

12/2025 – 12/2026

Rush Green Primary School



Pupil Premium/Strategy Statement

Pupil premium strategy statement

This statement details the school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Rush Green Primary School
Number of pupils in school	841
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers	1 year. We prefer to build in the flexibility to adapt, as required from year to year. This works for us. The DfE funding changes from year to year and the timing of information release is poor (for example this year's funding figures). Trends for RGPS over time show that pupils from all groups, (including the disadvantaged) almost always make significantly better progress and attain higher than the national average.
Date this statement was published	2025
Date on which it will be reviewed	2026
Statement authorised by	RGPS Governing Body
Pupil premium lead	S Abeledo
Governor / Trustee lead	J Buckle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,190
Recovery premium funding allocation this academic year	nil

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	nil
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	£0

Part A: Pupil premium strategy plan - Statement of intent

We intend for all pupils, regardless of their background or challenges, to make good progress and achieve high attainment in all subjects. Our focus is on supporting disadvantaged pupils through our pupil premium strategy, including those who are already high achievers.

Our approach revolves around high-quality first teaching, targeting areas where disadvantaged pupils need the most support. This approach has proven to be effective in narrowing the attainment gap and benefiting all pupils, including those who are not disadvantaged. Our desired outcomes include sustained and improved attainment for non-disadvantaged pupils alongside the progress of their disadvantaged peers.

We acknowledge the attainment gap for disadvantaged pupils against their peers has widened nationally. The ultimate objective for our disadvantaged and vulnerable pupils is to bring their attainment in line with their peers through strategies outlined in this document particularly at greater depth and in the combined scores.

The School Priority Areas for this academic year 2025-2026 are:

1. Continue to improve attendance for disadvantaged pupils so that PA reduces and remains significantly better than the national.
2. Continue to close gaps in combined scores between the disadvantaged and non-disadvantaged at EXS and GDS by the end of KS2
3. Use Teach Like a Champion strategies to further develop pedagogical skills
4. Further develop playground experiences to improve pupil engagement.

This strategy indicates how Rush Green Primary School will support disadvantaged learners in minimising the attainment gap. The importance of quality first teaching will not be underestimated and a robust package of CPD has been built in to the school's development plan to ensure pupils are receiving the best offer. High quality first teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support.

The use of carefully planned curriculum spirals in each subject will support teachers with the planning process and progression in each subject. Knowledge will be linked across subjects, through the use of questioning, the Rush Green Rewind at the start of each lesson, and concept maps. to allow pupils to build on prior learning so that they can apply new knowledge to new learning and so that learning is 'sticky'.

The National Literacy Trust research report 'Literacy and Life Expectancy' (NLT 2018, Gilbert, Teravainen, Clark and Shaw), demonstrates that **children growing up in wards with the greatest literacy challenges** in the country **have significantly shorter life expectancies** than those growing up in wards with fewer literacy challenges.

By closing gaps in education and future employment, we can ensure that every child has the chance to live a happy, healthy, successful and long life – regardless of their background.

At Rush Green Primary School, we aim to turn the class system on its head, promote social mobility for our pupils and inspire our pupils to be the policymakers of the future.

BARRIERS TO LEARNING

At Rush Green Primary School, the most difficult barriers to overcome are:

- Children on entry in to the EYFS are well below age-related expectations and there is significant high need in our Early Years and infant classes
- Since September 2020, we have had an 800% increase in the number of high needs SEND pupils from 5 – 40
- The EHC process is delayed because of the difficulty in getting pupils assessed by medical/therapeutic professionals. Funding is difficult to access without EHCs
- Our higher ability Boys pupils made less progress than the higher ability Girls
- Attendance of some of our most vulnerable pupils is the lowest out of all key groups – particularly for persistent absence with some of our hardest to reach families
- 188 pupils are listed as vulnerable
- Many of our vulnerable pupils have low prior attainment – often because of historically poor prior attendance
- A large proportion of our vulnerable pupils are known to social services
- A large proportion of our vulnerable group are listed as having SEND and receive support. Almost all of this group have Speech and Language, ASD or SEMH concerns
- The latest postcode analysis shows that some of our pupils live in deprivation. In fact, 50 of our children are classed as living in the worst deprived areas of the UK
- Barking and Dagenham Local Authority has been named the most deprived LA in London
- Almost 20% of our school population live in the worst 20% deprived parts of the UK and 68% of our pupils (more than 2/3rds) live in the top 30% deprived areas in the UK
- Almost 20% of our pupils live in households which are defined as being in the bottom third nationally for literacy and numeracy.
- 22% of our pupils live in areas with very high crime rates – some of which are the highest in the country

Challenges

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

Challenge number	Detail of challenge
1	<p>Safeguarding of our disadvantaged pupils:</p> <p>This does not always mean Child Protection Concerns. We also work with parents that may be struggling financially. This might be helping families to find the next meal, or working with families whom have recently lost a house through rental arrears, or are being evicted by a landlord. We work with families in overcrowded households, we help those who might struggle with providing a uniform, to those that are struggling with their children's behaviour issues and/or mental health issues. It could also mean supporting children whose families are going through divorce or separation.</p> <p>Of course, it safeguarding also means that sometimes we will also be protecting children subject from abuse or neglect in all its forms.</p> <p>At Rush Green, we want our children to feel secure, nourished and safe so that they can achieve best outcomes and make a positive contribution to our community.</p>
2	<p>Attendance and high persistent absence rates:</p> <p>Attendance of disadvantage and vulnerable pupils is in line with their peers and the national average.</p> <p>When children are out of school, they are not learning. Gaps in learning lead to gaps in knowledge. The design of our curriculum means that learning is progressive and sequential so that if there are major gaps in learning, pupils will be missing fundamental knowledge and key skills. This means that any future learning is not secure because it is not rooted in a secure understanding.</p> <p>We often see gaps in phonics and reading first, when children do miss large parts of their education. This often means that these children struggle almost all the way through their schooling unless they are well supported. It can also lead to school refusal when pupils realise that they have fallen behind their peers and become anxious. This of course means that more absences build over time and gaps widen.</p> <p>It is also well known, and often illustrated in Serious Case Reviews, that children who are not in school may be at higher risk of abuse. Schools are always trained to monitor absences carefully because this is often one of the first signs that something is not quite right.</p>
3	<p>Closing gaps in learning:</p> <p>Vulnerable groups need to make good or better than expected progress.</p> <p>When children are safe, secure and in school we can work wonders! We forensically identify gaps in learning and work with pupils to try to close them through short term interventions and/or adaptations made to lessons. We are very careful in how we design our interventions and staff have to bid for them, by presenting proposals. The proposals have to be rooted in evidence, fit for purpose, contain clear expected outcomes and a mid-point check. Not all gaps can be filled with short term interventions and some precision teaching might be needed, or outside school tutoring. We use our own very experienced staff, who know the children very well. In our experience this has worked best.</p>

4	<p>Vulnerable groups:</p> <p>Many pupils fall within more than one group which will require additional support to ensure pupils' progress is rapid and sustained (EAL, social/emotional and other SEN). This includes those pupils who are deemed academically able.</p>
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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
Pupils are happy and safe.	<p>Where there are, or have been safeguarding concerns, children are in school, can be seen and are safe.</p> <p>Multi-agency working results in pupil needs being met.</p> <p>High needs pupils are regulated and engage in learning.</p> <p>Cases are resolved and case studies show a high rate of success.</p>
Pupils attend.	<p>Persistent absence improved from 13.6% to 9.35% (LBBD is 18%)</p> <p>Overall attendance (96.56%) rates are <u>at least</u> in line with national figures (National 94.3%).</p>
Gaps between non-disadvantaged and disadvantaged learners closes because disadvantaged learners make accelerated progress	<p>High quality staff training leads to improved outcomes for all pupils.</p> <p>To ensure any 'gaps' in pupils' knowledge and skills are addressed to enable them full access to the curriculum.</p> <p>Commitment to providing small group intervention after school, prioritising disadvantaged so that they have full access to the curriculum. This includes small groups, one to one support and staff providing detailed feedback on pupils' work</p> <p>Teaching staff are better able to direct learning so that it meets the needs of all pupil groups.</p> <p>Progress is accelerated so that gaps in pupil outcomes close with peers.</p> <p>EEF: The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes +2 months.</p>

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.

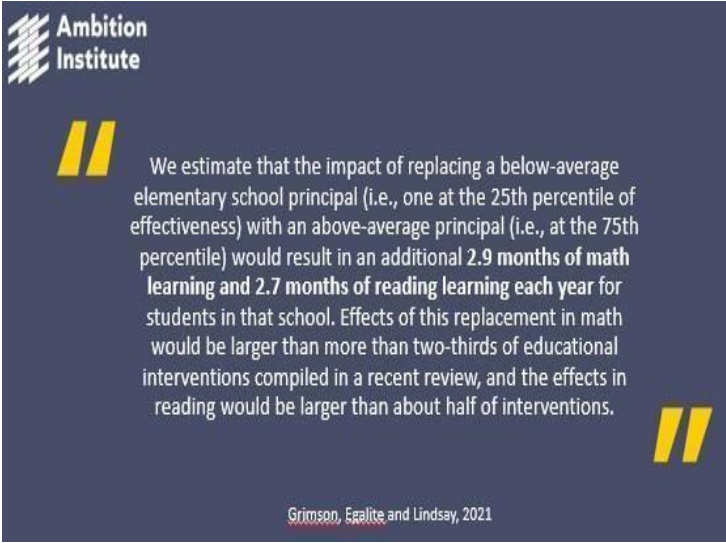
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100 000 (actual spend £112 650)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ECT cover costs 3 lots of 2 x days training/week £46,800</p> <p>And 2 lots of 1 day/week Cover costs £15,600</p>	<p>Improve teacher quality across the setting, ensuring that staff needs are met. When staff needs are met, staff are working more effectively and have greater impact on pupil outcomes.</p> <p>Effective Professional Guidance Report Effective Professional Development EEF educationendowmentfoundation.org.uk</p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p><i>PD has great potential; but it also comes with costs.</i></p> <p><i>We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.</i></p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf educationendowmentfoundation.org.uk</p> <p><i>'Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.'</i></p> <p><i>And 'Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.'</i> EEF: 15 Lessons Learned in the EEF's First 6 Years 15 key lessons learned in the EEF's first six years EEF educationendowmentfoundation.org.uk</p> <p><i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i> EEF Key lessons learned.pdf</p>	3 4
Developing teacher pedagogy and further improve pupil	Research consistently supports the implementation of quality first teaching as a good practice in education.	1 3 4

<p>engagement through Teach Like a Champion strategies</p>	<p>Quality first teaching refers to the provision of high-quality instruction in the classroom that meets the diverse needs of all learners, regardless of their abilities or backgrounds.</p> <p>Studies have shown that effective teaching practices have a significant impact on pupil achievement. Quality first teaching focuses on providing clear learning objectives, well-structured lessons, and opportunities for active pupil engagement.</p> <p>Research highlights the following elements of quality first teaching which will be re-visited in weekly insets with staff:</p> <ol style="list-style-type: none"> 1. Adaptive teaching: Effective teachers adapt their instruction to meet the individual needs of pupils, considering their prior knowledge and attainment by providing varied levels of challenge, scaffolding support, and using diverse teaching strategies, have been shown to improve pupil learning outcomes. 2. Assessment for Learning: Formative assessment strategies, such as regular feedback (on the hoof marking), self-assessment, and peer assessment, help pupils understand their progress and identify areas for improvement. Research shows that the use of formative assessment enhances pupil engagement, motivation, and achievement. 3. Classroom Climate: Creating a positive and inclusive classroom environment is essential for quality first teaching. Research indicates that classrooms characterised by mutual respect, positive teacher-pupil relationships, and a supportive learning community contribute to improved pupil outcomes, including academic achievement and well-being. <p>Effective Use of Resources: Quality first teaching involves utilising appropriate resources, including teaching materials, technology, and manipulatives, to support pupil learning. Research highlights the</p> <p>These strategies will be shared with teaching staff and action plans put in place to ensure their implementation</p>	
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<p>EYFS Talk Boost and Early Talk Boost Cost of subscription and training of staff Release time costs £5000</p>	<p>educationendowmentfoundation.org.uk</p> <p><i>‘Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.’</i></p> <p>Alongside developing pupils’ vocabulary, a language rich environment will be fostered. This will include the reading of a range of texts, listening to stories, poems and rhymes. The aim is to provide pupils with a broad, balanced and ambitious curriculum.</p>	<p>1 3 4</p>
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<p>Ambition NPQH</p> <p>Cover Costs</p> <p>X6 days cover for 3 conference days over each course</p> <p>£1800</p>	<p>Leadership Training x 2 Assistant Headteachers</p> 	<p>3 4</p>
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<p>Phonics Training for staff – use of phonics expert. Cost of expert and staff cover for bespoke training.</p> <p>X3 days cover</p> <p>£1500</p>	<p>Phonics teaching plays a crucial role in developing strong reading skills in pupils, particularly in the early years of education. Ongoing training helps ensure that teachers have up-to-date knowledge of effective phonics instruction techniques and strategies. Research consistently demonstrates the positive impact of phonics teaching on reading achievement. By providing regular training for all staff, schools can enhance their teachers' understanding of phonics principles, teaching strategies, and best practices. This empowers teachers to deliver high-quality phonics instruction that effectively supports pupils in developing decoding skills, phonemic awareness, and overall reading proficiency.</p> <p>Reading and phonics intervention is integral to future progress and success in accessing a full curriculum. A securely implemented phonics program will improve early reading and phonics skills. Studies have shown that the program provides systematic and structured phonics instruction, which is essential for building strong foundational reading skills. The program incorporates a variety of multisensory activities, including phoneme-grapheme correspondence, blending, and segmenting, to develop phonemic awareness and decoding skills in pupils. The use of decodable texts and regular assessment helps track pupils' progress and provide targeted interventions. Research has indicated that pupils who receive instruction through the Jolly Phonics program demonstrate significant improvements in their phonics knowledge, reading accuracy, fluency, and comprehension. The program has been widely recognised and recommended for its evidence-based approach to phonics instruction, making it a valuable resource for schools and educators seeking to enhance early literacy outcomes.</p> <p>The UK Department for Education (DfE) has set a new national ambition for 90% of Year 1 pupils to meet the expected standard in the phonics screening check by 2029, a significant increase from previous targets, reflecting a strong focus on early reading standards, with the goal aiming to be met by the end of the current</p>	<p>1 3 4</p>
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	<p>parliament. This target involves pupils decoding real words and non-real "alien" words, with a traditional pass mark of 32 out of 40 words</p> <p>Reading Development Framework: July 2021</p> <p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) (Section 3)</p> <p>Jim Rose, 2006, Independent Review of Early Reading untitled (ioe.ac.uk)</p> <p>EEF: 15 Lessons Learned in the EEF's First 6 Years EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</p> <p><i>'Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self regulation strategies; and parental involvement.'</i></p>	
<p>Deepening learning through improvement through developing pedagogy – Teach Like a Champion (Doug Lemov)</p> <p>Review of quality of teaching, teacher subject knowledge, and strategies for engagement of all learners</p> <p>2x days per leader leaders x 3 leaders £1500</p> <p>Coaching and mentoring, team teaching and peer review work and cover arrangements £600 per leader x 2 = £1,200 Cover required – x 5 days = £1,250</p>	<p><i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i></p> <p>Budgeting for 6 days release for subject leaders to improve and develop the curriculum so that all pupil outcomes are better.</p> <p>Visit by leaders x 5 to school where TLAC is embedded. Leaders have a better understanding of the pedagogy and how to help embed the strategies across the school for all learners.</p> <p>Subject leaders will work closely with teachers to ensure that lesson sequencing is planned effectively and that essential knowledge and skills are taught through well-planned lesson sequences.</p> <p>Coaching course provided by Olevi Education (the International Centra for Leadership in Teaching and Learning) – <i>Outstanding Facilitator Programme</i></p>	1 2 3 4

<p>Training on engagement for learning and best practice use of additional adult support through MITA (link to <i>Teach like a Champion</i>)</p> <p>Inhouse training of teaching assistants (TAs) and followed by TAs and teachers together around best working practices</p> <p>Twilight training and use of inset (February 2025)</p> <p>Additional release time to support on an adhoc basis and dependent on need.</p> <p>(approx. 6 hours cover required each TA)</p> <p>£5000</p>	<p>Maximising the Impact of Teaching Assistants (MITA)</p> <p>Impact (maximisingtas.co.uk)</p> <p><i>An independent evaluation has found that schools that undertook the MITA programme improved how TAs were deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement.</i></p> <p><i>Teacher surveys reported that pupil independence improved, and that TAs had a significant or mostly positive impact on this.</i></p> <p>EEF: Teaching and Learning Toolkit Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: 15 Lessons Learned in the EEF's First 6 Years</p> <p>EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</p> <p><i>Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress</i></p>	<p>1 3 4</p>
<p>Safeguarding training KCSIE.</p> <p>CEOP training</p> <p>X2 days cover</p> <p>£1000</p>	<p>Research evidence highlights the importance of safeguarding training based on the statutory guidance of Keeping Children Safe in Education (KCSIE). This guidance provides schools with comprehensive information and procedures to create a safe and secure learning environment for pupils. Research indicates that regular and up-to-date safeguarding training for staff is crucial in promoting the welfare and well-being of children and young people. Such training equips staff with the necessary knowledge and skills to recognise signs of abuse or neglect, respond appropriately to safeguarding concerns, and follow the correct reporting procedures. It also helps staff to understand their roles and responsibilities in safeguarding, including the importance of establishing a culture of vigilance and the duty to protect pupils from harm. By adhering to the KCSIE guidelines and providing effective safeguarding training, schools can enhance their safeguarding practices, foster a culture of safeguarding throughout the institution, and ensure the safety and well-being of all pupils</p>	<p>1</p>

Retention and Specialist Teaching Costs	The EEF Guide to Supporting School Planning: A Tiered Approach The EEF guide to supporting school planning - A tiered approach to 2021.pdf educationendowmentfoundation.org.uk	1 2 3 4
SEND team	<i>'Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.'</i>	
Associated specialist training (over and above notional funding and SEND funding) – includes costs such as TEAM TEACH training widgets, EQUALS curriculum and Evidence for Learning.	EEF: 15 Lessons Learned in the EEF's First 6 Years EEF Key lessons learned.pdf educationendowmentfoundation.org.uk <i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i> Children are regulated and able to access the curriculum. Environment is inclusive and engaging. Children are happy and make progress.	
Music Enrichment £12,000 per year	The school is invested in pupils' receiving a genuinely broad and balanced curriculum. Music is an area of the National Curriculum which becomes more specialist as it is taught in the higher year groups.	
Specialist staffing Music for support/coaching staff £10,000	We have invested in a qualified music teacher offering weekly Ukulele lessons for our Y5 pupils In addition, our school's music coordinator has been accepted on to the London Symphony Orchestra's teacher scheme, which develops the practice of key teachers across the UK to enhance the music provision and teaching in their own school.	
Specialist staffing for PE support/coaching staff £10,000	The school uses the services of a specialist sports coaching company – Premier Sport – where experienced practitioners work with different year groups to develop pupils' skills, most importantly in team work; an aspect of sportsmanship which encompasses all areas of the curriculum. We want all our pupils to be 'global citizens' and with this comes the need to work collaboratively and build on successes and learn from failure. PE offers children a way into these essential life-skills.	

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

Budgeted cost: £38,000 (actual spend £46,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tutoring by expert teacher for year 6</p> <p>Reading, writing and a focus on maths</p> <p>1:1 tutoring in year 5 and year 6 as class teachers are released by expert cover teachers for x 3 afternoons per week, so that they can carry out forensic support in literacy and numeracy 1:1</p> <p>Small group tutoring by expert teacher for year 5</p> <p>Reading, writing and maths £12,000</p>	<p>Our own due diligence process on the efficacy of NTP to date. See Appendix A</p> <p>The EEF Teaching and Learning Toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p><i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on pupil attainment.</i> One to one tuition EEF</p> <p>Some whole class and whole school interventions have shown promise but may take longer to show results. Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i></p>	1 2 3 4
<p>1:1 and small group tutoring by 2 x expert teachers for year 3</p> <p>Early reading and writing x 1 days per week</p> <p>£8,000</p> <p>Year 3 additional programme for reading/phonics and writing every morning for 14 weeks – 5 x 30min sessions before school x 4 x TAs and release of teachers through 1 x Expert Teacher</p> <p>£4,000</p>	<p>Literacy and Life Expectancy (Feb 2018, National Literacy Trust) Literacy and life expectancy National Literacy Trust</p> <p><i>The report found that children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England: Reading Development Framework: July 2021</i> The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) (Section 3) Section 3: Word reading and spelling (publishing.service.gov.uk)</p> <p>Jim Rose, 2006, Independent Review of Early Reading untitled (ioe.ac.uk)</p> <p>EEF: 15 Lessons Learned in the EEF's First 6 Years EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</p> <p><i>'Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet –</i></p>	1 2 3 4

	<p><i>yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.'</i></p> <p>Literacy Changes Lives Literacy Changes Lives (2008): An advocacy resource National Literacy Trust</p> <p><i>This review of existing literature presents overwhelming evidence that literacy has a significant relationship with a person's happiness and success. It gives a clear indication of the dangers of poor literacy and also the benefits of improving literacy for the individual, the community, the workforce and the nation.</i></p>	
<p>Additional SEND support outside of notional funding and EHCs (includes speech and language provision) 1 x FTE Teaching assistant 22,000</p>	<p>Communication and Interaction is our highest area of need. We have 110 pupils on our caseload. 61 pupils have been referred to NHS SALT with 49 pupils receiving in school bespoke speech and language packages.</p> <p>We use Infant and Junior Speech Link and Language link as an assessment tool for all pupils. Children with speech and language needs are assessed 6 monthly to ensure progress is being made and where it is not, onward referrals can be made.</p> <p>We assess all Nursery and Reception pupils using the Early Talk boost and Talk Boost programme on entry, to ensure early identification and support is in place.</p> <p><i>Communication and language approaches typically have a very high impact and increase young children's learning by seven months. EEF</i></p>	3 4

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

Budgeted cost: £83,000 (actual spend £96,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support, including:</p> <p>Full-time (DSL)</p> <p>Designated Safeguarding Lead</p> <p>Full time Parent Support Advisor and Attendance Officer</p> <p>Training required for DSLs and PSA</p> <p>Supervision for DSL</p> <p>£70,000</p> <p>Early Help support £4,000</p>	<p>Research evidence highlights the importance of safeguarding training based on the statutory guidance of Keeping Children Safe in Education (KCSIE). This guidance provides schools with comprehensive information and procedures to create a safe and secure learning environment for pupils.</p> <p>Research indicates that regular and up-to-date safeguarding training for staff is crucial in promoting the welfare and well-being of children and young people. Such training equips staff with the necessary knowledge and skills to recognise signs of abuse or neglect, respond appropriately to safeguarding concerns, and follow the correct reporting procedures. It also helps staff to understand their roles and responsibilities in safeguarding, including the importance of establishing a culture of vigilance and the duty to protect pupils from harm.</p> <p>By adhering to the KCSIE guidelines and providing effective safeguarding training, schools can enhance their safeguarding practices, foster a culture of safeguarding throughout the institution, and ensure the safety and well-being of all pupils</p> <p>The EEF Guide to Supporting School Planning: A Tiered Approach The EEF guide to supporting school planning - A tiered approach to 2021.pdf educationendowmentfoundation.org.uk and Pupil premium - GOV.UK (www.gov.uk)</p> <p>Relationships Between Student Engagement and Academic Achievement (Gunuc, 2013, International</p>	1 2 3 4

	<p>Journal of New Trends in Education) 19.GUNUC (ijonte.org)</p> <p><i>The results obtained via the analyses conducted revealed that there were significant relationships between the students' academic achievement and student engagement as well as between their academic achievement and especially the dimensions of cognitive engagement, behavioural engagement and sense of belonging. In addition, it was found out that cognitive, behavioural and emotional engagements - that is class engagement -</i></p>	
<p>Blue Room, Sunflower Room and Cedar Room costs & resources £8,000</p>	<p>A rise in complex needs since 2021 has seen us improve the way we support our learners. With the mantra learn different, teach different in mind the specialist classrooms allow our learners at pre formal and semi formal stages to make progress and learn in an environment that meets their specific needs.</p> <p><i>Staff know pupils' needs very well. They make adaptations to teaching resources and approaches to enable pupils to progress through the curriculum</i></p> <p>Ofsted 2025 Inspection report: Rush Green Primary School 8 and 9 July 2025</p> <p><i>This provision has had a transformative impact on the lives of pupils, many of whom have been supported to overcome very significant challenges and barriers to learning to become increasingly prepared.</i></p> <p>Haringey SEND Quality assurance commissioned by B and D 2024</p> <p><i>This meticulous attention to creating a high-quality, engaging, and cohesive learning environment extends into classrooms. A consistent, well-structured approach ensures that classrooms are welcoming, purposeful, and rich with opportunities for discovery. Across classrooms and intervention settings visited during the visit, the quality of teaching and learning was seen to be of a consistently high standard. Pupils benefit from a carefully planned, varied, and expertly delivered range of learning experiences. They thrive in a well-disciplined, focused, and productive climate for learning, where high expectations and a love of learning are evident.</i></p> <p>Inclusion Quality Assurance 2025</p>	1 2 3 4
<p>Attendance awards, including end of year awards £2,000</p>	<p>We prioritise the importance of attendance and punctuality as key factors in supporting the pupil's success.</p>	1 2

	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling 3 times behind their peers.</p> <p>Children with poor attendance tend to achieve less in classes in both primary and secondary school.</p> <p>As a result of our efforts, we have seen a reduced proportion of persistent absentees, indicating that our targeted interventions and support systems are making a positive impact on pupil attendance.</p> <p>By promoting regular attendance and punctuality, we create a conducive learning environment where pupils can fully engage in their education and maximise their learning potential. Consistent attendance and punctuality are essential for pupils to benefit fully from the educational opportunities available to them.</p> <p>The clear links between school attendance and outcomes makes addressing persistent absenteeism a high priority for all schools.</p> <p>Attendance planning meetings are conducted between our Attendance officer and parents to collaboratively identify barriers to regular attendance and develop strategies to address them. This personalised approach ensures that appropriate support is in place to bring about significant improvements in attendance for disadvantaged pupils.</p>	
<p>School Supplementation of trip and visit costs to reduce overall costs for all parents and costs covered by the school to enable trips to go ahead, when parent contributions do not cover costs. £12,000</p>	<p>Trips and visits to places of interest, which support the wider learning of pupils and bring the curriculum alive, are an essential part of the school offer.</p> <p>The school ensures that every year group goes on at least one trip per term.</p> <p>Some trips might have reduced or no-fee for entry. We are also entitled as a London school to obtain free travel on the buses and tube via TfL.</p> <p>Where some families cannot afford the contributions asked for, the school ensures that their children do not miss out on these vital learning opportunities.</p> <p>Trips planned for include: a day visit to France for Y5 pupils; an annual residential trip for Y6; weekly swimming lessons for years 4 and 5; as well as a variety of trips to museums, galleries and other places of interest, both locally and slightly further afield.</p>	3 4

Total Pupil Premium £221,190

Total budgeted cost: £221,000

Cost of PPG £254, 650

Total cost from schools delegated budget £33,460

Part B: Review of outcomes in the previous academic year 2024-2025

EYFS

GLD (Good level of Development)

GLD
RGPS 79%
Nat 68.3%

Phonics

Year 1

Year 1	Overall	PPG	Non-PPG	Nat all
2024-25	85%	82%	87%	80%

Year 2 retakes = total 95% pass by end of year 2

Key Stage 1 Attainment Data

	EXS+	GDS	Nat EXS+	Nat GDS	Dis EXS+	Dis GDS
Reading	83%	31%	72%	19%	67%	6%
Writing	82%	18%	63%	8%	67%	0
Maths	83%	30%	73%	17%	67%	6%

Key Stage 2 – year 6 for end of KS2 SATs

	EXS+	GDS	Nat EXS+	Nat GDS	Dis EXS+	Dis GDS	Nat Advan EXS+	Nat Advan GDS
Reading	95%	60%	75%	28%	93%	59%	63%	33%
Writing	90%	25%	72%	13%	83%	25%	59%	13%
Maths	95%	64%	74%	26%	93%	53%	61%	26%
GPS	94%	74%	73%	30%	89%	61%	73%	50%
Combined	88%	21%	62%	8%	79%	18%	47%	62%

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Each year, our pupil premium strategy is reinforced by funding sourced from various budgetary channels to assist disadvantaged pupils, ensuring comprehensive benefits for the entire school community. These funds are strategically allocated to implement targeted interventions, enrich learning resources, and facilitate extracurricular activities, all aimed at narrowing the attainment gap. In doing so, our goal is to cultivate an equitable learning environment where every child can thrive, irrespective of their background.

Gaps between Disadvantaged and Advantaged pupils close as children move through the school from entry into the EYFS. It takes time to make impact and good and better progress accelerates our disadvantaged pupils, so that each year progress is added.

By the end of Year 6 all of our groups made much better progress than groups nationally. However, our lowest 20% pupils achieve the greatest progress rates of all due to high impact measures, such as the bottom 20% Toolkit, focused group work, adapted planning, a forensic approach to interventions and great teaching from high quality teaching staff.

Attainment

Outcomes in EYFS remain strong and above national averages. Children make a strong start to their learning journey, with consistently high GLD outcomes compared to national figures.

Phonics outcomes are strong overall, with a small and diminishing gap between PPG and non-PPG pupils. Effective catch-up provision ensures most pupils meet the standard by the end of Key Stage 1.

KS1 attainment is consistently above national across all subjects. Disadvantaged pupils also perform well, with 67% achieving EXS+ in all subjects, demonstrating the impact of targeted support. KS1 outcomes are a strength, with attainment significantly above national figures and a high proportion of pupils working at greater depth.

KS1 disadvantaged pupils perform well compared to national figures for all pupils, particularly in reading and maths, showing strong impact of targeted provision. KS2 outcomes demonstrate that pupils leave the school very well prepared for secondary education, with attainment significantly above national averages and a strong proportion achieving at greater depth.