

Rutlish School Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

School Overview

Detail	Data
School name	Rutlish School
Number of students in school	1185
Proportion (%) of Pupil Premium eligible pupils	26% (306)
Academic year that our current Pupil Premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ms Howarth (Headteacher)
Pupil Premium Lead	Mrs Gray (PP Lead) Mrs Alltraine (SLT)
Governor	Mrs Croissant

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£349,410
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£7,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£356,410

Part A: Pupil Premium Strategy Plan

Statement of Intent

Rutlish School aims to provide the highest possible outcomes for all students. Within in this, we aim to ensure no students are left behind as a result of their disadvantage. We aim to ensure all staff see reducing Pupil Premium gap as a priority and are committed creating an inclusive culture by developing students' well-being, intellectual curiosity and creativity. As a high achieving school, we create a culture of high expectations and high aspirations for all students with the aim of this lasting beyond their school career and with them in their next steps.

We have identified the below challenges for Pupil Premium students within our school; the following document outlines our strategy to reducing/removing these challenges as well as the intended outcomes.

Aims

This details the key aim to achievement that we have identified among our disadvantaged students.

1	Continue to improve achievement to narrow the gap between PP and Non-PP students
2	Continue to improve attainment in English and Maths to narrow the gap between PP and Non-PP students
3	Continue to increase opportunities for Enrichment (both Co-Curricular and Extra-Curricular) and build students' Cultural Capital
4	Continue to provide support for all PP students in securing their next steps in education

Provision 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 and Learning

Budgeted cost: £270,000

Activity	Evidence that supports this approach	Aim/s Addressed
Additional teaching staff/ improved focused intervention	<p>Smaller class sizes allow teachers to have “high quality interactions with students.” In addition, a smaller class size allows a teacher to provide more attention and adapt their teaching to the individual needs of learners. It allows teachers to provide high quality and quantity feedback that is individualised to students, studies show this has the greatest effect on learners.</p> <p>EEF toolkit +1/2 months EEF Guidance report 2025 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2,
Timely accurate assessment/ Sims/ 4matrix/ rigorous monitoring of challenging targets/ analyse intervention	<p>Rigorous monitoring of student's outcomes allows teachers to make changes in their implementation and delivery of teaching, adapting to the needs of the students. It ensures teachers are able to provide quality first teaching at all times. It allows all staff members to easily and effectively track and monitor all PP students but easily identify those who are most vulnerable. Specific focus for</p>	1, 2,

	Rutlish School is PP & SEN-K, and PP FSM.	
Training for staff in subjects or areas with lower PP progress	<p>All staff training on Pupil Premium strategies and subject specific training for staff to help them in delivering quality first teaching. "Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all students, particularly the most disadvantaged among them" EEF 2022</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1, 2,
KS3/4 pushing student progress by ensuring Quality First Teaching at all times. Ensuring that PP students have access to relevant resources that enable them to access a broad and balanced curriculum.	<p>"“High-quality teaching remains the most important factor schools can influence, alongside targeted support where it is needed.”</p> <p>(Professor Becky Francis, EEF Chief Executive, September 2026.)</p> <p>“Just like any other strategy, pupils need explicit teaching and modelling to use these strategies effectively.” (EEF, 2025)</p> <p>“It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are</p>	1, 2

	<p>fundamental to learning and are the ‘bread and butter’ of effective teaching” (EEF, 2021)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Use reliable research evidence to support your strategy EEF</p>	
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Targeted Academic Support

Budgeted cost: £41,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision guides and material available for all KS4 (Year 10 and 11) PP students across all subjects	<p>Disadvantaged students are most likely to lack access to revision resources and materials, providing students with access means students in school learning can be supported by home learning, allowing students to practice metacognition techniques to know more and remember more.</p> <p>EEF suggest +8 months’ progress for meta-cognition and self-regulation.</p>	1, 2
Reading books and book tokens for PP students to help foster the love of reading and improve ability to access the curriculum.	<p>Data has shown that PP students can be on average up to two years and four months behind their highest achieving peers, creating a reading gap. By providing PP students with books/book tokens it helps them to obtain higher level skills which would help to improve university</p>	1, 2, 3

	<p>participation, particularly at elite institutions.</p> <p>The Reading Gap - Sutton Trust</p>	
<p>Homework Group club available Monday-Thursday providing KS3 students with IT facilities, access to trained staff to help/assist, access to printing</p>	<p>PP students' lack of access to resources is a key challenge identified by the school. Providing students with access to IT facilities, support from trained staff as well as access to a quiet a dedicated "learning space" reduces the number of students who are not completing homework tasks. It allows students to take pride in homework and encourages self-study, linking to metacognition techniques</p> <p>EEF +5months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2, 3</p>

Wider strategies

Budgeted cost: £44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drop-in study sessions available to KS4 summer term. Providing students with IT facilities, access to trained staff to help/assist, access to printing.	Providing a dedicated space for revision and study for KS4 in run-up to exams. Access to IT facilities and trained staff EEF +5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 3
Enrichment: Part funding trips to enable students to engage with enrichment opportunities: CCF trips/resources; Duke of Edinburgh; cultural trips at KS3; theatre trips; museums; international trips; residential trips, etc., as well as trips that are part of curriculum study e.g. Geography Field Work.	Outdoor adventure is recommended to improve engagement and outcomes for disadvantaged students “Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, students who participate in adventure learning interventions make approximately four additional months’ progress” EEF +4months https://www.burytsa.co.uk/sites/default/files/EEF-outdoor-adventure-learning.pdf	3
Enrichment: Part funding some co-curricular enrichment activities: Shakespeare in Action; theatre performances in school; workshops; African Drumming; Artist in Residence, Musician in Residence, speakers and experts, etc.	Arts activities have been linked with improvements in specific outcomes. For example, there is evidence of the impact of drama on writing and potential links between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	3

	EEF +3months Arts participation EEF (educationendowmentfoundation.org.uk)	
Next steps support: meeting with the careers officer for all PP students in year 9, 10 and 11; continues one-to-one support for PP students who are underachieving or at risk of NEET; PP students are given careers opportunities outside of the curriculum; careers information and interviews; careers days, higher education days, etc.	"High quality careers guidance from a school or college can open the door to a post-16 pathway that a young person from a lower socio-economic background would not have otherwise known about." Paving-the-Way-1.pdf (suttontrust.com)	4
Student voice surveys to assess students' learning experience, happiness, wellbeing and needs	To hear from students directly and to be able to respond to students needs more affectively.	1, 2, 3
Request form available for all staff to place bids for funding for students across all areas i.e. curriculum or other	Departments can request funding but must show the rational and evidence base for the funding request. Previous applications have included art supplies, art and drama trips, careers trips. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.	1, 2, 3, 4 (depending on request)

Total budgeted cost: £ 349,410

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium provisions had on students in the 2025 to 2026 academic year.

1.) Continue to improve achievement to narrow the gap between PP and Non-PP students		ACHIEVED													
IMPACT															
<p>Pupil Premium students at Rutlish School continue to excel, achieving outcomes that significantly exceed national benchmarks.</p> <p>In 2025–26, the average Attainment 8 score for Pupil Premium students at Rutlish was an impressive 47.6. This not only significantly surpasses the 2025-26 national average for disadvantaged students, which stands at 35.6. But it also far exceeds the national average for <i>all students (both PP and non-PP)</i> (46.2).</p> <p>In-school outcomes for Pupil Premium students were significantly above the national average, with 42.6% achieving a Grade 5 or above in both English and Maths, compared to the 2025-26 national disadvantaged average of 25.8%. This represents a positive gap of 16.8 percentage points, demonstrating the strong outcomes achieved by PP students within the school.</p> <p>These outstanding results highlight Rutlish Schools sustained success in supporting Pupil Premium pupils to achieve academic excellence—consistently outperforming their peers nationally, regardless of background.</p> <p>While a small in-school attainment gap remains, our ongoing strategy remains focused on closing it further, ensuring that Rutlish Pupil Premium students continue to exceed national averages year after year.</p>															
2.) Continue to improve attainment in English and Maths to narrow the gap between PP and Non-PP students		ACHIEVED													
IMPACT															
<p>Pupil Premium students at Rutlish achieved:</p> <table><tr><th colspan="4">English Language</th></tr><tr><th colspan="2">Rutlish School PP</th><th>National Average for PP</th><th>National Average for ALL (PP and Non-PP)</th></tr><tr><td>Achieving 9-4</td><td>71.7%</td><td>53%</td><td>71%</td></tr></table>				English Language				Rutlish School PP		National Average for PP	National Average for ALL (PP and Non-PP)	Achieving 9-4	71.7%	53%	71%
English Language															
Rutlish School PP		National Average for PP	National Average for ALL (PP and Non-PP)												
Achieving 9-4	71.7%	53%	71%												

English Literature			
Rutlish School PP		National Average for PP	National Average for ALL (PP and Non-PP)
Achieving 9-4	71.1%	58%	74%

Mathematics			
Rutlish School PP		National Average for PP	National Average for ALL (PP and Non-PP)
Achieving 9-4	71.7%	53%	72%

Though we are incredibly proud of the achievements of our Pupil Premium students and its impact on securing their next steps, we acknowledge that a small in school percentage gaps still exist; therefore, future strategy will continue to narrow the in-school percentage gap and ensure Pupil Premium averages remain above all student averages nationally.

3.) Continue to increase opportunities for Enrichment (both Co-Curricular and Extra-Curricular) and build students' Cultural Capital	ACHIEVED
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There are a variety of Extra-Curricular and co-curricular opportunities for students to engage with at Rutlish School. From the student voice that was conducted, we can conclude that 100% of PP students participate in a variety of extra-curricular activities (such as after school clubs), co-curricular activities (such as in-school theatre performances, workshops, speakers, etc.), competitions and schools events such as Sports competitions (e.g. house inter-house football/rugby, fixtures, Limbo etc.), Academic Competitions (e.g. Maths Challenge, computing challenge, Readathon, European Language Day etc.), Creative Competitions (e.g. Anti-Bullying Poster, Young Writers Competitions etc.), Special interest/Talent competitions (e.g. Music: Get up and Play, Speak Out Challenge, etc.) and Charity events (e.g. Children in Need Activities Day, Macmillan Bake Off, etc.)

Pupil Premium students have exclusive access to Homework Club which runs after school Mon-Thurs, where they have access to IT equipment and staff to assist them in completing their home learning. This is a populated club with an average of 25 students attending regularly throughout the year, as well as an average of 23 students attending when needed. To incentivise attendance and reward students for their efforts in their academics, students who attend are given rewards each term (e.g., Summer Term trip to Thorpe Park).

Homework Club Intervention	
Total Hours Attended	
Autumn term	882
Spring term	938
Summer term	1178

Total intervention for the school year	2998	
4.) Continue to provide support for all PP students in securing their next steps in education		
<ul style="list-style-type: none"> All year 11 students (including PP) participated in careers education session on labour market, prediction of jobs for the future, key skills required for modern working world. PP students were given support on their next steps: support for interviews, one-to-one meeting with careers advisors (and 'My Futures', where extra support needed), and additional one-to-one support in gaining advice on next steps and creating a Careers Action Plan from Education Development Trust for those who required more information on different routes available to them e.g. higher education, T-Levels, apprenticeships, etc. 		