

# Pupil premium strategy statement – Hutton Rudby Community Primary School 2025.

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	203
Proportion (%) of pupil premium eligible pupils	10/201 (5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mike White
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£41,099

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate Objectives

- To improve attainment and progress in writing for disadvantaged pupils.
- To ensure that all disadvantaged pupils make, or exceed, nationally expected academic progress.
- To implement a 1:1 device scheme that allows all pupils the opportunity to advance their learning at home.
- To provide disadvantaged pupils with the opportunity to experience curriculum enhancements without any financial constraints.

### How does your current pupil premium strategy plan work towards achieving those objectives (2024/2025)?

1.

- To continue to implement Jane Considine's 'The Write Stuff' approach to writing across the school.
- To provide high-quality CPD to all staff to develop the teaching of writing.
- Staff to work with Federation colleagues who are experienced in 'The Write Stuff', to gain expertise in this area of the curriculum, including focused whole Federation training days.
- To implement writing/SPAG-based interventions for children who are not meeting Age related expectations.

2.

- Highly skilled teachers and teaching assistants will deliver a range of interventions to meet the targets of disadvantaged pupils, as identified in assessments.

3.

- Provide a heavily subsidised laptop lease scheme to support learning both in and out of school.

4.

- Provide monetary support for families to help pay for activities, equipment, educational visits and residentials, ensuring children are not financially disadvantaged.

What are the key principles of your strategy plan?

- The teaching and learning meet the needs of all pupils.
- Provide high-quality teaching for children eligible for the pupil premium grant, ensuring that children achieve at least age-related expectations.
- That all learners, irrespective of financial barriers, have access to a wide range of curriculum enrichment opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	Only 31% of disadvantaged learners met age related expectations in writing.
2	Only 69% of disadvantaged learners met age related expectations in maths.
3	Several devices provided to disadvantaged pupils have reached the end of their life cycle and pupils are no longer able to access the same educational programs they have access to at school when completing homework.
4	Many of our disadvantaged pupils are not able to access an enhanced curriculum due to financial constraints.
5	A small proportion of our disadvantaged pupils are taking advantage of the support offered for wrap-around care where homework support is available.

## 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
Children will become competent writers and there will be an improvement in writing outcomes across the school.	At least 60% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in writing across the school.
More children will become competent mathematicians and there will be an improvement in maths outcomes for disadvantaged learner.	At least 80% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in maths across the school.

All disadvantaged pupils have a device at home that allows them to access the same standard of programs they can access at school to support with homework.	100% of disadvantaged pupils will have a device at home with which they can access homework.
All disadvantaged pupils experience a rich curriculum, unhindered by financial constraints.	100% of disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need of financial commitments.
All disadvantaged pupils are offered school's wrap-around care to support academic progress and their wellbeing and communication skills.	The majority of disadvantaged pupils access wrap-around care where there will be support with homework and opportunities for interaction between peers.

## 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: £3,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Jane Considine's 'The Write Stuff'.	<p>Refine the use of The Write Stuff approach to writing will improve the quality of teaching of writing across the school.</p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i></p> <p><i>Careful consideration is required to ensure that professional development is evidence based and the content is drawn from trusted sources. (EEF – Effective Professional Development, Summary of Recommendations)</i></p>	1
Provide staff with access to high-quality CPD.	<p>Providing CPD for staff to support the teaching of writing and maths will enable a consistent and accurate approach.</p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop</i></p>	1,2

	<i>teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i>	
Purchase of standardised assessments for reading, maths, grammar, punctuation and spelling.	Provide high quality resources to support the teaching and interventions throughout core subjects. <i>EEF states that, 'gaining a thorough knowledge of your disadvantaged pupils' level of attainment is the first step in developing an effective pupil premium strategy.'</i>	1,2

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

Budgeted cost: £22,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine interventions implemented for grammar, punctuation and spelling. Small group writing interventions.	Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1
Shine interventions increased for maths.	Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2

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

Budgeted cost: £12,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully Funded Educational Visits and club subsidy.	<p>All pupils are given the opportunity to access trips and residential throughout the year and will not be hindered by financial constraints.</p> <p><i>EEF states that, 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, we will give pupils access to benefits and opportunities that might not otherwise be available to them.'</i></p>	4
ICT Solutions (laptop scheme)	<p>Children without access to a device at home are given an iPad or a highly discounted rate for the 1:1 laptop scheme to access interactive resources such as Century, Spelling Shed and Times Table Rockstars at home.</p> <p><i>The EEF states that, 'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'</i></p>	1,2 3
Wrap-around care.	<p>We will be utilising our after-school club to encourage disadvantaged pupils to stay behind after school and extend the school day. Whilst at the club, we will hear the children read and help them with their homework. Children who use English as a second language will take part in informal intervention activities and be encouraged to play with their English-speaking peers in order to further develop their understanding of their additional language.</p> <p><i>Before and after school programmes with a clear structure and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision. (EEF)</i></p>	5

**Total budgeted cost: £38,615 (plus £2,485 service pupil spend).**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Intended Outcome 1:** More children will become competent writers and there will be an improvement in outcomes for disadvantaged pupils.

**Success Criteria:** 80% of disadvantaged pupils achieve age related expectations by the end of 2024/25 Academic Year.

**Impact for 2024/25 academic year:**

	Writing
Pupil Premium Meeting %At/Above Expected	31%
Non Pupil % At/Above Expected	79%
Difference between %	48%

**Reflection:** Outcomes in writing have dropped from 47% meeting age related expectations, in 2023/2024 to 31% in 2024/2025 (-16%). This data provides us with a valuable opportunity to sharpen our focus and strengthen practice for disadvantaged learners. We recognise that staff CPD around planning and moderation is key, and we have embedded this into the staff meeting and training day timetable. This will provide teachers with regular opportunities to develop their subject knowledge, collaborate across the Federation, and strengthen assessment practice. Due to pupil mobility, the strength of the current Pupil Premium cohort was significantly weakened between 2023/24 and 2024/25.

In addition, we targeted writing interventions that align with the School and Federation improvement plans, will ensure that pupils receive bespoke intervention alongside their classroom practice. This considered approach will not only raise attainment but also secure greater consistency in writing outcomes for disadvantage learners.

**Intended Outcome 2:** More children will become competent mathematicians and there will be an improvement in outcomes for disadvantaged pupils.

**Success Criteria:** 80% of disadvantaged pupils achieve age related expectations by the end of 2024/25 Academic Year.

**Impact for 2024/25 academic year:**

NTS	Maths
Pupil Premium Meeting %At/Above Expected	69%
Non Pupil % At/Above Expected	92%

Difference between %	23%
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**Reflection:** Although we did not reach the success criteria of 80% of disadvantaged pupils meeting age related expectations, 69% of disadvantaged learners met age related expectations or above in 2024/25 which is an increase of +4%. [65% of pupil premium children are meeting age related expectations in maths in 2023/2024].

Nevertheless, we must continue to close the gap between those eligible for the Pupil Premium funding and those not in receipt of PP.

**Intended Outcome 3:** All disadvantaged pupils have a device at home with which they can access homework.

**Success Criteria:** 100% of disadvantaged pupils will have a device at home with which they can access homework.

**Impact for 2024/25 academic year:** 100% of disadvantaged learners had access to a device to access homework.

**Reflection:** Although we met this target, it is important that the most vulnerable children continue to have access to devices allowing them to access a wider range of educational programs as their current devices are reaching the end of their life cycle.

**Intended Outcome 4:** All disadvantaged pupils experience a rich curriculum, unhindered by financial constraints.

**Success Criteria:** 100% of disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need of financial commitments.

**Impact for 2024/25 academic year:** 100% of pupils attended residential.

**Reflection:** Pupils were able to experience Bewerley, London, Synergy Campout, Whitby, Hadrian's Wall, High Force, Scarborough, Great Yorkshire Wildlife Park, Big Sheep Little Cow Farm and more.

**Intended Outcome 5:** All disadvantaged pupils are offered school's wrap-around care to support academic progress and their wellbeing and communication skills.



**Success Criteria:** The majority of disadvantaged pupils access wrap-around care where there will be support with homework and opportunities for interaction between peers.

**Impact for 2024/25 academic year:** 91% of disadvantaged learners attended afterschool provision.

**Reflection:** One pupil unable attend any afterschool provision due to her taxi picking her up at 3pm (school finishes at 3:15pm). This leaves only one student who didn't – she had a lot of SEMH issues.

## 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

## Service pupil premium funding (optional)

*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***

Quality First Teaching was provided within classrooms and pupil received intervention to support phonics, maths and reading when needed within their lessons and small group intervention time.

### **The impact of that spending on service pupil premium eligible pupils**

2x Pupils are achieving greater depth in a number of subjects and the other pupil is making good progress across subjects. Attendance of all pupils is above 95%.

Emotional support was available where needed, however this was not required.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*