

# Pupil premium strategy statement – Ruardean C of E Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	75
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 / 2025 2025 / 2026
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Ione Haroun Headteacher
Pupil premium lead	Ione Haroun
Governor / Trustee lead	Ian Lavery

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£1,776.42
<b>Total budget for this academic year</b> <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>	£35,816.42

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Monitoring and evaluation over time indicates that disadvantaged children in our school have lower attendance rates than the national average.
2	Transition records and Reception baseline assessments indicate that speech and language skills are generally under developed and is more evident in disadvantaged children.
3	As a school we have a higher proportion of disadvantaged children with special educational needs and disabilities (SEND), than other groups of children within the school.
4	Adverse or challenging experiences in home life incidents are generally higher in the disadvantaged children in our school.
5	We find that there are a higher proportion of behavioural, social and emotional difficulties within the disadvantaged group compared to others, this may be in part to the other barriers stated above.

## 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 attendance for all pupils, particularly our disadvantaged pupils.	Attendance, particularly those disadvantaged children, is higher than the national average by 2026/27

Improved reading attainment among disadvantaged pupils especially in KS1.	Above national average number of children achieving the Phonics Screening by the end of Year 1 by 2026/2027
Improved oral language skills and vocabulary among disadvantaged pupils.	Observations and assessments will demonstrate improved oral language skills, especially for disadvantaged children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Monitoring through pupil, staff and parent voice will demonstrate an improvement in mental health and wellbeing of children resulting in a positive change to behaviours.
Improved writing and mathematics attainment for disadvantaged pupils at the end of KS2.	KS2 writing and mathematics outcomes in 2026/27 show that disadvantage children are meeting the expected standard alongside their peers.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,615.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully qualified teachers to deliver high quality teaching and learning by targeting smaller numbers of children in EYFS, KS1 and KS2 to accelerate the progress children make.	EEF Key Finding - Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	2,3,4
Subscription to WIDGET, My Happy Mind and WELLCOMM to support teachers in assessment and lesson planning	EEF Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload	2,3,4,5

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

Budgeted cost: £ 2,885.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
T and TA support for group interventions and individuals to accelerate progress and attainment gaps in reading and writing.	EEF key findings that targeted deployment of trained TAs to deliver intervention to small groups or individuals has a higher impact. (+4months)	2,3,4
Nurture support through ELSAs to support individuals who require extra support in their mental health, wellbeing and emotional regulation.	EEF Key finding - There is evidence across a range of different interventions with highest impacts for approaches that focus on self management. Both targeted interventions and universal approaches have positive overall effects (+ 4 months) – This is part of the work completed by the ELSA staff.	1,4,5

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

Budgeted cost: £4929.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to provide targeted support to families and children to improve attendance rates in disadvantaged children.	EEF key finding – parental engagement has a positive impact on children’s attainment. Being able to offer more sustained and intensive support where needed by assessing family needs and targeting resources effectively.	1,4,5
Milk and additional fruit supplied for some children.	In school monitoring and family knowledge has identified groups of children who require additional nutrition through milk and daily additional fruit snacks.	4
Subsidised trips and residentials	EEF Key finding Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1,4,5

**Total budgeted cost: £29,430.70**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*