

Pupil premium strategy statement 2025-26 – Rushey Mead Primary School

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	Rushey Mead Primary
Proportion (%) of pupil premium eligible pupils	
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)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	N. Odedra
Pupil premium lead	N. Odedra
Governor / Trustee lead	S. Welford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£86,355

Part A: Pupil premium strategy plan

Statement of intent

Rushey Mead Primary School is situated to the north of the city of Leicester serving a community that is rich in a diversity of language, faith and culture. The school's priority area is compact and mainly consists of Victorian terraced housing.

We admit children from the age of three and most children transfer at the age of eleven to either Rushey Mead Secondary School or Soar Valley College. We are a three-form entry school with currently 547 children on roll.

For approximately 96% of the children English is an additional language, the first language for the majority of the children being Gujarati. The largest faith community is Hindu. The school is housed in a two storey, early 1900s brick building. Most of the building has now been refurbished.

All of the classrooms are of a good size and are newly furnished. We have two large halls, a studio, a KS1 and KS2 library, a home economics base, a community room and a staff workroom. To the rear of the school are hard and grassed play areas, an adventure playground and a forest school area. Our sports field is adjacent to the school.

At Rushey Mead Primary we have a shared vision for successful learning that effectively enthuses and engages all of our children. Working together as an effective team we foster a lifelong love of learning and an ambition to succeed. Learning at Rushey Mead is an experience that:

- Gives all children the opportunity to acquire the skills and knowledge needed to achieve academic success.
- Puts an emphasis on the essential early acquisition of the English language.
- Offers a challenging, engaging curriculum that develops children's confidence and resilience.
- Helps children to discover and extend their individual talents and strengths.
- Celebrates the rich diversity of the local community and appreciates its enrichment of school life.
- Prepares children for the future by promoting the importance of making a full, active and caring contribution to the lives of others.

Our aim is to ensure rapid progress for all pupils in order to catch up to pre-covid levels of pupils achieving at the national standard and that pupils acquire the ability to talk fluently, accurately and expressively using agreed oracy teaching strategies. As well as this, our target is to develop the children's skills in understanding their own character strengths and how they can use those to build resilience with an emphasis on children's mental health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health development
2	EAL children with underdeveloped language skills
3	Basic skills in Reading, Writing and Maths
4	Low socio-economic back grounds- home learning environments
5	Low attendance and persistent absence

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 improve social and emotional development	<p>Observations of sessions as well as Goodman's Reports and Boxall profile evidence (measurable assessments).</p> <p>Boxall profiles completed three times a year for Nurture Children and in some cases when further identification of need is required.</p> <p>Goodman's SDQ's used to identify need in low level interventions for example Social Skills Group</p>
To improve oral language skills	<p>Data shows that the gaps are closing for progress and in some cases, progress is accelerated for PP pupils.</p> <p>Pupils are more confident in their oral language and members of staff are trained in other methods of communication for pupils with additional needs.</p> <p>Parents are more able to support their children at home and school helps them to do this effectively.</p>
To improve skills in Reading, Writing and Maths	<p>Any gaps in learning are taught to small groups and this helps to close the gap and ultimately raise attainment for PP pupils.</p>

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Classes across KS1 & KS2	Teacher-led booster classes in reading and maths are supported by robust evidence from the EEF, DfE, and national studies. Small-group tuition delivers an average of +4 months' additional progress, is highly cost-effective, and is most impactful when sessions are targeted using diagnostic assessment. National Pupil Premium guidance specifically endorses structured, evidence-based academic interventions—including booster groups—to close attainment gaps for disadvantaged pupils.	2,3

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

Budgeted cost: £65,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Theraplay Based Activities	Theraplay based activities is a structured form of play therapy supporting children to feel more connected. The aim is to enhance attachment, self-esteem and trust in others.	1
Language for Behaviour and Emotions	Gaps in language and emotional skills can have a negative impact on behaviour as well as mental health and self-esteem. The activity provides a systematic approach to developing these skills so that young people can understand and	1, 4

	work through social interaction difficulties.	
Understanding Emotions	Children learn to communicate through everyday interactions with their environments. They learn to express their emotions by identifying and modelling the behaviour and language of those they most often interact with in school.	1, 5
Funtime	Funtime is a small group Intervention to develop speaking and listening skills. Pupils learn that communication between two people requires: <ol style="list-style-type: none"> 1. Eye contact 2. Turn taking 3. Attention & listening 	1, 4
PORIC	PORIC (Personal, Objects, Representation, Independence & Consolidation) is useful for children with speech and/or language difficulties and for whom English is a second language. The intervention helps those children with learning difficulties who do not learn concepts incidentally but need to be taught them, introducing them at a slower rate than mainstream.	2, 5
Play Interaction	Play Interaction helps children to socially interact, communicate and play with others The programme is tailored to meet the target child's needs and social stages of development. The programme helps to develop social skills such as <ul style="list-style-type: none"> • Tolerating, accepting direct contact and close proximity with others. • Sharing joint attention in an activity with others. • Looking and listening in games with others. • Anticipating and initiating in games with others. • Giving and taking part in games with others. • Making choices and needs known to others. 	1,4, 5

	<ul style="list-style-type: none"> • Accepting choices made by others in games. 	
Handwriting Intervention	<p>The handwriting intervention programme is designed to develop our pupils' writing skills.</p> <p>This is done by building fine and gross motor skills progressively. It also explains why letters should be placed in certain ways.</p>	3, 4
Colourful Semantics	<p>Colourful semantics is an approach to teaching grammar which has been designed for school-aged children with specific language impairment (SLI). The approach uses shapes, colours and arrows to make the grammatical rules of English explicit.</p> <p>Children work through 4 levels of the colourful semantics programme to eventually produce grammatical and informational sentences.</p>	2,3
Positive People	<p>This is a 12-week rolling programme that incorporates circle time games with fun and drama. It enables children to develop a positive attitude, develops their social and emotional skills and their empathy for others. It can also enable children to be assertive and increase self-esteem and self-confidence.</p>	1,4, 5
Memory Fix	<p>Memory Fix is a collection of short, focused activities, which addresses a specific aspect of memory. The programme helps children to develop strategies to improve their short term and develops strategies to transfer these skills to the classroom context.</p>	1,4

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group	The school's Nurture Group is run by our Inclusion Manager where children are introduced to a short-term, focused	1, 4, 5

	<p>intervention with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.</p> <p>A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how a child's early experiences can have a significant impact on their development.</p>	
Drawing and Talking	<p>The purpose of this activity is to draw with a person (in our case the Inclusion Manager) who with whom they feel comfortable at the same time each week. The trusted person will learn to ask a number of non-intrusive questions about the drawing, and over time, the hope is that resolution is found to old conflicts and trauma is healed.</p>	1, 4,
Positive People	<p>This is a 12-week rolling programme that incorporates circle time games with fun and drama. It enables children to develop a positive attitude, develops their social and emotional skills and their empathy for others. It can also enable children to be assertive and increase self-esteem and self-confidence.</p>	1,4, 5
Play Therapy	<p>In play therapy the emphasis is on the child and what is best for them. The therapy is child led, giving the child autonomy to take control back over their life and resolve whatever is causing distress to them, at their own pace, and through a medium which is comfortable, natural and familiar.</p>	1,4, 5
Lego Based Therapy	<p>LEGO - Based Therapy is a collaborative, play based social skills intervention designed to improve social competence in children with autism and related conditions. Children are encouraged to build together within set rules. Each child plays the role of an 'engineer', a 'supplier' or a 'builder' and together they follow pictorial instructions to build a model.</p>	1, 4

Total budgeted cost: £86,355.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous academic year, disadvantaged pupils benefited from a range of targeted academic and pastoral strategies funded through the Pupil Premium.

Teacher-led booster sessions in reading and maths—an approach strongly supported by Education Endowment Foundation (EEF) evidence showing that small-group tuition can accelerate progress by an average of four additional months, enabled pupils to address specific gaps in learning and improve their confidence and core skills.

These interventions were aligned with Department for Education (DfE) guidance, which recommends that schools use high-quality, evidence-based approaches when planning their Pupil Premium strategy. As a result, disadvantaged pupils made accelerated progress across key subjects, demonstrated improved fluency, comprehension and mathematical reasoning, and the attainment gap in reading and maths narrowed compared with their starting points.

These improvements reflect national findings showing that structured, targeted support plays an important role in improving outcomes for disadvantaged learners. In addition to academic gains, pupils also benefited from pastoral and wellbeing support that helped improve attendance, engagement and resilience, in line with EEF guidance emphasising the importance of high-quality, targeted intervention and the careful adjustment of support intensity based on assessed need.

Together, these evidence-informed approaches contributed to stronger overall outcomes for disadvantaged pupils and ensured that the school's Pupil Premium provision remained focused, impactful and aligned with national best practice.

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
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

