personalised guidance to support next steps	Evidence from Trauma informed and SEMH research indicates that structured reintegration support improves confidence, self-regulation and successful transitions for pupils with anxiety and disrupted attendance. Feedback from pupil voice 82% of pupils felt that they required discrete lessons that would support with their emotional regulation and social skills to be able to successfully return to school. Lessons are based on the readiness for reintegration scale, research and membership from National Association of Health Education	4
School uniform and meal provision	EEF and DfE guidance emphasises the importance of removing practical barriers to attendance and engagement, particularly for disadvantaged pupils experiencing financial or health related challenges.	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 4+ for disadvantaged pupils vs. similar settings and exceed national averages	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. This will be in the form of diagnostic questioning with distractors to pick up on misconceptions and gaps.
- CPD for TRS staff to work with external mental health teams and teaching staff across the country, this will include a collaborative approach utilising the peer review model agreed with by the National Association of Health Education.
- Offering high-quality extracurricular provision to promote wellbeing, resilience, attendance
- 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 invested since 2022 in Craig Barton's pedagogical approach to improve outcomes for our health need pupils.

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.