

Pupil premium strategy statement

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
School name	Rushey Green Primary School
Number of pupils in school	568
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 to 2027/28
Date this statement was published	February 2026
Date on which it will be reviewed	February 2027
Statement authorised by	Nerissa Fisher Headteacher
Pupil premium lead	Loxane Wallace Deputy Head
Governor / Trustee lead	David Marsh & Nairielle Morrison Co Chairs of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£274,215

Part A: Pupil premium strategy plan

Statement of intent

At the heart Rushey Green's commitment to equity is a clear ambition for every pupil to thrive. Our intention is that all pupils, regardless of socio-economic background, have access to consistently high-quality teaching that enables them to become confident, capable learners. We aim to foster a strong sense of belonging and secure excellent outcomes for all pupils, irrespective of background, gender, or disability.

We are committed to:

- Removing barriers to learning created by poverty, family circumstance, or background.
- Narrowing attainment gaps between disadvantaged pupils and their non-disadvantaged peers, both within school and nationally.
- Ensuring all pupils read fluently and with understanding so they can access the full curriculum.
- Developing pupils' confidence in communicating effectively across a wide range of contexts.
- Supporting pupils' social and emotional wellbeing and nurturing resilience.
- Providing rich opportunities that broaden pupils' knowledge and understanding of the world.

To overcome barriers and secure strong progress for all, we will:

- Provide high-quality professional development so that every pupil benefits from effective Quality First Teaching.
- Deliver targeted intervention and support to address gaps swiftly, including small-group work.
- Allocate funding to ensure all pupils can participate in trips, residential, and first-hand learning experiences.
- Offer a wide range of enrichment opportunities across sport, music, and the arts.
- Provide appropriate nurture support to help pupils engage fully with learning both in and beyond the classroom.

Our intention is that all pupils—regardless of background or challenge—make strong progress and achieve highly across all subjects. Our Pupil Premium strategy focuses on enabling disadvantaged pupils to achieve this ambition, including those who are already high attainers.

High-quality teaching is central to our approach. We prioritise the areas where disadvantaged pupils most need support, recognising that this has the greatest impact on closing attainment gaps while also benefiting all learners. We are committed to ensuring that everyday teaching meets the needs of every pupil, rather than relying on intervention to compensate for less effective practice. Quality First Teaching remains paramount.

Our approach is rooted in robust diagnostic assessment rather than assumptions about disadvantage. To ensure our work is evidence-informed and impactful, we follow the Education Endowment Foundation's (EEF) three-tiered model, balancing:

- High-quality teaching,
- Targeted academic support, and
- Wider strategies that address non-academic barriers to success.

These strands complement one another and work together to help pupils excel.

To ensure our strategies are effective, we will:

- Ensure disadvantaged pupils are consistently challenged through the work they are set.
- Intervene early when need is identified.
- Embed a whole-school culture in which all staff take responsibility for disadvantaged pupils' outcomes and hold high expectations for what they can achieve.

This strategy is not exhaustive; approaches will continue to evolve in response to the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, maths and phonics
2	Attendance and punctuality
3	Narrower range of extra curricular experiences
4	Pupils arriving to school under resourced and unprepared for learning
5	Increase in children experiencing social, mental, emotional and health challenges
6	Parental engagement

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
Close the gaps in reading, writing, maths and phonics.	<p>Achieve outcomes in-line with, or above, national average by the end of KS2. All teaching staff, including ECTs, to be delivering high quality first teaching.</p> <p>End of KS2 data to be in line with national. Links to the SDP priority 1.</p>

Improve attendance, persistent absence and punctuality of pupils	<p>Ensure the attendance of disadvantaged pupils is at least 96%</p> <p>Reduction of persistent absence to in line with national to at least 16%</p> <p>Links to the SDP priority 2</p>
Pupils with specific social, emotional and behaviour and health needs are identified early and provided with appropriate interventions.	<p>Identification of children with SEMH needs happens in a timely manner to ensure that the whole child is supported.</p> <p>Links to the SDP priority 2</p>
Pupils arriving to school under resourced and unprepared for learning	<p>All pupils will have access to food when they arrive at school – pupil premium children will take priority.</p> <p>Magic breakfast available to all families in the school hall to strengthen relationships between parents and ensure pupils are ready to learn.</p>
Pupils with specific social, emotional and behaviour and health needs are identified early and provided with appropriate interventions.	<p>Identification of children with SEMH needs happens in a timely manner to ensure that the whole child is supported.</p>
To achieve and sustain improved wellbeing of all pupils in our school; particularly the disadvantaged pupils.	<p>Pupils will report that they know how to manage their own wellbeing and where to go for support.</p> <p>Data from teacher feedback, inclusion meetings and assessments will show children are making progress with independent learning skills.</p>
All children will have access to a range of extra curricular activities and cultural capital	<p>All children will take part in the enrichment programme and have the opportunity to experience different learning and skills from outside the formal curriculum.</p> <p>All children will have access to trips and residential school journeys.</p> <p>Pupil premium children will have access to subsidised places for residential trips, peripatetic lessons, and holiday clubs.</p>
Parental engagement	<p>Parents' engagement to workshops, parents evening attendance will increase.</p> <p>Timetabling of workshops to be varied over the academic year enabling parents, carers to attend the school, engaging school activities and events.</p>

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: £ 209,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Investing in the development of high-quality teaching is a highly effective use of Pupil Premium funding. This includes targeted professional development, training, and support for Early Career Teachers and their mentors. Strengthening teaching expertise ensures that all pupils benefit from well-planned, well-delivered learning, and it has a particularly positive impact on pupils eligible for the Pupil Premium. By prioritising high-quality classroom practice, the school creates the strongest foundation for improved outcomes for every learner. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 4 & 5
Training and mentoring for ECTs, apprentices and mentors	Targeted professional development and structured mentoring will improve the consistency and quality of teaching that disadvantaged pupils receive. Coaching, regular mentor meetings and focused CPD will build stronger routines, more adaptive teaching and better use of assessment, which will lead to improved progress for pupils eligible for the Pupil Premium. Monitoring and lesson visits will demonstrate clearer instruction and more effective support strategies from early-career staff.	1 - 6
Monitoring of the wider curriculum	Subject leads are supported to develop a monitoring strategy using the CUSP and other materials. Effective leadership will ensure curriculum areas are embedded and progress is made across all year groups. At least ½ day per term is allocated to subject leaders to develop and monitor their subject.	1, 2, 3, 4 & 5
Training for Staff Staff training will be designed around the needs of all pupils, with a particular focus on	The Education Endowment Foundation highlights that high-quality teaching, including strong curriculum knowledge, evidence-informed pedagogy and effective classroom practice, has the greatest impact on pupil	1 - 6

<p>strengthening curriculum knowledge, refining pedagogical practice, and supporting staff wellbeing whilst ensuring better outcomes for all.</p>	<p>outcomes—particularly for disadvantaged pupils. Their Effective Professional Development guidance shows that well-structured, sustained CPD is one of the most effective ways to improve Quality First Teaching, ensuring all pupils benefit from consistently strong instruction. Supporting staff wellbeing further strengthens the conditions needed for effective teaching and improved progress for pupils eligible for the Pupil Premium. Effective Professional Development EEF</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Salary Contribution for DHT Learning Mentor SEMH teaching assistant Mental health lead Pastoral Manager Play therapist ELSA</p>	<p>A portion of the Pupil Premium funding supports the salaries of the PPG Lead and key Inclusion Team staff. This investment ensures strong strategic oversight of disadvantaged pupils and consistent support for their wellbeing.</p> <p>The PPG Lead works with staff and parents to identify needs, monitor progress, and guide evidence-based decisions about how funding is used. The Inclusion Team provides essential social, emotional, and wellbeing support, helping to remove non-academic barriers that affect pupils' readiness to learn.</p> <p>Our approach aligns with the EEF's three-tiered model, ensuring a balanced focus on high-quality teaching, targeted academic support, and wider strategies that promote wellbeing and inclusion. This coordinated leadership strengthens an inclusive school culture and supports effective teaching, CPD, and staff retention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1 - 6</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CUSP Curriculum	CUSP's spaced retrieval and focus on vocabulary directly support PP pupils who lack "cultural capital" or language richness.	1,2,4,5
Little Wandle Phonics	Ensure daily "Keep Up" sessions for the pupils in EYFS and KS1.	1,2,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Teaching Assistant Continued Professional Development for Intervention	<p>Bespoke training for Teaching Assistants designed and tailored to close the disadvantage gap. The Education Endowment Foundation (EEF) shows that well-trained Teaching Assistants delivering structured interventions can make a meaningful difference to pupil progress, particularly for disadvantaged learners. Investing in TA professional development ensures interventions are targeted, consistent, and aligned with classroom teaching, making this an effective use of Pupil Premium funding.</p> <p>Teaching Assistant Interventions EEF</p>	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast provided for all children and families.	All pupils have a settled start to school. No children start the school day hungry. Children have access to a healthy breakfast.	1,2,3,4
Dedicated Pastoral/Attendance Lead	Monitor absenteeism and punctuality Identify persistent non attendance and lateness Strengthen partnership with parents and carers rewards for good attendance and punctuality.	1,2,3,4,5,6
Buy-in Educational Welfare Officer services	Purchase EWO support Under the guidance of Pastoral lead monitor, follow up persistent absenteeism and punctuality Home visits & meet and liaise with parents and Pastoral lead	1,2,4
Dedicated Learning Mentor	Improved SEMH of all pupils Instances of poor behaviour reduced 1:1 sessions SEMH Pupils are safe and are confident and can manage their emotions effectively	1,2,3,4,5,6
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum to enhance their cultural capital. Pupils have opportunities to become members of the school choir. Free places given to disadvantaged and vulnerable children to multi-skills.	1,2,3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond	All

	quickly to needs that have not yet been identified.	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal 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 and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.