Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available on the pupil premium page.

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

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Rufforth Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028, focussing on the same objectives
Date this statement was published	25.09.25
Date on which it will be reviewed	September 2026
Statement authorised by	Jill Richards
Pupil premium lead	Jill Richards
Governor / Trustee lead	Anna Datta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,305
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	£11,305

Part A: Pupil premium strategy plan

Statement of intent

At Rufforth Primary we use the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, well-rounded and socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure all pupils are able to read fluently and demonstrate good comprehension to enable them to access the breadth of the curriculum
- Ensure all pupils can form letters correctly, joining where appropriate.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group or 1:1 booster or intervention work.
- Target funding to ensure that all pupils have access to visits, residential trips, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles

We will ensure that effective teaching and learning meets the needs of all pupils through assessment and pupil progress meetings. Class teachers will identify and plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Access to wider opportunities.
2	Communication and interaction needs.
3	Social, emotional and mental health needs.
4	Cost of living crisis contributing to further financial difficulties for some families

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
Progress in Reading	All PPG pupils to be at EXS or above by the end of KS2
Progress in Writing	All PPG pupils to be at EXS or above by the end of KS2
Progress in Maths	All PPG pupils to be at EXS or above by the end of KS2
Phonics attainment	Achieve above the national average expected standard in the phonics screening check.
All pupils have access to enrichment opportunities to enhance their personal development	All PPG children attend at least one enrichment club and all school visits.

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: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover supervisor time to release curriculum leaders	Accessing CPD opportunities and allowing time for monitoring and the development of core subjects allows leaders to embed strong teaching and learning throughout school.	1
Delivery of intervention to focus on specific gaps in learning	Targeted support bespoke to the needs of individual pupils.	1
Monitor personal development opportunities to ensure access for all	Quality assurance of our Enrichment Pledge	1 2 3

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

Budgeted cost: £7100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching 1:1	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally in phonics and spelling. Gaps are narrowed.	Precision Teaching 1:1
Socially Speaking intervention	Pupils are safe and are confident in interacting socially. They can manage their emotions effectively. Confidence in class has a positive effect on learning behaviours in class.	1, 3, 4

General core subject booster interventions based on teachers' assessment for learning	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally in reading, writing and maths. Gaps are narrowed.	1
Maintenance of Chromebooks	All children have access to electronic devices to enhance learning opportunities across the curriculum.	1
Maintenance of iPads	All children have access to electronic devices to enhance learning opportunities across the curriculum.	1

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

Budgeted cost: £2405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits / enrichment opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	2
Open mornings/afternoons, coffee mornings, "seeing is believing" sessions for core subjects, sharing assemblies	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home Positive parental engagement can support pupil progress. Confidence building for S&L	1
Breakfast Club	All pupils have a settled start to the school day. No pupil starts the day hungry.	4
Enrichment Pledge	Children who are given opportunities to experience an learning beyond the curriculum to gain confidence, independence and maintain good wellbeing. Cultural capital.	1, 2, 3, 4
Toast Club	Nurture group at the start of the school day to address anxieties and worries, to bridge transition between home and school.	3

Total budgeted cost: £ 11,305

Part B: Review of outcomes in the previous academic year

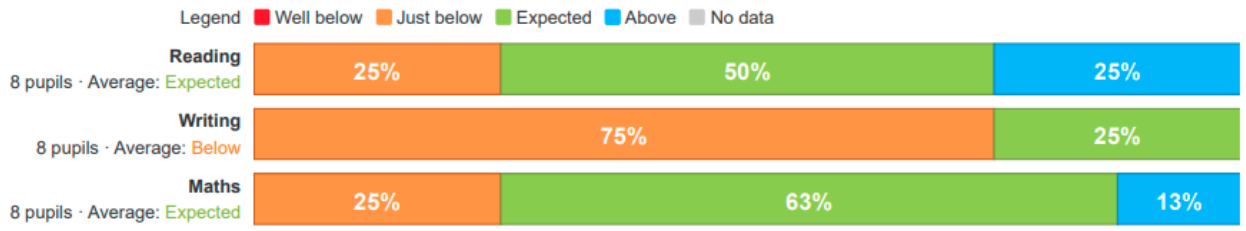
Pupil premium strategy outcomes

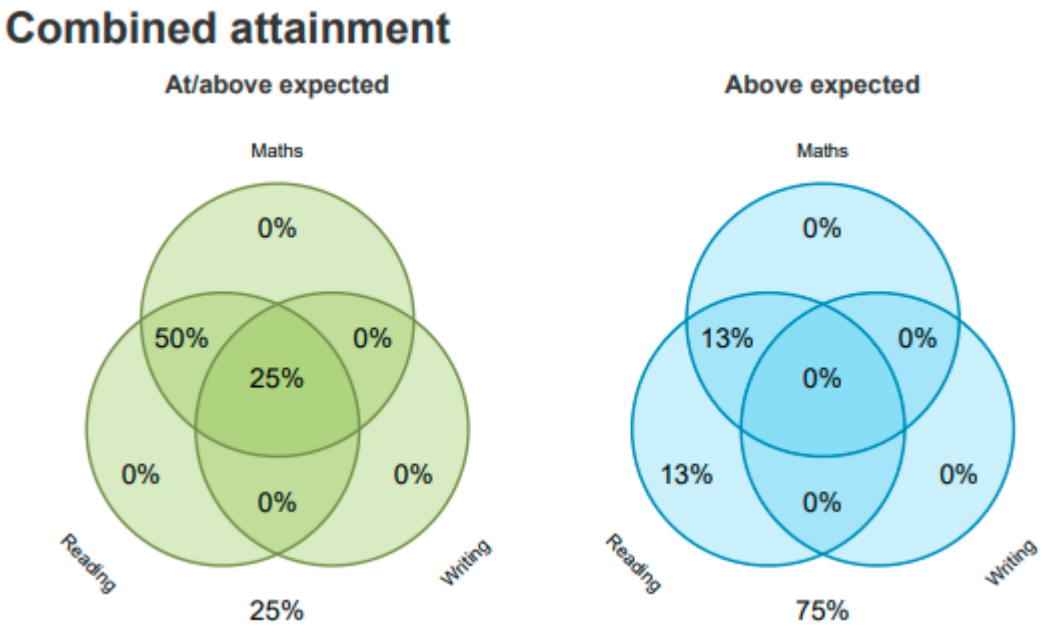
This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

The Pupil Premium Strategy ensured that all children accessed funding to support needs, which developed learning and participation in school.

Pupil voice has demonstrated that children are confident learners; they can speak about learning with enjoyment and have a good understanding of previous learning and how this applies skills throughout the curriculum.

Outcomes (8 pupils):





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
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Spelling Shed	EdShed
Little Wandle	Little Wandle Letters and Sounds
Jigsaw & PSHE Association	PSHCE curriculum providers
Developing Experts	STEM learning materials

Further information (optional)

GROUP FOCUS

September 2025-July 2026

Key Groups: **ALL pupils Girls Boys Disadvantaged**- in receipt of FSM, PP or Ever 6 **EAL**- communicating in more than one language **SEND**- on the send register or watchlist **Vulnerab**

le-potential barriers identified **Vulnerable other**-barriers identified and having an impact on outcomes * **Identified by school**	

	SEND	VULNERABLE	VULNERABLE- other
Who ?	EHCP SEND- K Monitoring	SEND EAL DISADVANTAGED BEREAVED YOUNG CARERS FAMILY ILLNESS SEVERE MEDICAL SERVICES PLAC,LAC, SG* ***DOMESTIC* INTERVENTION****	All the vulnerable categories but there is a negative impact on outcomes and thriving.

What ?	EHCPS & provision maps SEND provision maps/ TA timetables My Plan on a Page Progress on a Page Class overviews Pupil Passports Internal referral CPD LS Hub The Burrow	Free school meals Toast Club Wellbeing Service ELSA Socially Speaking Lego Therapy CYC Attendance support LS Hub Food bank vouchers Holiday grants Subsidised enrichment Subsidised breakfast club Language Line Early Help/ MASH TA timetables/ interventions Bereavement support SATs boosters Second hand uniform available free of charge	Quality first teaching Adaptations as required Appropriate interventions based on needs My Plan on a Page Additional parent/carer meetings (reviews, parent consultations, check ins) External agency support