

Pupil premium strategy statement

This statement details our school's use of pupil premium 2025 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	Rusper Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lisa Wright
Pupil premium lead	Lisa Wright
Governor / Trustee lead	Paul Hickox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Recovery premium funding allocation this academic year	£0
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	£18.180

Part A: Pupil premium strategy plan

Statement of intent

The objectives of our Pupil Premium strategy plan are to improve outcomes and accelerate progress for all disadvantaged students at Rusper Primary School.

We will achieve this by:

- Secure strong outcomes in reading, writing and maths.
- Improve attendance, particularly for vulnerable, disadvantaged pupils.
- Strengthen wellbeing, inclusion and readiness to learn.
- Ensure equal access to enrichment and the full curriculum.
- Embed high-quality teaching and consistent practice within BET systems.

Key principles:

Our strategy is focused on disadvantaged students, defined more broadly than those eligible for Pupil Premium and including:

- Students arriving below age-related expectations in literacy and numeracy
- Students with significant vulnerabilities, including financial and social

Our overarching strategy for disadvantaged students is developed from Bohunt Education Trust's 'Virtual School Plan' and is firmly rooted in research and evidence-based practice. This plan is framed around the following key areas:

- Improving literacy
- Improving long-term memory and learning to learn
- Developing cultural capital by improving opportunity through design
- Growing character – resilience; aspiration; motivation and self-regulation in learning

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> • Lower starting points on entry, particularly in language development, phonics or number sense. • Limited exposure to high-quality texts, vocabulary and cultural capital. • Less engagement in home learning routines or homework support. • Interrupted learning during periods of absence or instability, with limited capacity for individual targeted catch-up.
2	<ul style="list-style-type: none"> • Attendance is imperative to change. PP children have historically had lower attendance than their counterparts at RPS which is also reflected in national data. Attendance barriers including historical EBSA concerns. • Family routines, transport difficulties or rural location can occasionally make daily attendance harder, linking to persistent absence • Anxiety about school, especially in a small school where peer groups are so small; friendship issues can quickly impact daily attendance. • Limited pastoral staffing. • Medical or social vulnerabilities that result in time off, leading to individuals requiring extra encouragement and careful re-integration to re-establish routines.
3	<ul style="list-style-type: none"> • Social/emotional needs including self-esteem, anxiety, or regulation difficulties. • Limited prior access to specialist support (e.g., ELSA, counselling, external agencies) • Low confidence or self-esteem, especially if children compare themselves to peers. • Challenges with routines or emotional regulation, affecting their ability to learn first thing in the morning.
4	<ul style="list-style-type: none"> • Financial barriers to trips, clubs, resources or enrichment days. • Lower cultural capital on entry, affecting engagement in wider curriculum subjects such as history, geography, or science. • Complex home lives that restrict participation in extracurricular learning (reading challenges, home projects, musical instruments, etc.).
5	<ul style="list-style-type: none"> • Small-school staffing constraints requiring carefully targeted intervention. • Developing capacity for coaching, mentoring or structured CPD, which can disproportionately affect vulnerable learners. • Mixed-age classes differentiation and targeted support. • Embedding of BET-wide initiatives in infancy (e.g., Bedrock, learning behaviours, assessment routines) requiring staff available to lead, monitor or model these approaches.

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
High-Quality Teaching & Early Intervention	<ul style="list-style-type: none"> • PP pupils achieve in-line or above non-PP progress in R/W/M. • Improved reading fluency scores and phonics outcomes. • Reduction in “working below” assessments by end of year.
Targeted Academic Support	<ul style="list-style-type: none"> • Expected progress for all PP pupils; accelerated progress for those below. • SALT targets met for identified children. • Improved KS1 and KS2 teacher assessments. • 3x yearly PP meetings to target support for individuals alongside progress review.
Attendance, Punctuality & Family Support	<ul style="list-style-type: none"> • Improve attendance to >95% and proportion of students who are persistently absent <10% for all groups of students. • PP attendance meets or exceeds whole-school average. • Reduction in persistent absence (PA) cases. • No child becomes severely absent. • Parent workshops to support areas of learning.g. Phonics, maths acquisition
SEMH, Wellbeing & Readiness to Learn	<ul style="list-style-type: none"> • Improved engagement in lessons. • Fewer behavioural incidents. • Improved self-esteem and wellbeing survey scores.
Cultural Capital & Equal Access to Enrichment	<ul style="list-style-type: none"> • PP participation in extracurricular and enrichment increases. • PP pupils attend trips, residentials, and additional opportunities e.g. Kidenza, and opportunities outside the school day e.g. clubs • Improved engagement and sense of belonging. • Pupils experience a rich curriculum aligned to the Game Changer vision.

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: £11,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of colourful semantics across the school Buy in SaLT support for groups/individuals. LSAs to assist therapist to develop CPD	<ul style="list-style-type: none"> EEF research into communication and language approaches evidences a significant impact 	1,3,5
Quality-teaching through CPD for <ul style="list-style-type: none"> · Retrieval Practice · Deliberate Practice Driven through both whole school and curriculum CPD, incremental coaching, red lines and curriculum time	<ul style="list-style-type: none"> EEF high quality teaching Examples of research from Evidenced Based Education here DfE - Quality-first teaching has greatest impact on disadvantaged 	1,3,5
Leadership time of two days a term to allow staff to analyse assessments and identify patterns and areas of development. To allow for CPD through training courses and school visits Focus on English, Maths and Science	<ul style="list-style-type: none"> DfE Exploring school collaboration and workload reduction - GOV.UK 	1.2.3.4.5
Continuous Provision throughout KS1 allowing for a play-based approach to learning and supported language acquisition CPD for KS1 staff in embedding CP whilst delivering the National Curriculum	<ul style="list-style-type: none"> A case study for allowing play in KS1 Support of maths acquisition during EYFS and Yr1 transition 	1,3,4,5
Supporting KS2 staff to build language rich environments and create opportunities for children to have purposeful and constructive communication	<ul style="list-style-type: none"> Building opportunities for talk in a KS2 classroom 	1,3,4,5
Introduction of Accelerated Reader across school to give clear, age-defined assessment outcomes	<ul style="list-style-type: none"> The National Literacy Trust's research highlights technology supporting engaging reluctant readers. 	1,3,5

	Additionally strong reading skills have been shown to improve children's academic attainment across a range of subjects, including English, maths and science	
Teacher time out of class to create curriculum plans which embed metacognition and self-regulation strategies	<ul style="list-style-type: none"> EEF metacognition and self-regulated learning 	1,3,5
Investment in reading resources, staff training, new curriculum model and assessment software	<ul style="list-style-type: none"> Significant evidence for impacts of effective literacy curriculum (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes) 	1,5
Weekly ELSA support bought in from Trust	<ul style="list-style-type: none"> Importance of experience in the ELSA/child relationship that leads to positive impact 	2,3

**Linked to EEF literacy strategy implementation*

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

Budgeted cost: £3,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in LSAs to support targeted interventions e.g. SaLT based on recommendations and instruction from SaL therapist LSA to meet with therapist and attend joint Trust training	<ul style="list-style-type: none"> What works guide to speech and language interventions evidenced to have a positive impact Speech and language therapy with identified children in Reception class - evidence supporting benefits of ‘getting in early’ with this particular intervention 	1,3,5
Increasing communication of pupil progress with the child and their family 1:1 reflection meetings with class teacher every 3 weeks Regular meetings with family, invited into school, Teams and email communication	<ul style="list-style-type: none"> Approaches to creating pupils who take responsibility 	2,3

Investment in Emotional Literacy Support Assistant to support emotional wellbeing of students	<ul style="list-style-type: none"> • ELSA network evidence for supporting child mental health, attendance and academic success through development of resilience 	2,3
Prioritise PP pupils for 1:1 reading opportunities with LSAs and reading volunteers	<ul style="list-style-type: none"> • EEF reading comprehension strategies 	1
Outdoor Education being embedded within curriculum time and being used as intervention support	<ul style="list-style-type: none"> • EEF Evidence for impact on access to outdoor education on supporting non-cognitive skills such as resilience and motivation 	2,3,4

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

Budgeted cost: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Trauma Informed Approach	<ul style="list-style-type: none"> • University of Hull research highlighting the benefits of trauma informed practice in education 	2,3
Support for payment of education experiences and trips - PGL, termtime trips	<ul style="list-style-type: none"> • Social Mobility Commission report on extra-curricular activities, soft skills and social mobility 	3,4
Weekly ELSA 2.5hrs, sourced from BH	<ul style="list-style-type: none"> • Importance of experience in the ELSA/child relationship that leads to positive impact 	2,3
Uniform purchasing supported for PP families	<ul style="list-style-type: none"> • EEF findings on impact of uniform and it's limitations to outcomes 	3
Attendance strategy	<ul style="list-style-type: none"> • Attendance and attainment are directly linked (see DfE paper here) 	1,2,3,5
Forest School provision with investment in FS member of staff	<ul style="list-style-type: none"> • Forest schools research into young people's self confidence and self esteem - demonstrates the benefits of this program for mental and physical wellbeing 	1,2,3,5

Total budgeted cost: £ 18,180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Strategies deployed to support disadvantaged children's outcomes in academic year 2024/25 had mixed results but overall were not considered to be effective across the Early Years and two Key Stages, and so large scale changes to the approach have been made to gain greater cost effectiveness and improved outcomes for 2025/26's cohorts including adaptations to leadership, staff deployment models and intervention protocols.

Outcomes for pupil premium children:

In 2025, 2 of the 15 children in year 6 were Pupil Premium and 0 of the 2 achieved expected standards in reading, writing, maths or SPAG for Key Stage 2 SATS.

In 2025, the school achieved: Reading EXS: 80% (equal to national), Writing EXS: 73% (slightly above national), Maths EXS: 73% (slightly below national), SPAG EXS: 67% (below national), RWM Combined EXS: 60% (on par with national) for Key Stage 2 SATS.

In 2025, 4 of the 11 children in Year 1 were Pupil Premium and 3 of the 4 passed their phonics screening check.

In 2025, the school achieved: 93% of the Year 1 cohort passed their phonics screening check

In 2025, 1 of the 9 children in year R were Pupil Premium and 0 of the 1 achieved good levels of development.

In 2025, the school achieved: 56% of the Year R cohort at a good level of development.