



Pupil premium strategy statement – Rucstall 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	(35) 17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26
Date this statement was published	Jan 2026
Date on which it will be reviewed	July 2026
Statement authorised by	FGB
Pupil premium lead	Tricia Baugh
Governor / Trustee lead	Mr T Woodbridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,230
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£66,238 (£3,008)

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all and the belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Leaders, teachers and other adults understand their role within the school's strategy.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching, focussed on meeting individual learning needs.
- There is a strong understanding of the barriers to learning and how these barriers present in school; learning gaps and misconceptions are identified and addressed so pupils can secure learning that will enable them to meet age related expectations or increasingly work towards greater depth.
- Disadvantaged pupils benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.
- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Professional development is focused on securing strong subject knowledge, questioning, feedback and self-regulation.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Clear, responsive leadership

- Self-evaluation is rigorous and honest, based on clear success criteria. The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. ***These challenges are set over a three-year period to strategically implement strategies that have a sustainable impact on our children.***

Challenge number	Detail of challenge
1	40% of pupil premium children have SEND needs, with 64% of these linked to SpLD (Speech and Language Difficulties) and/or dyslexia, which disproportionately affects many pupils' premium children and limits their ability to access the reading curriculum.
2	Whilst significant improvements have been made to outcomes, disadvantaged pupils' attainment is often lower than their peers in Reading & Writing.
3	Children eligible for pupil premium often enter school with delayed literacy and communication skills. A combination of underdeveloped vocabulary and phonics knowledge limits their progress and access to the whole curriculum.
4	Barriers to progress that may stem from changes in family circumstances or from socio-economic factors affecting emotional wellbeing of pupils and limits enrichment opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025-2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
By December 2026 the percentage of SEND PP children increase their fluency age by 3months+ progress	<ul style="list-style-type: none"> SEND pupil premium children with SpLD and/or dyslexia will increase their reading fluency age by at least three months, demonstrating measurable improvement in decoding, accuracy and pace. Word-count-per-minute scores for SEND PP pupils will show sustained upward progress, with termly assessments evidencing increased automaticity and reduced cognitive load during reading. Fluency age, as measured through validated assessments, will improve for at least 80% of identified SEND PP pupils, ensuring they can access relevant texts with greater independence.

	<ul style="list-style-type: none"> Engagement in reading will significantly increase, evidenced by improved attendance at reading interventions, higher pupil-voice ratings, and greater participation in independent and reading sessions.
By December 2026, in Reading, the percentage of pupils attaining ARE+ increases over time, reducing the gap between PP and Non-PP.	<ul style="list-style-type: none"> Baseline to assessment points will show accelerated progress for those in reading. Evidence to suggest fluency and scaffolding for those children is developing within quality first teaching in the classroom. Monitoring and evaluation of the teaching and learning in reading identifies impact and strengths, including the consistency across school. The gap in attainment at the end of KS2 narrows, with children progressing towards standardise score of 100+.
By December 2026 children are taught a rich vocabulary curriculum, and enabling pupils to translate spoken language into writing, evidenced in improved outcomes	<ul style="list-style-type: none"> Learning Walks and Pupil voice in EYFS will evidence use of strategies to improve communication and language within the setting/provision. Book looks and writing assessments will show that at least 80% of pupils can accurately apply explicitly taught vocabulary in their writing, including improved sentence composition, word choice and clarity by December 2026. Learning walks and pupil-voice monitoring will evidence use of Widget and visual aids in 100% of classrooms, resulting in improved pupil independence and reduced adult scaffolding during writing tasks.
By July 2026 school has strengthened emotional wellbeing and increased access to high-quality enrichment opportunities, ensuring all pupil premium children are engaged.	<ul style="list-style-type: none"> All disadvantaged pupils access every curriculum trip and residential visit, supported through bursaries and TALA provision where needed, with termly tracking showing 100% participation. Club registers show a term-by-term increase in pupil premium children attending at least one extracurricular club, with targeted encouragement leading to sustained engagement. All pupil premium families receive regular signposting to high-quality enrichment and wellbeing opportunities, evidenced through communication logs and improved uptake. TALA and wellbeing intervention records demonstrate improved emotional regulation and readiness to learn for identified PP pupils, with termly reviews showing positive progress.



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2025-2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£39,534**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure sufficient time is given to enable a member of staff to complete TALA training, supporting identified pupils with emotional and well-being needs.</p> <p>Cost of training, supervision and staff time: £3831</p>	<p>Research on UK primary school interventions like TALA (Therapeutic Active Listening Assistant) suggests significant positive impacts on children's emotional regulation, confidence, and social skills, reducing behavioural issues and improving school engagement, with art-based approaches showing benefits like enhanced self-esteem, coping strategies, and non-verbal expression, though robust clinical effectiveness research needs expansion, especially regarding specific programme outcomes.</p>	4
<p>To provide time for the development of a 'PP Champion' targeted on strategic improvement in the provision for Pupil Premium children.</p> <p>Cost of staff development: £7539</p>	<p>Educational Endowment Fund (EEF) research, states that monitoring and targeted support improves outcomes for disadvantaged pupils.</p> <p>A Pupil Premium Champion ensures progress is tracked and teachers receive guidance to meet pupils' needs whilst also maintaining the expectation that all members of the child-facing school community, have collective responsibility.</p>	1,2,3
<p>Leaders provide relevant CPD and resources to improve the quality of the curriculum for all learners.</p> <p>Individualised and relevant CPD to support the effective delivery of:</p> <ul style="list-style-type: none"> • RAP (reading Assessment Programme FFT) • Hertz for learning fluency project • Widget Online <p>£6,769</p>	<p>Monitoring of teaching and learning identifies curriculum strengths that impact pupil premium the most.</p> <p>Educational Endowment Fund (EEF) research states: CPD has high impact for very low cost based on very extensive evidence (+5 months impact on progress).</p>	1,2

<p>Leaders ensure, targeted provision throughout school in improving outcomes for PP in Reading and Writing through: Senior Leadership dedicated time and targeted TA support in classroom £13,545</p>	<p>Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+4 months impact on progress).</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and to positive effects in terms of teacher morale, workload and reduced stress.</p>	<p>1,2,3</p>
<p>Providing further staffing and recruitment of key support staff to improve outcomes for PP children £7,850</p>	<p>Staff recruitment and retention is essential to provide sufficient capacity for the needs of the children and enabling a broad and rich curriculum.</p> <p>When trained to deliver structured, small-group interventions, HLTAs significantly boost pupil attainment.</p>	<p>1,2</p>

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

Budgeted cost: **£15,422**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of recognised and well-structured interventions including:</p> <ul style="list-style-type: none"> • Fluency intervention at 3x a week • Rapid read 1 hour a week • read write comp 4 hour a week • Read Write inc phonics 1 hour a week <p>£15,422</p>	<p>Educational Endowment Fund (EEF) research, states that Evidence shows targeted intervention groups can accelerate progress for disadvantaged pupils. With around 60% of combined TA time focused on Pupil Premium pupils, afternoon groups provide tailored support to address gaps and boost attainment.</p> <p>Educational Endowment Fund (EEF) research states: Moderate impact for moderate cost (+4 months' impact on progress). Internal data supports this.</p>	<p>1,2,3</p>



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

Budgeted cost: **£11,282**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic Acting Listening Assistant (TALA) 8 hours a week of intervention support £2176	According to the EEF, Social and Emotional Learning (SEL) interventions such as TALA, evidence + 3 months impact, helping disadvantaged pupils develop resilience and self-regulation, improving learning behaviours and academic outcomes; at Rucstall, 85% of PP pupils receiving this support require ongoing intervention, demonstrating its impact.	4
Additional adult to provide for the Pupil Premium Life Experience Programme – run through the Junior Dukes Award based on: 10 pupils once a week £1160	Extensive research evidence confirms that access to cultural experiences, support disadvantaged pupils' vocabulary and learning, with Junior Dukes providing opportunities for those who may miss out due to socio-economic barriers.	3,4
Resourcing for the Pupil Premium Life Experience Programme £250	Providing dedicated resources for the Pupil Premium Life Experience Programme ensures disadvantaged pupils have access to a broad range of cultural, social, and enrichment activities, helping to develop vocabulary, life skills, and experiences that support academic and personal development.	3,4
Pastoral lead supporting vulnerable families and children, available each morning. £3328	Evidence shows that additional adult support improves engagement with families and helps safeguard vulnerable pupils. At Rucstall, 37% of PP pupils have attendance concerns, and increasing numbers of families require support, making this provision essential.	4
Guided support in unstructured parts of the school day:	With 63% of our PP pupils also considered vulnerable, providing additional adult-led provision ensures access to a trusted adult and supports SEMH development, cooperation, and engagement.	4

<p>5 hours a week £1842</p>	<p>Internal data demonstrates the improvement in behaviour at less structured times, with fewer recorded incidents at break and lunch.</p>	
<p>Children will have equal access to extra-curricular opportunities Additional places to be funded £1500</p>	<p>Evidence and internal data indicated that some eligible pupils face financial barriers to participating in extra-curricular, music, and sporting opportunities, which are important for developing skills, confidence, and cultural capital.</p>	<p>3,4</p>
<p>Therapy Dog to support Reading, Language and communication: 1 afternoon per week £1026</p>	<p>Research shows UK therapy dogs significantly boost emotional well-being, attendance, and behaviour for vulnerable pupils, including those on Pupil Premium, by reducing anxiety, improving social skills, and increasing motivation, acting as a catalyst for better engagement in learning and fostering positive relationships</p>	<p>3,4</p>

Part B: Review of the previous academic year

KS2 SATs

% Achieved EXP Reading Disadv	% Achieved EXP Reading Non-Disadv	% Achieved EXP Writing Disadv	% Achieved EXP Writing Non-Disadv	% Achieved EXP Maths Disadv	% Achieved EXP Maths Non-Disadv	% Achieved EXP RWM Disadv	% Achieved EXP RWM Non-Disadv
75.0%	95.2%	75.0%	100.0%	87.5%	100.0%	75.0%	95.2%

% Achieved GDS Reading Disadv	% Achieved GDS Reading Non-Disadv	% Achieved GDS Writing Disadv	% Achieved GDS Writing Non-Disadv	% Achieved GDS Maths Disadv	% Achieved GDS Maths Non-Disadv
50.0%	57.0%	12.5%	28.6%	28.6%	52.4%

Phonics Screening Check

% Met disadvantaged	% Met Non-disadvantaged
100.0%	91.7%

Multiplication Check

% pupils who scored 25 - disadv	% of pupils who scored 25 - non- disadv	Average score out of 25 - disadv	Average score out of 25 - non-disadv
66.7%	76.9%	20	23.19

Early Years Data

There were 4 PP children in EYFS (30 in cohort) 24-25

Good level of development	
Disadvantaged	Non-disadvantaged
50.0%	84.6%

% Exp+ Reading Disadv	% Exp+ Reading Non- Disadv	% Exp+ Writing Disadv	% Exp+ Writing Non- Disadv	Physical development % Exp Disadv	Physical development % Exp Non-Disadv	% Exp+ Maths Disadv	% Exp+ Maths Non- disadv
75.0%	96.2%	75.0%	88.5%	Gross motor skills: 100% Fine motor skills: 75%	Gross motor skills: 100% Fine motor skills: 88.5%	50.0%	96.2%

Summary

- Our spending priorities target the specific barriers evidenced in our outcomes—namely the pupil-premium gap in reading and writing, the prevalence of language and literacy-related SEND within the PP cohort, and the need for stronger vocabulary, fluency and application into composition—thereby focusing investment where it will have the greatest impact.
- By aligning high-quality first teaching, resources and programmes, CPD, and structured small-group interventions with the assessed needs (decoding, accuracy, pace, and vocabulary-in-use), the plan directly addresses access to the reading curriculum and translation of spoken language into writing, with termly measures used to track progress and adapt provision
- Past evaluation shows that targeted intervention, TA support and pastoral provision improved engagement and reading/phonics outcomes; we are therefore scaling what worked and tightening monitoring to accelerate gains and close remaining gaps,
- Enrichment spend is justified because it removes socio-economic barriers, boosts readiness to learn, and builds the oral language and cultural capital that underpin reading comprehension and confident writing—ensuring disadvantaged pupils both access and benefit from the taught curriculum.

Externally provided programmes

Programme	Provider
Music	Rocksteady Rad Music (guitar)
Karate	SKA Karate
Football	Nigel Williams Football Coaching