

# Pupil premium strategy statement – Ruishton Church of England 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ruishton Church of England Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-26, 2026-27 and 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Hannah Collier, Headteacher
Pupil premium lead	Mr Matthew Pegg, Teacher
Governor / Trustee lead	Mr James Breakwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,180

# 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 attaining highly. We will consider the challenges faced by vulnerable pupils; such as those who have experienced trauma, have a social worker and or are a young carer.

The activity we have outlined in this statement is 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. We support our approach using the EEF 7-step model for teaching to ensure all pupils receive an equitable offer across the 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 strategy is also integral to wider school plans for education recovery for pupils in Year 5 and Year 6 whose education has been worst affected, including non-disadvantaged pupils.

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

## Challenges

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

Challenge number	Challenge	Detail of Challenge
1	Writing	Writing attainment, specifically grammar and spelling and stamina for writing, has been impacted by the disruption to children's education. Our focus will be weighted heavily on closing gaps by adopting the 'Simple View of Writing' and ensuring children are taught explicit transcription and composition skills that are rooted in age development. Pupils will not be unnecessarily taught complex and abstract writing concepts before they are able.
2	Maths	Formal and informal assessments indicate that Mathematics is less accessible for lower attainers, and particularly our disadvantaged pupils. Our reviews, evaluations and monitoring highlight the need to embed pedagogical expertise to respond to the needs of all our pupils.
3	SEND	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils. High needs pupils require the types of provisions that need to be supported by staff who are highly trained and experts in meeting needs.
4	Language and Oracy	Poor oral language and speech is evident within the baseline for EYFS pupils, alongside our observations and discussions with pupils. This is evident from our nursery to Year 6, and, in general, is more prevalent with our disadvantaged pupils. Research shows that the language gap can impact on attainment throughout the education system.

5	Cultural Capital and Personal Development	There is variation in the levels of aspiration and cultural capital of our pupils and their families. The cost of lockdown and increased living costs have reinforced this gap. Our assessments, observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
<p>• <b>Writing</b></p> <p>Local fidelity to writing policies and increasing the expertise of teaching so that outcomes rise positively across all year groups</p> <p>To increase data outcomes with a specific focus on early writing in KS1</p> <p>The number of pupils at greater depth will increase</p>	<ul style="list-style-type: none"> <li>- Key Stage 2 and 1 writing attainment data will show an increase in attainment and more consistency.</li> <li>- Early writing is researched, reviewed and approach finalised for EY/KS1 so that the curriculum is more explicit in teaching building blocks of foundational writing</li> <li>- Measurable improvements in writing will be seen: including progress and overall attainment</li> <li>- 100% teaching staff trained on effective approaches to writing</li> <li>- Training feedback shows &gt;85% confidence in model understanding</li> <li>- Exemplars accessible to all teachers and used effectively to both teach and moderate writing</li> <li>- Positive teacher feedback on exemplar usefulness</li> <li>- Coaching model used to support teaching of writing</li> <li>- Improvement in lesson observation and book outcomes</li> <li>- Evidence of model elements in 90% of lesson plan</li> <li>- Consistent use demonstrated in 80% of lessons</li> <li>- Increased staff confidence reported in surveys</li> <li>- Reduction in identified inconsistencies</li> <li>- Pupils will be able to articulate links in their learning from one subject/lesson to another, demonstrating the critical skills of writing concepts and transferring this knowledge when needed</li> <li>- Targeted interventions show measurable progress in identified pupils</li> </ul> <p><i>Pupils will be tracked and monitored for outcomes in-year and across year. Monitoring and review will take place through Learning Review cycles (half termly) alongside review during coaching models (weekly). Pupil Premium data will be monitored closely to measure progress and attainment of targeted pupils.</i></p>
<p><b>1. Maths</b></p> <p>Maths data will show consistency in its growth, particularly for pupils not meeting the expected standard</p>	<ul style="list-style-type: none"> <li>• Policy approved by SLT and governing body and disseminated to all staff</li> <li>• 100% relevant staff trained on relevant CPD</li> <li>• Training evaluation indicates &gt;80% understanding</li> <li>• Formative assessment evident in 100% of Maths lessons using expected materials. AfL demonstrates precision and analysis.</li> </ul>

<p>Implement robust assessment systems and launch effective Feedback Policy to refine formative assessment practises and deepen critical thinking and problem-solving skills in Maths</p> <p>EOY data to demonstrate increase of attainment and progress year-in and upon 2024-25</p> <p>Lessons to demonstrate consistency of teacher expertise and pupil progress</p>	<ul style="list-style-type: none"> <li>• Increased pupil engagement in problem-solving and data SATS/NFER P2/3 increase</li> <li>• Data reports produced termly following assessment points</li> <li>• Targeted interventions show measurable progress in identified pupils</li> <li>• Improvement in Maths assessment outcomes</li> <li>• Positive pupil and teacher feedback on feedback utility</li> <li>• Evidence of variety of materials used to meet need/AfL</li> </ul> <p><i>Pupils will be tracked and monitored for outcomes in-year and across year. Monitoring and review will take place through Learning Review cycles (half termly) alongside review during coaching models (weekly). Pupil Premium data will be monitored closely to measure progress and attainment of targeted pupils.</i></p>
<ul style="list-style-type: none"> <li>• <b>SEND</b></li> </ul> <p>Pupils with range of needs will reach their full potential</p> <p>Staff will feel confident and knowledgeable on meeting needs in pupils with SEND</p> <p>Increase of targets being met on IEPs and EHCPs</p>	<ul style="list-style-type: none"> <li>• Senior leaders, SENDCo, and teachers will feel supported with knowing where a pupil is in APDR cycle</li> <li>• Tracking systems will allow for easily retrieval of information and next steps</li> <li>• Staff leads confirmed and trained to deliver CPD from Partnership for Inclusion of Neurodiversity in Schools (PINS)</li> <li>• Training schedule developed and completed</li> <li>• 100% of teaching team complete relevant training from PINS</li> <li>• Lesson observations show application of inclusive strategies</li> <li>• Positive feedback from staff on training usefulness</li> <li>• EHCP targets are planned for and delivered by staff, resulting in increase of targets being met over time</li> <li>• IEP targets are planned for and delivered by staff, resulting in increase of targets being met over time</li> <li>• Precision teaching and measurable intervention programmes are used and pupils demonstrate an increase in progress and attainment</li> </ul> <p><i>Pupils will be tracked and monitored for outcomes in-year and across year. Monitoring and review will take place through Learning Review cycles (half termly) alongside review during coaching models (weekly). Pupil Premium</i></p>

	<p><i>data will be monitored closely to measure progress and attainment of targeted pupils. Monitoring will take place each half term to observe the effectiveness of any PINS CPD. EHCPS and IEPs will be reviewed for progress against targets each term.</i></p>
<p><b>2. Oracy</b></p> <p>The school will have a framework to deliver high quality oracy across the curriculum.</p> <p>Closure of gaps for learners whose language acquisition is limited</p> <p>To create good practices school-wide and support new teachers in delivering in class</p> <p>To develop a strategy for how we evidence impact of oracy on our most disadvantaged learners</p>	<ul style="list-style-type: none"> <li>• Teacher confidence will increase, and teachers will not feel Voice 21 is an ‘add on’</li> <li>• Talk Tactics will be evident in classroom practice</li> <li>• Lesson slides will be populated across all domains and linked lesson design</li> <li>• A system for tracking disadvantaged progress will be created and progress measured</li> <li>• 100% teachers will report strong knowledge of oracy framework</li> <li>• All pupils will demonstrate use of talk tactics and have opportunities to use them</li> </ul> <p><i>Learning Review Weeks will measure how well the Voice 21 Oracy Framework is becoming embedded across the curriculum. Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence (engagement in lessons, book scrutiny and formative and summative assessment).</i></p>
<p><b>3. Cultural Capital and Personal Development</b></p> <p>To ensure a breadth of opportunities and a knowledge rich curriculum is delivered to all pupils.</p> <p>Increase pupil engagement and ownership in leadership groups by enabling learner-led initiatives that directly address school priorities and are visibly linked to improved school outcomes.</p> <p>Provide children with opportunities for cultural capital experiences to enhance their knowledge as rounded citizens</p>	<ul style="list-style-type: none"> <li>- Annual calendar (for events), books, surveys and learning walks with provide evidence that children are being exposed to the curriculum breadth captured in the new TOP curriculum.</li> <li>- Monitoring tools created and piloted to evidence pupil leadership impact</li> <li>- Feedback sessions held with pupils to gauge feelings on school experiences and curriculum</li> <li>- Action plans are created and updated for leadership teams</li> <li>- Learners can articulate their roles and expected outcomes</li> <li>- At least 3 leadership team meetings held per group</li> <li>- At least 3 learner-led initiatives proposed</li> <li>- Initiatives aligned with school priorities</li> <li>- Initiatives launched with adequate support</li> <li>- Learner leaders actively involved in implementation</li> <li>- At least 2 communications highlighting pupil leadership impact to school community to evidence their roles and impact</li> <li>- Increased awareness among learners and staff</li> </ul>

- Published cultural capital map aligned with curriculum
- At least 90% staff attendance and positive feedback on staff CPD sessions
- At least 3 new active partnerships established in the community
- Annual Events Calendar published and accessible to all staff and parents
- Additional funding secured or allocated to support activities
- At least 3 showcases held with positive learner and parent feedback
- At least 5 cycles of after school club offer available, with targeted offer given to disadvantaged pupils
- Additional sports and music provision provided each half term

*Learning Review Weeks will demonstrate the pupils are being supported to acquire key knowledge and make progress across the curriculum. Document and survey evidence will be completed and/or reviewed termly to evaluate impact of pupil leadership teams. Allocated budget for disadvantaged pupils to take part in trips and visits. Pupils surveyed on impact of trips, visits and workshops.*

## Activity in this academic year

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all teachers have a secure understanding of what constitutes good oracy in different contexts	Extensive EEF evidence base showing a potential impact of +6 months: <a href="#">click here</a>	3, 4
To ensure staff are supported to plan for how oracy can deepen and enhance pupil learning in a given subject- using the Voice 21 Framework.	Extensive EEF evidence base showing a potential impact of +6 months: <a href="#">click here</a>	3, 4
To focus on the effective delivery of shared and modelled writing.	Ofsted's Research Overview (Jul 2022) summarises evidence relating to shared and modelled writing- <a href="#">Click here</a>  The EEF Improving Literacy publications, November 2021, also advocate modelled and supported practice- <a href="#">click here</a>	1, 3
To ensure the writing planning process is being implemented consistently in all year groups throughout the year.	Our planning process is underpinned by evidence in the EEF Improving Literacy publications- <a href="#">click here</a> .  Ofsted's research report (Mar 2024) summarises evidence relating to strengths and weaknesses in writing and provides recommendations <a href="#">Click here</a>	1, 3
To embed use of 1:1 conferencing feedback to		1, 3

pupils to support the progressive teaching of editing throughout the school and across the whole curriculum.	The importance of formative assessment and editing is advocated by EEF- <a href="#">click here</a> .	
Purchase of standardised diagnostic assessments for 3 summative assessment windows.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Click here</a>	2, 3
To implement all CPD offered from PINS	The PINS programme tests an innovative model for the effective and efficient deployment of specialist health and education professionals, focusing on supporting neurodivergent pupils.  Evaluation of the trial model will take place during 2026. <a href="#">Click here</a>	3
To implement and embed an additional maths fluency slot for KS2 classes.	The importance of teaching fluency of advocated by the National Centre for Excellence in Teaching Mathematics- <a href="#">click here</a> .	2, 3
Refine mathematical assessment practises and deepen critical thinking and problem-solving skills in Maths	The importance of critical thinking and application of maths knowledge being applied to wider problem solving can be found here <a href="#">Click here</a> NCETM materials emphasise the importance of pupils understanding core concepts and application of critical thinking  <a href="#">Click here</a>	2, 3
To enhance phonics (spelling) CPD by investing in new RWI Online Portal.	EEF evidence illustrates the impact of an effective approach to teaching phonics – <a href="#">click here</a>	1, 3
To ensure teachers are supported to make necessary adaptations for dyslexic pupils.	Ofsted's Research Overview (Jul 2022) summarises evidence relating to making adaptations to the teaching of writing - <a href="#">Click here</a>	1, 3

<p>To use the updated TOP Curriculum to inform planning to enhance the curriculum offer, supporting more opportunities for cultural capital</p>	<p>The Ofsted Framework summarise the crucial importance of a school's curriculum to the development of cultural capital.</p> <p><i>Ofsted added the term 'cultural capital' to the <a href="#">inspection handbook</a> in 2019. In paragraph 226, it defines it as:</i></p> <p><i>... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.</i></p> <p><i>In her <a href="#">speech</a> in 2019, Chief Inspector Amanda Spielman explained what the term means in practice:</i></p> <p><i>By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have.</i></p> <p><i>... So for example, it's about being able to learn about and name things that are, for many, outside their daily experience.</i></p>	<p>3, 4, 5</p>
<p>To enhance support for curriculum opportunities outside of the school and through the local community using effective parental engagement, including sporting opportunities using specialist provision</p>	<p>EEF evidence illustrates the impact of an effective approach to community engagement here</p> <p><a href="#">click here</a></p>	<p>3, 4, 5</p>
<p>CPD to improve Art and Creativity Curriculum in order to improve offer and build confidence, character and resilience through creativity.</p>	<p>EEF research illustrates the positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="#">Click here</a></p>	<p>3, 5</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review and implement a system of phonics interventions to support GPC knowledge	The EEF highlights research that show the positive impact of well implemented phonics interventions- <a href="#">click here</a> .	1, 3
To sustain Speech Link language interventions for our younger pupils	The EEF highlights the impact of language interventions: <a href="#">click here</a> .	3, 4
To support pupils in accessing interventions and high-quality education programmes (e.g. Nessy, precision teaching, Number Sense, Read Write Inc, Mastering Number)	EEF research demonstrates that the highest impact upon pupil progress is targeted deployment of highly trained staff <a href="#">Click here</a>	1, 2, 3, 4
To support pupils in accessing high quality onsite alternative provision (Quad) and to ensure effective strategy, referral process, defined curriculum and assessment tracking is in place for each pupil	EEF research demonstrates that the highest impact upon pupil progress is targeted deployment of highly trained staff <a href="#">Click here</a>	3, 4

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

Budgeted cost: £4180

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support pupils to access extra-curricular activities.	EEF research is strong on the impact of pupils with sport and the Arts- <a href="#">click here</a>	5

## Total budgeted cost: £50,700

Part B:

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the last academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that from Summer 2024 to Summer 2025, pupils who are pupil premium made the following progress: 81% made progress in reading; 85% in writing; and 92% in Maths.

KS1 measures demonstrated that 50% of pupils met the combined standard, an increase upon the year prior.

We have chosen to suppress our KS2 measures for disadvantaged pupils to protect individual privacy where there are 5 or fewer pupils covered by the measure.

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils are, on the whole, happy at school: Pupil survey results (pupil's attitude to school and self) indicate that disadvantaged attitudes to the curriculum and their perceived ability also rose, coming in line with their peers.

Attendance is in line with averages for non-disadvantaged pupils, and behaviour and wellbeing are also in line with non-disadvantaged pupils. There is a demonstrable link between pupils who are pupil premium *and* SEND with attainment outcomes being below age-related expectation. This link demonstrates a pattern of pupils accessing either pre-key stage curriculum or curriculums which are a year to two-years below their intended curriculum.

Based on all the information above, the performance of our disadvantaged pupils has a combination of meeting and not meeting expectations as stated in the intended outcomes section.

The school's 2025-26 strategy, therefore, reflects the further work the school will undertake to decrease the attainment gap between disadvantaged pupils and their peers. Foci and strategies have been adjusted to ensure greater emphasis on

precise teaching strategies which are embedded in high quality delivery and understanding of supporting needs.

The 2024-25 academic year launched the EEF 7-step model to support this and further work will ensure it continues to be embedded well. The DfE national research and recommendations published for writing and maths will underpin the complete approach the school will need to take to support progress. The link between pupils who are pupil premium *and* SEND emphasises the need to ensure effective tracking is in place to measure progress and attainment for those pupils who are not accessing their current intended curriculum.

## 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
N/A	N/A

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Continued work around effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. This was initiated in 2021 with a whole school CPD/ action research project led by Shirley Clarke.
- Continued focus on enabling learning environments, underpinned by researched (Chartered College of Teaching review; Reggio Emilia Approach; PINS audits)
- Continued work developing the teaching of reading in Key Stage 2 (Wayne Tennent)
- Work to establish an instructional coaching system to support teacher professional development, using Walk Thrus.