Pupil premium strategy statement - Rushton CE First School

Pupil premium strategy statement – Rushton CE First School. This statement details our school's use of pupil premium funding for the **2026 to 2027** academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rushton CE First School
Number of pupils in school	4
Proportion (%) of pupil premium pupils	8%
Academic year/years that our current pupil premium strategy plan covers **(3year plans are recommended)**	2025/2026, 2026-27, 2027-28
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Sarah Cockersole, Headteacher
Pupil premium lead	Sarah Cockersole, Headteacher
Governor / Trustee lead	John Pears, Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4650

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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:

- 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	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved maths, reading and writing attainment for disadvantaged pupils.	• Reading, writing and maths data outcomes in 2026/27 show that all disadvantaged pupils (unless there are compelling reasons for not meeting ARE) achieve the expected level.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscribe to Power Maths to secure stronger maths teaching for all pupils.	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: Mathematics_guidance: key stages 1 and 2	2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: **£2650**

Activity	Evidence that supports this approach	Challenge number addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. EPATT (Reading). Teaching Assistant hours to deliver the daily intervention.	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	2

	regular sessions over a period up to 12 weeks: **Phonics | Teaching and Learning Toolkit | EEF**	

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: **£500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial Support so that PP pupils can attend school trips, including residentials and extra curricular activities.	Whilst there is little conclusive national evidence on the impact of wider educational activities, we know that our residential trip is beneficial to our pupils and supports the transition process to middle school by meeting other children from other local schools. PP funding ensures all students are able to participate. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1
Extending school time	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1
Contingency	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 quickly to needs that have not yet been identified.	1

Total budgeted cost: £ 4650

Part B: Review of the previous academic year 2025-26

Outcomes for disadvantaged pupils

The extended day has allowed for enrichment activities such as Lego play and cookery has helped pupils to develop social skills, creativity, and resilience.

Parent/carers have expressed appreciation for the additional support, noting improvements in their children's confidence and enthusiasm for school.

Additional phonics sessions were delivered to disadvantaged pupils identified as requiring further support with early reading skills. These targeted interventions have had a measurable impact on pupil progress and confidence in phonics.
Key Outcomes:

- **Improved Phonics Screening Results:** Pupils involved in the intervention demonstrated improved outcomes in phonics screening assessments compared with the following year.
- **Enhanced Confidence:** Teachers reported increased pupil confidence and participation in reading activities, both in phonics sessions and across the wider curriculum.

This targeted approach continues to be a vital part of our strategy to ensure all pupils, regardless of background, achieve strong foundations in reading.

Teaching Assistant hours to support pupils' achievement had the greatest impact on pupil progress for disadvantaged pupils. Although some disadvantaged pupils had compelling reasons for not meeting ARE, they were able to work within their year group with adapted work.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
EPATT (Reading, spelling, maths)	Educational Psychologist Service (Staffordshire)
Active Learn (Bug Club, PowerMaths)	Pearson
Phonics Tracker	Phonics Tracker

Further information

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

- offering extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers 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, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate the PP strategy as part of our self-evaluation and we will adjust our plan over time to secure better outcomes for pupils.