

Pupil premium strategy statement – Ruardean C of E

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	72
Proportion (%) of pupil premium eligible pupils	29.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022 / 2023 2023 / 2024 2024 / 2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Ione Haroun Headteacher
Pupil premium lead	Ione Haroun
Governor / Trustee lead	Emma Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,507
Total budget for this academic year <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>	£42,867

Part A: Pupil premium strategy plan

Statement of intent

As a school we want all children to fulfil their potential and be the best that they can be, this is irrespective of their background or the challenges they face. We aim for all children to make good progress and achieve high attainment across all subject areas. Our pupil premium strategy focuses on how we can support disadvantaged children to achieve, including progress for those who are already high attainers.

The decisions we make are supported by evidence-based school research by the Education Endowment Foundation, the Teaching and Learning Toolkit can be found following this link; <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is a priority for our school. Through the EEF (Education Endowment Foundation) research it is proven that quality first teaching has the greatest impact on closing the attainment gap for all children including those who have been disadvantaged.

Our other strategies are also based in proven research to have the maximum impact on children's attainment progress (EEF).

Our approach to this is based on thorough assessment of children's attainment and progress made, whilst evaluating the impact of each strategy used.

To ensure we are effective we will:

- ensure that work planned, taught and set for all children closely meets their individual needs;*
- ensure disadvantaged children are challenged appropriately;*
- ensure a whole school approach where 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	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 2025/26
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 2025/2026
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 2025/26 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: £32,941.75

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	2,3,4

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

Budgeted cost: £ 3,303.71

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: £4845.95

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

Total budgeted cost: £ 41,091.41

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2023 to 2024 the impact of pupil premium strategies is as follows:

- ELSA - 21 children have received direct support from our ELSA this year. Referrals have been made to YMM where required. 15 of the children no longer require ELSA support as their mental health concerns have been addressed and supported.*
- Forest School - Children provided with opportunities to extend their classroom learning outside. Children supported in their wellbeing and mental health*
- Qualified Teacher - Quality teaching has been enhanced. Qualified teachers have been able to focus in on the needs of vulnerable learners and accelerate their progress. For example, EYFS word recognition and reading PP 100% compared to 95% for Non PP. End of KS1 reading PP 100% compared to Non PP 62% (2023)*
- FSW - School absence continues to be more in line with national average through support given, for example, meetings, finding solutions for parents, liaising with other professionals. The needs of vulnerable learners are met. This often involves securing the engagement of parents and outside agencies.*

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.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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.