Rushwick CE Primary School

‘Ask, seek, knock’

Pupil Premium Strategy Statement

2025-6

Last reviewed on:	September 2025
Next review due by:	September 2026

Pupil premium strategy statement – Rushwick CE Primary School

This statement details our school's use of pupil premium (and recovery 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	148
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2024/2025 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	E A Whetham
Pupil premium lead	E A Whetham
Governor / Trustee lead	Maria Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,322
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£31,322

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 additional challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Pupil Premium children who leave EYFS without a GLD are considered vulnerable also. 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:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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

Demographics and school context

Rushwick CE Primary School is a Church of England School located in the Rushwick area of Worcester. It is a one form entry school with a total of 148 pupils currently on roll. The majority of pupils are of white British ethnicity. Currently the percentage of pupils eligible for Pupil Premium funding is 17.5%.

Strategy Objectives

1. To remove some barriers to learning for pupil premium children.
2. For an increased percentage of pupils to reach national expectations
3. Ensure vulnerable families are supported

At Rushwick we recognize that supporting the well-being, mental health and safety of our pupils is equally as important as raising attainment, so all of our priorities are centered around meeting the needs of the whole child.

Challenges

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

Challenge number	Detail of challenge
1	There are a number of pupils with a range of language barriers to learning including SALT & dyslexia.
2	Discussions with pupils indicate the need to provide further access to wider enrichment opportunities including off site educational visits.
3	We have an increased number of pupils who need social, emotional and behavioural support to manage feelings and emotions. This is having an impact on their ability to access learning successfully.

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 disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • SDQ improvements

Learning behaviours are improved as a result of the social and emotional support pupils receive as well as self- motivation to succeed	Use of the Trauma informed Approach supports pupils social, emotional and mental well-being. Pupils are equipped with the skills needed to access learning confidently. Emotional toolkit used by children to support regulation of their behaviours. 100% of support staff have completed PACE training.
Improved wider opportunities for all pupils to improve pupil aspiration and pupil experiences.	Pupils have the opportunity to access a range of after school clubs each term. Planned educational visits to further enhance/support the curriculum are planned throughout the year and funded where needed. Visitors are planned into school to further enrich experiences as well as provide aspiration.
To ensure speech and language programmes and language programmes are implemented effectively.	Pupils achieve at least 1 target a term from their SALT programme. Pupils to be able read and spell high frequency words. Pupils to show increased no of word acquisition from year group lists.

Evaluation

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: **£12,813 Actual £12813**

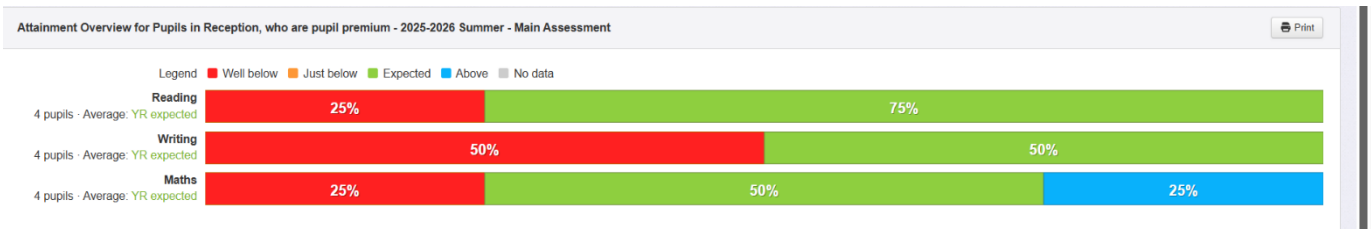
Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Staff CPD in Emotional Toolkits / PACE	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Cost: TA time – directed time / additional hours £220	**all**	**Implementation of PACE:** 100% of staff were trained in how to use PACE. Days of lost learning to suspensions decreased by 35.3%. Pupil voice demonstrated that 92% of children felt they had a trusted adult to speak to in school. 100% of children asked said they had a warm welcome when arriving to school.
Improve the quality of social and emotional (SEL) learning.	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): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF Trauma informed approaches will be embedded into routine educational practices and supported by professional development and training for staff. Cost: TA time – directed time / additional hours £550 1 x TA 15hrs per week = £11,493	3	27children accessed Pastoral Interventions this academic year. 89% of children showed improved behaviour in learning time eg a reduction in low level incidents. 96% of children showed improved engagement in learning time. 70% of children showed a reduction in reported behaviour incidents. 5 children (19%) had improvements in attendance.
Training for staff to support speech and language	There is extensive evidence on the impact of early communication and language development with learning later on in the primary years. EEF | Communication and Language (educationendowmentfoundation.org.uk)	1	As a result of SALT training staff have developed greater confidence and consistency in supporting communication needs, leading to improved engagement & participation.

	Cost: TA time – directed time / additional hours £550		

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

Budgeted cost: **£13,791Actual £13791**

Activity	Evidence that supports this approach	Challenge no.	Evaluation
Engage with reading interventions using the Project X resources	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF 1 x TA 7.5hrs per week = £5,746	1	Impact / averages / outcomes for children in here. There are 13 children reading Project X they have made an average of 2 years and 4 months progress in their reading age over the last year. They have made an average of 3 years and 1 month in comprehension progress over the year.
TA interventions in EYFS & KS1/2.	There is extensive evidence on the impact of early communication and language development with learning later on in the primary years. EEF | Communication and Language (educationendowmentfoundation.org.uk) 1 x TA in EYFS 5.5hrs per week = £4,214 1 x TA in KS1/2 2hrs per week = £2,107 1 x TA in KS1 2.25hrs per week = £1,724	1	GLD 68% whole class. PP 50% Non PP 72% Outcomes for PP children Reading 75% / Non PP 72%. Therefore Reading is a strength for PP children.



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

Budgeted cost: **£4,718 Actual £4764.96**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation

Residential/educational visits/visiting speakers £660 Forest School £2604.96 Snow globe £600 Theatre company: £900	Raise aspirations of learners and provide them with wider opportunities.	2	As a result of attending the residential, funded through Pupil Premium, pupils developed greater self-confidence, teamwork skills, and independence, positively impacting their engagement and wellbeing in school. 'Residential was so much fun! Climbing, facing fears, ziplines, caving and much more spending time with friends. Memories I'll always remember. ' 'I really enjoyed residential as it gave me new opportunities to try new things and have new experiences.' 'Residential was the best days of y6 because I got to have sleepovers with all my friends and everything active was so much fun.' 'Residential meant a lot to me and I will always remember it. Me, ?? and ?? had a laugh in our room. I love caving and trek course because it was so fun. I love getting together as a class.'
Contingency fund for acute issues. £0	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.	All	£0.00

	Budget £31332	Actual
Quality First	**£12,813**	**£12,813**
Targeted Support	**£13,791**	**£13,791**
Wider	**£4,718**	**£4,764.96**