Rushwick CE Primary School

‘Ask, seek, knock’

Pupil Premium Strategy Statement

2026-7

Last reviewed on:	September 2026
Next review due by:	September 2027

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 2026
Date on which it will be reviewed	September 2027
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 including Attendance, R, W, M.
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 and attend school.
4	86% of PP children achieved Reading EXS at the end of KS2. 43% combined.

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.
To improve outcomes in Reading at the end of KS2 from 86% of PP children to 97% of PP children.	97% of PP children achieve Reading EXS. (Y5 80% achieved EXS)

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**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Staff CPD in TIS /	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. Attend TIS Network - DOWMAT	**all**	
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	
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) Cost: TA time – directed time / additional hours £550	1	

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

Budgeted cost: **£13,791**

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	
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	

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

Budgeted cost: **£4,718**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Residential/educational visits/visiting speakers (£660) Forest School (£3308)	Raise aspirations of learners and provide them with wider opportunities.	2	
Contingency fund for acute issues. £750	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	All	£0.00

	that have not yet been identified.		

	Budget	Actual
Quality First		
Targeted Support		
Wider		