

Pupil premium strategy statement – Runwell Community Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	365
Proportion (%) of pupil premium eligible pupils	21% (77 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)	2025-2026 2028-2029
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Mrs Anthony (HT)
Pupil premium lead	Mrs Castle (DHT)
Governor / Trustee lead	Sarah Holloman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,655
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>	£116,655

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Ensure disadvantaged pupils (pupil premium) access high-quality teaching, targeted academic support and wider strategies so that by the end of each key stage they:
 - achieve at least national age-related expectations in reading, writing, maths and phonics; and
 - make sustained improvements in social, emotional and mental health (SEMH), attendance, behaviour and engagement that enable full access to learning and enrichment.
- Reduce the attainment and progress gaps between disadvantaged pupils and their peers, closing gaps that appear in EYFS, phonics and KS2 outcomes.
- Support disadvantaged pupils to access cultural capital and enrichment so that they develop aspiration, resilience and readiness for the next stage of education.

How this strategy works towards those objectives

- We use the DfE Menu of Approaches three-tier model (High-quality teaching; Targeted academic support; Wider strategies) to allocate resources and plan activity so the whole-school approach is coherent and evidence-led. See DfE guidance [Pupil premium: guidance for school leaders](#) and the Menu of Approaches.
- We combine: (a) strengthening classroom teaching and curriculum design (Tier 1); (b) targeted small-group and one-to-one tuition/interventions for pupils who have fallen behind (Tier 2); and (c) SEMH, attendance and enrichment provision (Tier 3).
- Every activity is planned with clear intended outcomes and measurable success criteria; progress is reviewed termly and resources reallocated to approaches with strongest impact for our context.

Key principles of the strategy

- Evidence-informed: we choose approaches supported by high-quality research (principally the EEF guidance suite and DfE PP Menu).
 - Examples: Evidence for social and emotional learning, oral language work, phonics, small group & one-to-one tuition, and targeted TA deployment (see Evidence links in Activity tables).
- Tiered approach: interventions and spending are explicitly mapped to Tier 1/2/3 to ensure coherence with DfE expectations.
- Precision: activity is targeted to specific, identified barriers for our PPG pupils (see data and Challenges below).

- Early identification + sustained support: use assessment, the Graduated Approach and APDR cycles for SEND/SEMH to ensure early, evaluated intervention.
- Whole school: leaders, governors, teachers, support staff and families share responsibility for disadvantaged pupils' outcomes.
- Proportionate investment and monitoring: allocate PPG funding where it will have greatest incremental impact and measure outcomes robustly.

Challenges

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

Challenge number	Detail of challenge
1	Rapid and large increase in SEMH needs (SEMH has tripled in 2 years). PPG pupils are disproportionately represented in behavioural incidents, suspensions, and permanent exclusions; emotional dysregulation limits learning time and progress.
2	Low speech, language and communication skills (including restricted vocabulary) on entry to Nursery/EYFS: PPG GLD 30% vs whole-school 61.7%; PPG Y1 phonics 25% vs whole-school 67.3%. Early language weakness threatens later reading and writing progress.
3	Large attainment gap for disadvantaged pupils across key milestones and subjects: Year 6 PPG pass rates especially low (Reading 13.8%, Writing 15.4%, Maths 6.9%) and EYFS/phonics gaps above. Need to accelerate progress to expected or greater depth.
4	Opportunities & access to enrichment/extra-curricular provision for PPG pupils are limited (barriers: cost, attendance, SEMH, parental engagement). This reduces cultural capital, vocabulary and personal development.
5	High incidence of behaviour incidents and exclusions for PPG children leading to missed learning time and reduced engagement/attendance. The behaviour policy is being embedded but not yet fully effective for a significant group of pupils/parents (Ofsted).

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
1. Reduced SEMH barriers to learning for PPG pupils so they can access	- Reduction in PPG fixed-term suspensions.

lessons and interventions (addresses Challenge 1 & 5)	<ul style="list-style-type: none"> - Reduction in behaviour incidents logged for PPG. - Increased use of calibrated SEMH measures (e.g., Boxall/6 core strengths scales) with termly progress recorded for targeted PPG cohort.
2. Improved oral language and vocabulary on entry and across EYFS/KS1.	<ul style="list-style-type: none"> - WellComm baseline and termly progress data show PPG pupils' oral language development accelerating so that vocabulary gaps at Reception baseline reduce by at least 50% within one academic year. - Teachers report increased use of taught vocabulary in learning and assessments. Evidence: EEF oral language interventions. (EEF Oral Language)
3. Phonics: increase PPG phonics pass rate to at least 60% (rising toward parity) in current cohort.	<ul style="list-style-type: none"> - PPG phonics pass rate increases year-on-year from 25% to 60% within two years; reading fluency in KS1 improves. Evidence: EEF Phonics guidance. (EEF Phonics)
4. Accelerated attainment in reading, writing and maths for disadvantaged pupils (addresses Challenge 3)	<ul style="list-style-type: none"> - By next 2-year milestone targets (GLD→Y2, Y2→Y4, Y4→Y6), at least a 20 percentage point increase in PPG pupils meeting expected standards in reading, writing and maths compared to baseline cohorts. - At least 90% of PPG pupils secure automaticity in key mathematical facts by end of KS2 via fluency assessment targets.
5. Reduce missed learning and improve attendance/engagement for PPG pupils.	<ul style="list-style-type: none"> - Attendance gap narrows; persistent absence for PPG reduces by 50% within two years. - Fewer lesson minutes lost to removal and exclusions; improved punctuality and participation rates. Evidence: DfE Pupil Premium Menu + SEL evidence for engagement. (DfE Pupil Premium Menu, EEF SEL)
6. Increased access to enrichment and wider development for PPG pupils (addresses Challenge 4)	<ul style="list-style-type: none"> - Lowering amounts that parents pay for voluntary contributions to enable more enrichment opportunities over the year.
7. Consistent high-quality teaching and structured targeted support improves outcomes for PPG (addresses Challenges 2,3,5)	<ul style="list-style-type: none"> - All teachers receive planned, evidence-aligned CPD in speaking & listening, systematic synthetic phonics and maths pedagogy; 90% report improved confidence in delivering interventions (staff survey).

	- Targeted small-group/1:1 tuition shows measured average impact of +3–5 months per pupil over an academic year (local monitoring with baseline and exit measures).
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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: £44,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school phonics fidelity drive: additional phonics CPD for EYFS/KS1 staff, daily systematic synthetic phonics (SSP) lessons, matched decodable books, termly phonic screening check analysis and rapid catch-up routines.	- EEF: Phonics has a strong positive impact on early reading; systematic phonics approaches have high impact for relatively low cost. (EEF Phonics)	3
2. Early years—Nursery-Reception collaboration project to improve early writing and mark-making: joint planning, shared assessment (GLD focus), adult interactions training and use of high-quality continuous	- EEF guidance and Early Years recommendations stress high-quality interactions, language development, and purposeful early writing opportunities as drivers of GLD. (EEF Early Years + Oral Language) <i>Note: early years toolkit and oral language evidence</i>	2, 3

<p>provision outdoors (leveraging large outdoor space).</p>		
<p>3. Whole-school CPD programme (academic year plan) focused on: (a) oral language pedagogy (structured talk, vocabulary instruction, interactive reading), (b) high-impact writing pedagogy linked to your school improvement priority, (c) maths fluency and automaticity. CPD includes in-class coaching, release time and modelling.</p>	<p>EEF Pupil Premium guidance: high-quality teaching & effective professional development are the first and most powerful uses of funding EEF Guide to the Pupil Premium. EEF evidence on Oral language interventions and Effective Professional Development (Teaching & Learning Toolkit & guidance). Oral language (EEF)</p>	<p>2, 3, 5</p>
<p>4. Implement routine, standardised screening and termly assessment for language, phonics and maths fluency in Nursery–Y2 and targeted cohorts, to inform early targeting and measure impact. Use screening to place pupils into targeted interventions quickly.</p>	<p>EEF Pupil Premium guidance and Early Years evidence: early assessment and targeted interventions prevent gaps widening; EEF recommends use of standardised assessment as part of Menu of Approaches Menu of approaches / Guide to the Pupil Premium (EEF) and Early Years – Communication & Language (EEF).</p>	<p>2, 3</p>
<p>5. Curriculum refinement to make core knowledge explicit in foundation subjects (address Ofsted comment): subject leaders to identify key</p>	<p>- Ofsted recommended clarity of core knowledge; EEF emphasises coherent curriculum design and explicit vocabulary instruction as important for attainment. (See EEF guidance on curriculum and vocabulary; and DfE curriculum expectations) (EEF Oral Language, DfE curriculum guidance)</p>	<p>4, 2</p>

knowledge, vocabulary progression and assessment milestones; training for teachers on knowledge sequencing.		
6. Strengthen lesson design with cognitive science principles (clear explanations, scaffolding, worked examples, recall) and ACED framework referenced in your school improvement plan—incorporate retrieval practice daily.	EEF guidance on High-quality teaching and Cognitive Science principles (Teaching & Learning Toolkit; Effective Professional Development). EEF – Using Cognitive Science in the Classroom and Effective PD summaries referenced in the Pupil Premium guide	3
7. Targeted deployment of experienced TAs linked to structured small-group support and in-class scaffolding (planned by classroom teacher). TAs receive training in interventions used (e.g., phonics, reading practice).	- EEF: When TAs are trained, tightly linked to teacher instruction and used for structured small-group work, impact is positive. (EEF: Making Best Use of Teaching Assistants Guidance)	3, 4
8. Strengthen reading culture: matched reading practice (1:1/paired), ensure reading books match phonic stage, reading fluency targets and home reading support	- EEF: Reading practice (fluency, matched texts and supported reading) combined with phonics leads to better reading outcomes. (EEF Phonics)	3, 4

for PPG families (book packs).		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5908

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Structured small-group tuition for Y2–Y6 disadvantaged pupils in reading, writing and maths (targeted 3–6 week blocks; evidence-based programmes; progress reviewed).	- EEF: Small group tuition can deliver +4 months impact when well targeted and structured. (EEF Small-Group Tuition)	4, 3
2. Oral language / WellComm rollout: staff training for WellComm screening and intervention use across Nursery–KS1; structured small-group language programmes, pre-teaching vocabulary for foundation subjects.	- EEF: Oral language interventions are effective and have high impact for disadvantaged pupils; systematic screening + targeted intervention recommended. (EEF Oral Language Interventions)	2
3. Rapid catch-up phonics and reading tuition for Year 1–3 PPG pupils (small groups of up to 3–4 or 1:1 where needed) delivered 4x weekly, linked to	EEF: small group tuition + one-to-one tuition are both high-impact for relatively low cost (+4 months for small groups, +5 months for 1:1 where targeted) Small group tuition and One-to-one tuition (EEF Teaching & Learning Toolkit) and EEF phonics guidance for targeted catch-up Phonics (EEF) .	2, 3

classroom teaching and using validated tutoring frameworks; diagnostic baseline and progress checks.		
4. Structured maths fluency interventions (automaticity of key facts) for PPG pupils across KS1–KS2: short daily sessions, retrieval practice and small-group tuition; assessment of fluency and targeted booster groups.	EEF evidence: targeted interventions and small-group tuition are effective; improving automaticity improves access to maths curriculum (EEF Toolkit on small group tuition & maths guidance). Small group tuition (EEF)	3
5. Carefully targeted use of TAs to deliver structured, evidence-aligned interventions (timetabled, training and monitored).	- EEF: Teaching assistant deployment is most effective when TAs deliver structured interventions and are trained/supervised by teachers. (EEF Making Best Use of Teaching Assistants)	3, 4

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

Budgeted cost: £65,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Implement a whole-school Social and Emotional Learning (SEL) programme (explicit teaching of SEL)	EEF guidance: SEL approaches can produce ~+4 months progress and are particularly effective for disadvantaged pupils when implemented with fidelity; guidance on structuring SEL programmes and whole-school approaches Improving Social and Emotional Learning in Primary Schools (EEF guidance) and UCL scoping review on	1, 5

<p>competencies across school) plus targeted SEMH interventions for high-need PPG pupils (MHM, ELSA, 6 core strengths, Nurture Groups, school counselling). Provide staff training, clear routines and monitoring.</p>	<p>SEMH school provision UCL SEMH scoping review.</p>	
<p>2. Specialist SEMH staffing: fund (part-time) Inclusion lead, Learning mentor/ Juniper Intervention staff, SENDCo planning, run evidence-based programmes, support parents and manage restorative practice.</p>	<p>EEF Menu of Approaches and SEL guidance emphasise the value of targeted SEMH staffing and structured programmes; case studies show impact when provision is embedded and led by trained staff EEF – SEL guidance & Menu of Approaches (EEF).</p>	<p>1, 5, 4</p>
<p>3. Further establishing Trauma Perceptive Practice with staff training and school systems.</p>	<p>Mental health and behaviour in schools (Department for Education; 2018) Whole school approaches to promoting mental health: what does the evidence say? (UBPU: Manchester Institute of Education; 2021)</p>	
<p>4. Improve attendance and reduce persistent absence for PPG: dedicated attendance officer time funded by PPG, rapid parental contact, targeted family support, transport/trip subsidies where</p>	<p>- DfE emphasises targeted attendance support as part of wider strategies for disadvantaged pupils. Reducing absence increases learning time and attainment (DfE Pupil Premium Menu). (DfE Pupil Premium Menu)</p>	<p>5</p>

relevant, and alternative timetables where appropriate.		
5. Subsidising voluntary contributions for whole class trips to enable access for all	Extracurricular activities Pupil_Premium_menu_evidence_brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	
6. Subsidising enrichment activities such as choir and specialist music tuition	Extracurricular activities Pupil_Premium_menu_evidence_brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	
7. Parent/carer support & family partnership: run evidence-informed workshops on language-rich home routines (shared reading, storytelling), behaviour strategies and attendance support; provide home packs and digital resources in simple formats to increase parental capacity.	EEF: Working with Parents guidance and the Pupil Premium menu emphasise parental engagement approaches that are practical and focused on learning activities (e.g., shared reading) EEF – Working with Parents (part of the Menu) and Communication & Language evidence highlights home language exposure importance [EEF – Communication & Language].	2, 4
8. Morning club / safe start: provide subsidised or free breakfast provision to improve attendance, punctuality, and readiness to learn for PPG pupils.	- DfE and EEF list wellbeing and breakfast clubs as useful wider strategies to reduce barriers to learning (DfE Menu). (DfE Pupil Premium Menu)	5, 6
9. 16. Behaviour policy: continue embedding revised behaviour policy with consistent staff	OFSTED and EEF guidance: consistent implementation and whole-school behaviour strategies are required for sustainable impact (OFSTED in inspection commentary noted inconsistency in understanding among some parents/staff; EEF Improving Behaviour	1, 5

<p>training, restorative approaches, explicit routines, and stakeholder communication (use monitoring to show improved consistency and parental understanding).</p>	<p>guidance and SEL guidance provide evidence-based components). EEF – Improving Behaviour in Schools & SEL guidance; see Pupil Premium Menu for wider strategies</p>	
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Total budgeted cost: £116,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Resources purchased to deliver and assess using Welcomm.
- All members of teaching staff, including Learning Support Assistants, trained to deliver high-quality phonics lessons using Monster Phonics program.
- Intervention access purchased for Monster phonics to use across all year groups
- Interventions delivered across the school for reading, writing and maths.
- All pupils had access to the use of Reading Eggs.
- All pupils had access to the use of times table rockstars (TTRS)
- All teaching staff training to deliver high quality maths interventions with the use of number stacks
- The development of vocabulary across the whole school and Speech & Language therapy sessions are continuing to have an impact on pupil's oral language and vocabulary. Last year, Speech and language intervention supported 26 pupils.
- Attendance of disadvantaged pupils is approximately 1% less than other pupils. This figure has reduced. Persistent absence of this groups remains a challenge.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required.
- All PPG children had access to enrichment opportunities within the curriculum.
- All PPG pupils have opportunities to attend extra-curricular clubs
- A dedicated learning mentor is able to support pupils with SEMH
- Essex TPP training completed for all staff members

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
Monster Phonics	Monster Phonics
Speech and Language	Therapist
Lunchtime/afterschool clubs	YourSports London
No Outsiders	No Outsiders
Reading Eggs	3P Learning