

# Pupil premium strategy statement – Rush Common 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
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	6.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/25 2025/26 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kristen Fawcett
Pupil premium lead	Calum Meredith
Governor / Trustee lead	John Cully

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,625
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£36,625</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all disadvantaged pupils make excellent progress and achieve at least in line with their peers. Whilst this plan relates to pupil premium pupils, we are also aware of a number of other pupils who are at a disadvantage to their peers, such as SEND, EAL and vulnerable pupils. Many of the strategies outlined below are also used to support these other disadvantaged children.

Excellent teaching is at the forefront of our approach, with a focus on ensuring adaptations are made for children at a disadvantage to their peers without lowering expectations. It is our intention that high quality teaching also sustains and improves the progress and attainment of non-disadvantaged pupils, alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning.
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that disadvantaged pupils are particularly behind their peers in writing. This tends to be due to a lack of automaticity with the basic foundations of writing, such as letter formation, being able to make sense, full stops, capital letters, and high frequency spellings.
2	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This tends to be due to less fluency and therefore less ability to utilise known facts to reason and solve problem.

3	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for a number of disadvantaged pupils, due to a lack of resilience and in a number of cases, opportunities outside of school.</p> <p>Teacher referrals for support (both for internal ELSA and external agencies) remain relatively high. 55% of disadvantaged pupils currently require additional support with social and emotional needs, and receive small group interventions.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 7 - 3% points lower than for non-disadvantaged pupils.</p> <p>In the academic year 2023-24 14% of disadvantaged pupils had been 'persistently absent' compared to 8% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved writing attainment among disadvantaged pupils.	<p>The six pupil premium pupils in Year 6 in 2025/26 will make excellent progress in writing by the end of the year and ensure that any gaps in learning are quickly narrowing. There will be clear evidence to demonstrate this.</p> <p>All three of the pupil premium pupils in Year 1 will make excellent progress in their phonics and that at least two of the pupil premium children will pass the phonics screening in 2025/26.</p> <p>Every pupil premium pupil across all phases of the school to be deemed to have made excellent progress in writing and ensure that any gaps in learning are quickly narrowing. There is clear evidence to demonstrate this.</p> <p>The above is evident when triangulated with sources of evidence including workbook scrutinies (which demonstrate a reduction in errors), engagement in lessons, interventions and on-going formative assessment.</p>
Improved maths attainment among disadvantaged pupils.	<p>The six pupil premium pupils in Year 6 in 2025/26 will make excellent progress in Maths by the end of the year and ensure that any gaps in learning are quickly narrowing. There will be clear evidence to demonstrate this.</p> <p>Every pupil premium pupil across all phases of the school to be deemed to have made excellent progress in Maths</p>

	<p>and ensure that any gaps in learning are quickly narrowing. There will be clear evidence to demonstrate this.</p> <p>The above is evident when triangulated with sources of evidence including workbook scrutinies (which demonstrate a reduction in errors), end of term attainment test data, engagement in lessons, measurable interventions and on-going formative assessment.</p>
To achieve and sustain improved emotional wellbeing and mental health among disadvantaged pupils.	<p>Sustained high levels of emotional wellbeing and mental health demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, parent surveys and teacher observations.</li> <li>• Outcomes from ELSA sessions and check ins with pupils.</li> <li>• Sustained high levels of participation in extra-curricular clubs and enrichment activities among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Sustained high attendance of disadvantaged pupils in each of the coming three years demonstrated by:</p> <ul style="list-style-type: none"> <li>• The % attendance of each pupil premium pupil that was below the 'all pupils' attendance (16 out of 26 pupils in 2024/25) to improve each year.</li> <li>• The attendance gap between pupil premium pupils and their non-disadvantaged peers being reduced by at least 2% points per year, in order to get to a position where there is no gap.</li> <li>• The percentage of pupil premium pupils who are persistently absent being below 10% and the figure to be in line with non-pupil premium pupils.</li> </ul>

## 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: £4,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching in Read Write Inc. Phonics sessions. We will fund the Reading leader release time.	Coaching has been shown to improve the quality of Phonics teaching. Phonics approaches have a strong evidence base that	1

	<p>indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	
Jigsaw scheme and portal	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2
Moderation of writing to increase staff knowledge of expectations by end of year.	<p>Improvements in staff subject knowledge lead to improved teaching and learning for pupils.</p>	1
Internal CPD in writing and maths.	<p>Provide teachers with effective tools and strategies to sustain high quality teaching in writing and maths.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	1,2
Embedding whole class inclusive teaching principles to ensure all children including disadvantaged children are actively involved.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment, particularly the most disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	1,2

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

Budgeted cost: £29,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 phonics tutoring for those pupils who are not at age related expectations.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1
Targeted measureable intervention groups in Maths.	Additional groups in Maths for pre-teaching and to consolidate learning, have been shown to support accelerated progress in Maths.	2
Targeted intervention groups for writing.	Additional groups in writing for pre-teaching and to consolidate learning, have been shown to support accelerated progress in writing.	1
In-class teaching assistant support for disadvantaged pupils	Direct support in class at the point of learning new content, has shown internally to support accelerated progress and secure subject knowledge.	1, 2
Pupil Premium Lead monitoring attainment and progress	This allows the member of staff to understand the impact of the PP spend and adjust strategies and approaches accordingly for maximum impact.	1, 2

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

Budgeted cost: £3100

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions for disadvantaged pupils.	Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships	3

	<p>with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
Using Jigsaw Resilience resources to implement strategies.	A tool to diagnose issues with resilience will help to identify those disadvantaged children most in need of referral to ELSA sessions.	3
Targeting disadvantaged pupils to take part in extra curricular clubs and enrichment activities	Those children in school that are disadvantaged have access to less opportunities outside of school and therefore can benefit from targeting them to take part in school extra curricular and enrichment activities. This boosts self-esteem, mental well-being and a feeling of belonging in the school.	3
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff and attendance lead to develop and implement new procedures and secure improved attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Pupil Premium Lead release time to monitor attendance of disadvantaged pupils.	<p>This approach allows the school to identify the small number of families that may need support with their children's attendance.</p> <p>Research shows that there is a strong correlation between attendance and academic achievement.</p>	4
Attendance Lead working with families to understand context and improve attendance.	<p>This approach allows the school to focus on the small number of families that may need support with their children's attendance, and develop strategies with the family.</p> <p>Research shows that there is a strong correlation between attendance and academic achievement.</p>	4

**Total budgeted cost: £36,625**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

At the end of KS2, one disadvantaged child in Year 6 achieved the expected standard in Reading and Maths. Although she did not reach the expected standard in Writing, there is evidence to prove that she made excellent progress. The other disadvantaged child had significant SEMH needs and was on a reintegration timetable for their own welfare. Whilst this pupil did not achieve EXS, proactive and sustained actions by leaders ensured she came to school every day (a significant achievement for that child).

At the end of Year 1, 100% of disadvantaged pupils (4 pupils) passed the phonics screening assessment.

In Year 4, 86% of the 7 disadvantaged pupils achieved the school pass mark of 16 in the Multiplication Tables Check.

Analysis showed that 88% of disadvantaged pupils across the school made at least good progress in Reading, with 85% in Writing and 92% in Maths. Progress was tracked through analysis of workbooks (assessing reduction in errors), QCA test results, discussions with class teachers, feedback from teaching assistants and through tracking of attainment levels. The vast majority of the pupils who were not making at least good progress in each subjects had highly compelling reasons for this.

The data demonstrated that attendance for disadvantaged children (90.8%) was lower than the figure for all pupils (95.8%). The disadvantaged figure was severely impacted by the low attendance of two pupils on reintegration timetables. For the other disadvantaged pupils their individual attendance figures showed an increase compared to the previous year, and are now far closer to non-disadvantaged children. Some disadvantaged children made an increase of greater than 5% points in their attendance.

All disadvantaged children targeted for ELSA sessions received a series of well-structured sessions. Qualitative feedback from class teachers demonstrated the positive impact on children's emotional wellbeing.

All disadvantaged children were prioritised for extra curricular clubs alongside other children in the school who face other disadvantages. Data shows that 76% of these children attended at least one extra curricular club during the year (an increase from

43% at the start of the year). This has boosted children's feeling of belonging to the school.

Based on all the information above, the performance of our disadvantaged pupils is on course to achieve the outcomes in the areas we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year.