

PUPIL PREMIUM STRATEGY STATEMENT 2025–26

Russells Hall Primary School

1. School Overview

Detail	Data
School name	Russells Hall Primary School
Number of pupils on roll	413
Proportion of disadvantaged pupils	29.37%
Academic years covered by this strategy	2025–26 / 2026–27 / 2027–28
Date of most recent PP strategy review	December 2025
Date of next review	December 2026
Statement authorised by	Alison Foy
Pupil Premium Leads	Alison Foy (Headteacher), Caroline Tams
Governor Lead	Lorraine Gould
Pupil Premium allocation 2025–26	£179,470
Service Pupil Premium (2 pupils @ £350)	£700
Pupil Premium carried forward	£0

2. Statement of Intent

At Russells Hall, our intent is uncompromising: **every disadvantaged pupil will achieve strong academic outcomes, sustain regular attendance, and leave us as confident, capable learners ready for the next stage of education.**

We reject assumptions about socio-economic background and operate a **learning-led, assessment-driven model of social justice**. We identify needs through precise diagnostic assessment, not labels, and we deploy resources where evidence tells us they will have the greatest impact.

We recognise the persistent and inter-connected barriers faced by many of our disadvantaged pupils:

- Weaker oral language and vocabulary on entry

- Low prior attainment in literacy and mathematics
- Gaps in background knowledge and life experience
- Attendance and persistent absence (PP PA = 36.5% as of Dec 2025)
- SEMH needs impacting self-regulation and readiness to learn

Our strategy is underpinned by **three evidence-informed drivers**:

1. High-Quality Teaching

Instructional coaching, Walkthrus, StepLab, a fully sequenced curriculum, daily vocabulary-first instruction and pedagogy non-negotiables ensure consistency and high expectations in every classroom.

2. Targeted Academic Support

Structured, time-limited interventions (Little Wandle Keep-Up, Maths Mastery, SALT), highly trained HLTAs, and adaptive diagnostic platforms (AR, LBQ, TT RockStars, SATs Companion) accelerate progress with rigour.

3. Wider Strategies to Remove Barriers

Precision attendance intervention, Early Help, OPAL (20% of school day), nurture (Serenity), ELSA, counselling and enriched cultural capital remove non-academic barriers to success.

Our core mission: Every disadvantaged child will become a fluent reader, a confident mathematician and a consistent school attender.

3. Challenges

No.	Challenge
1	Weak language, vocabulary & oral communication affecting reading, writing and access to the wider curriculum
2	Low and inconsistent prior attainment on entry to EYFS and KS1, particularly in literacy
3	Weak retention, insecure schema and limited automaticity in core knowledge
4	Behaviour regulation and SEMH needs impacting engagement
5	Attendance & Persistent Absence (PP PA = 36.5%)

No.	Challenge
6	Limited enrichment, cultural capital and life experiences
7	Emotional wellbeing & readiness to learn

4. Intended Outcomes (July 2026)

Intended Outcome	Success Criteria
Improve PP Reading	KS2 PP Reading $\geq 65\%$; gap to non-PP reduced by 50%
Improve PP Writing	KS2 PP Writing $\geq 65\%$; PP GD +5pp
Improve PP Maths	KS2 PP Maths $\geq 55\%$; arithmetic automaticity strengthened
Secure Early Reading	Y1 PP phonics $\geq 85\%$; Y2 PP retake $\geq 80\%$
Reduce Persistent Absence	PP PA reduced from 36.5% \rightarrow <20%
Stronger SEMH outcomes	Reduction in PP behaviour incidents
Increased enrichment access	PP participation in clubs/trips rises termly

5. Activity in This Academic Year

A. Teaching (High-Quality First Teaching)

Budget: £100,503

Key Actions

- Instructional coaching (StepLab/Walkthrus)
- Explicit instruction, modelling and scaffolded practice
- 30-minute daily vocabulary-first instruction
- Diagnostic platforms embedded into planning
- Curriculum Conversations for subject leaders

Challenges addressed: 1,2,3,4,7

B. Targeted Academic Support

Budget: £64,607

Key Actions

- HLTA-led phonics, arithmetic, SALT and reading fluency intervention
- Maths Mastery meetings daily
- Y6 arithmetic precision groups
- Precision deployment reviewed every 6 weeks

Challenges addressed: 1-5

C. Wider Strategies

Budget: £14,360

Key Actions

- Attendance escalation pathway (PP-first monitoring)
- Early Help & Inclusive Attendance model
- Serenity Nurture Provision
- ELSA & Reflexions counselling
- OPAL outdoor play
- Poverty Proofing & enrichment removal of financial barriers

Challenges addressed: 4,5,6,7

6. Budget Summary

Strand	Allocation	%
Teaching	£100,503	56%
Targeted Support	£64,607	36%
Wider Strategies	£14,360	8%
TOTAL	£179,470	100%

7. Review of 2024–25

What Went Well

- EYFS PP increased significantly (+17.6%)
- Arithmetic intervention success in Y6
- Consistent behaviour curriculum embedded
- OPAL impact on engagement & wellbeing

What Did Not Go Well

- KS2 PP gaps remain wide
 - PP Y2 phonics retake weak
 - PP girls' reading progress dropped sharply
 - **PP PA rose to 36.5%**
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8. What We Are Changing as a Result

- Precision KS2 Reading & Writing targeting
 - Phonics Keep-Up expansion
 - Arithmetic model scaled Y3–Y5
 - Reinforced vocabulary-first instruction
 - **Urgent PP-first attendance escalation**
 - Expanded Serenity & ELSA provision
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9. Pupil Voice

PP pupils report that:

- Vocabulary lessons increase confidence
 - OPAL improves regulation and friendships
 - Nurture “helps me calm down”
 - Clubs improve belonging
 - Little Wandle makes reading accessible
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10. Safeguarding

Safeguarding is inseparable from this strategy. Early Help, ELSA, counselling, attendance escalation and multi-agency work remove barriers to learning.

11. SEND-PP

A significant proportion of disadvantaged pupils also present with additional needs. **All PP/SEND pupils are prioritised through joint SEND-PP provision mapping**, preventing duplication and addressing compounded disadvantage.

12. Risks & Mitigation

Risk	Mitigation
Attendance volatility	Weekly PP escalation
SEMH surge	Expanded Serenity & external referrals
Staffing absence	Cross-trained HLTAs
Mobility	Rapid baseline & immediate intervention

13. Monitoring & Accountability

Strand	Strategic Lead	Delivery Lead
Early Reading	English Lead	Phonics Lead
Attendance	DHT	Attendance Team
SEMH	DSL	Pastoral Lead
Interventions	SENCo	HLTAs

14. Externally Funded Programmes

Programme	Provider	Purpose
Little Wandle	Little Wandle	Phonics
OPAL	OPAL UK	Outdoor play
Reflexions	NHS	Counselling
SATs Companion	Rising Stars	KS2 intervention
TT RockStars	Maths Circle	Fluency

15. Service Pupil Premium

The school receives **£700 for two service pupils**. This funding supports:

- Pastoral provision
- Emotional support
- Enrichment access

Impact is monitored through attendance, engagement and wellbeing reviews.

16. Value for Money & Impact Assurance

All interventions operate on a **6-week assess → intervene → evaluate cycle**.
Programmes not demonstrating at least **3 months' accelerated progress over 12 weeks are restructured or withdrawn**.

17. Glossary

PP – Pupil Premium
PA – Persistent Absence
EEF – Education Endowment Foundation
HLTA – Higher Level Teaching Assistant
LBQ – Learning by Questions
AR – Accelerated Reader
SEMH – Social, Emotional & Mental Health
SALT – Speech and Language Therapy
ELSA – Emotional Literacy Support Assistant

OPAL – Outdoor Play and Learning

GD – Greater Depth

CPOMS – Safeguarding/Behaviour platform

NPQ – National Professional Qualification