

Rushbury CE Primary

School Pupil Premium Grant 2025- 2026

This statement details our school's use of pupil premium 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	Rushbury CE Primary School
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Steve Morris
Pupil premium lead	Steve Morris
Link Governor	Rebecca Hotchkiss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,570
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	£19,570

Part A: Pupil premium strategy plan

Statement of intent

- At Rushbury we believe every child should reach their full potential and be afforded the opportunity to feel safe and happy both at school and home.
- Those pupils in receipt of pupil premium funding are more likely to face obstacles and barriers in achieving the above outcome. Rushbury's PPG is about removing these obstacles and provide quality first teaching and positive pupil outcomes.
- High quality teaching supported by focused intervention and support via a small team of TAs is central to this.
- The school's PPG is also focused on proactive emotional needs of pupils, as much as it is on academic progress which benefits all pupils in the school.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining quality first teaching in small class sizes and limiting the range of year groups in each class.
2	Maintain/enhance school's reputation for approach to reading.
3	Assessing social and emotional needs of pupils and families, particularly relevant in such an isolated community.
4	Grow school's capacity for early intervention for vulnerable pupils/families so that it is a comprehensive offer.
5	Ensuring that regular opportunities exist (out of school hours) to maximise academic progress of PP pupils.
6	Economic barriers to PP children accessing the wider curriculum, eg trips.

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
English and Maths skills exceeding or at least in line with national other, for PP pupils.	External and internal data/teacher assessment
All pupils able to demonstrate and articulate a love for reading.	School provides opportunities to read for pleasure, to partake in Shropshire Bookfest, and school maintains Shropshire 'Ambassador Status' as a 'Leading in Reading' school.
Emotional and mental health needs of pupils addressed.	ELSAs (TWO) trained TA operating from a designated room in school to support pupils.

Activity in this academic year

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

Teaching (retention)

Budgeted cost: £17,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of third teacher for three additional days per week throughout academic year. Rushbury's use of a third teacher reduces class sizes by 50% in KS2 making a significant difference to PP outcomes.	EEF research shows that small class sizes enable pupils to gain an average of +2 months progress, where modest class reductions are implemented.	1

Targeted academic support

Budgeted cost: £1,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club (free for pupil premium pupils) once per week	Research shows that providing a consistent and supportive school environment for homework activities enables PP pupils to progress at a greater rate.	3,4,5,6

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heavily-funded curriculum trips for all PP pupils (including	Removal of financial barriers enables all to access a broad and balanced	2,3,5,6

residential stays) to be free or subject of a nominal voluntary contribution.	curriculum, instilling important life skills/experiences.	
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Total budgeted cost: £20,500 (£930 overspend)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-25

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

Pupil Premium Grant for the academic year 2023-24 was used very effectively in improving outcomes for pupils at Rushbury School. Both progress and attainment of the departing Y6 cohort was significantly above national average in all areas. Progress and attainment of disadvantaged pupils was, once more, strong across all year groups, as it has been for many years. The continuation of a second KS2 class enabled teachers to better support pupil progress in all curriculum areas and also added to the school's capabilities in redesigning the whole-school curriculum as well as offering quality first teaching for all disadvantaged pupils. ELSA members of staff now well-established and providing bespoke intervention for a number of pupils in the school. Every pupil in school attended each school trip arranged/residential. Significant numbers of pupil premium benefited from regular attendance at Homework Club and free attendance at sewing, creativity and spots clubs after school. These last three clubs equate to over 100 hours of additional, free enrichment opportunities.

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
PSHE Online membership	