

Pupil premium strategy statement 2026-27 – 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	489
Proportion (%) of pupil premium eligible pupils	11.65%
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)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Nitash Odedra
Pupil premium lead	Nitash Odedra
Governor / Trustee lead	Sue Welford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£89,900

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 Academy or Soar Valley College. We are a three-form entry school with currently 489 children on roll.

For approximately 97.00% 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 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	Targeted pupils will demonstrate improved emotional regulation, resilience, confidence and self-esteem, enabling them to engage more positively in school life. This will be evidenced through improved attendance, punctuality and readiness to learn, alongside a reduction in behavioural incidents and emotional barriers to learning. Pupils will develop stronger relationships with peers and adults, feel safe and supported, and confidently seek help when needed. Increased engagement in lessons and wider school activities, successful transitions between key stages, and positive feedback from pupils, parents and staff will further demonstrate the impact of this support.
To improve oral language skills	Data shows that the gaps are closing for progress and in some cases, progress is accelerated for PP pupils. Pupils are more confident in their oral language and members of staff are trained in other methods of communication for pupils with additional needs.

	Parents are more able to support their children at home and school helps them to do this effectively.
To improve skills in Reading, Writing and Maths	Any gaps in learning are taught to small groups and this helps to close the gap and ultimately raise attainment for PP pupils.

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: £11,500

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: £58,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved Interaction Skills	Pupils develop the ability to recognise and respond appropriately to verbal and non-verbal communication.	1,4

	Improved turn-taking, sharing, active listening and friendship skills support greater engagement within classroom activities. Teacher observations show increased participation in lessons and reduced incidents of social conflict during unstructured times.	
Conversational Fluency	Pupils are taught strategies to initiate, maintain and conclude conversations appropriately. Improved expressive and receptive language skills enable pupils to contribute more confidently during paired and group discussions. Assessments and staff observations demonstrate greater confidence when speaking to peers and adults.	2,4
Understanding Social Rules	Pupils learn to recognise expected and unexpected behaviours in a range of social situations. Improved understanding of social expectations contributes to better behaviour for learning and reduced disruption. Behaviour records and staff feedback highlight improvements in classroom conduct and social interactions.	1,4
Academic and Group Work Skills	Effective communication is fundamental to collaborative learning across the National Curriculum. Pupils develop skills in sharing ideas, listening to others, negotiating and solving problems within groups. Teachers report increased engagement in partner and group tasks, supporting improved access to learning opportunities.	2,4

Self-Esteem and Empathy	Structured practice in a supportive environment helps pupils build confidence and resilience. Improved self-esteem enables pupils to take greater risks in learning, participate more readily in discussions and seek support when needed. Pupils demonstrate increased empathy, stronger friendships and greater emotional wellbeing, supporting improved attendance, engagement and readiness to learn.	1,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego-Based Therapy	Lego-Based Therapy provides structured opportunities for pupils to develop communication, cooperation, problem-solving and social interaction skills through collaborative activities. Supports the development of turn-taking, listening and teamwork skills. Encourages communication and negotiation between peers. Builds confidence and self-esteem through successful collaborative experiences. Provides a highly engaging intervention that promotes emotional wellbeing and positive peer relationships.	1,2,4
Soft Starts	Some pupils experience heightened anxiety at the beginning of the school day, which can negatively affect emotional wellbeing and learning readiness. The Soft Start provision offers a calm, nurturing and structured transition from home to school.	1,5

	Pupils identified by teachers or on arrival receive support in a quiet, play-based environment before entering the classroom. The provision allows staff to identify and address concerns early, helping children to regulate emotions before learning begins. Play-based activities provide opportunities to develop social skills and positive interactions in a low-pressure environment. The gradual transition supports pupils who struggle with separation anxiety, emotional regulation or changes in routine.	
Worry Box	The Worry Box provides pupils with a safe and accessible method of sharing concerns that they may not feel comfortable discussing face-to-face. Enables pupils to communicate worries, anxieties or concerns confidentially. Encourages pupils to seek support and develop self-advocacy skills. Ensures that concerns are identified and addressed promptly by appropriate staff. Supports early intervention before issues become barriers to learning or wellbeing. Provides an additional safeguarding mechanism by identifying pupils who may require further pastoral support.	1,4
Enhanced Transition: Ready for Secondary	Research and school experience show that disadvantaged pupils can experience additional challenges during the transition from primary to secondary education. The six-week Enhanced Transition programme provides targeted support to ensure pupils are emotionally	4,5

	and practically prepared for this significant change. Supports pupils in understanding secondary school routines, timetables, organisation and expectations. Develops independence and self-management skills required for successful transition. Provides opportunities to discuss worries and build confidence about moving schools. Teaches strategies for developing positive relationships with peers and staff. Reduces uncertainty and anxiety associated with transition.	
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Total budgeted cost: £89,900

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:</i> How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils
n/a