Pupil premium strategy statement – Rye Community 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 effect that last year's spending of pupil premium had within our school.

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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 including Pre-School 186 excluding Pre-School
Proportion (%) of pupil premium eligible pupils	41.9%
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 to 2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Fran Brassleay / Headteacher
Pupil premium lead	Lisa Nice / Assistant Head for Inclusion
Governor / Trustee lead	Giles Lambert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 128,775.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0

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*	£ 128,775.00

Part A: Pupil premium strategy plan

Statement of intent

Rye Community Primary School is an inclusive school where every child is known as an individual and where personal development, wellbeing and academic achievement are prioritised. The school's vision of “Dream, Believe, Achieve” is underpinned by its core values of respect, resilience, effort, partnership and equality.

Rye Community Primary School is a one form entry mainstream primary school with a Pre-School provision. Children can join the Pre-School provision from the age of 2.

There is a high level of need within our school, and a significant number of children have a pupil premium status and or a SEND profile.

At Rye Community Primary School, we use our Pupil Premium funding to ensure that every child, regardless of background or need, has access to rich, meaningful, and memorable learning experiences.

We recognise the significant level of need within our school cohort and the wide of barriers our disadvantaged children face daily.

We aim to remove these barriers by:

- By removing barriers to learning created by financial hardship;
- Narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally;
- Ensuring that our disadvantaged families are given the tools to recognise their own SEMH barriers and apply strategies to remove these barriers;
- Tracking levels of poor attendance for our disadvantaged families and working closely with families to improve attendance outcomes.

Our approach is attuned to the specific needs of our pupil premium learners and will draw upon our strong academic and holistic knowledge of our vulnerable groups as gathered through staff observations, parent / school conversations and robust in school tracking systems to improve pupil outcomes.

To ensure that our approaches are effective we will:

Act early to identify and remove a barrier to a child's academic, social, emotional or physical development;

Apply a whole school approach and a collective responsibility to improve outcomes for disadvantaged pupils;

Have a relent focus on improving outcomes for disadvantaged groups of learners.

Challenges

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

Challenge number	Detail of challenge
1	High % of pupil premium / SEND learners start or join Rye Primary working below age related expectations. This has been evident over time and is an increasing trend.
2	Language acquisition and speech articulation is significant barrier to progress on entry into Reception / Pre-School.
3	Difficulties with being able to apply metacognition skills as an independent learning strategy.
4	Increasing numbers of children with a complex SEND profile starting school and accessing mainstream provision.
5	Greater expectation placed on school(s) to reduce / remove SEMH barriers observed beyond a school setting.
6	The value of education is and the need to sustain high levels of attendance is not always viewed by parents / carers as an essential indicator to pupil progress.

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
SEND/ EAL and PP provision / practice is of a good standard and because of this, pupils will make accelerated progress from their starting points.	Monitoring systems will demonstrate that SEND/EAL and PP provision / practice is targeted and takes account of the specific barriers to pupil progress for individual learners. Outcomes for disadvantaged pupils and those with SEND are in line with or better than national for the year.

To ensure that pupils with a pupil premium status reach their developmental milestones for language by the end of reception.	Pupils with a PP status will display an age-appropriate understanding / application of language by the end of reception.
To ensure that high needs funding is used effectively to support learners with an EHCP.	High-quality academic provision will be in place. Greater rates of progress will be made against EHCP outcomes as evidenced within Annual Review documentation and in house tracking systems.
To improve attendance and punctuality for all pupils with a focus on priority groups; SEND, PP and PA.	The gap in attendance will narrow between disadvantaged pupils and other pupils.
To have a positive impact of SEMH patterns and trends (with a focus on vulnerable pupils being able to self-regulate their SEMH profile through a taught strategy).	Vulnerable pupils within KS2 will be able to recognise and regulate an emotional response because of targeted provision.
To remove financial constraints for families and to provide access to enrichment experiences for specific pupils with a PP status.	A greater number of PP pupils will experience an enrichment activity because of targeted provision.

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: £ *[£34,000.00]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children within reception screened using Language Link. EFYS to target in class support to pupils with a language difficulty. Prioritise pupils with a PP / EAL and SEND status. Curriculum provision provides continual opportunities to develop language through play and targeted pupil premium provision set up i.e. Language Link intervention groups.	Education Endowment Foundation.	2
Adaptive teaching used as the primary driving force to improve outcomes for vulnerable groups of learners. Data analysis and high-quality planning is used by all teachers to close curriculum gaps for vulnerable learners. Content of lessons reduced to avoid cognitive overload and to strengthen	The National College. Education Endowment Foundation. East Sussex Maths Hub. Walkthrus strategy.	1

knowledge / understanding of the curriculum for vulnerable learners. Expectation that SEND provision map is used as a driver for in class and targeted interventions and to maximise adult time / expertise.		

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

Budgeted cost: £ *[74,000.00]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of Little Wandle phonics strategy as set out in previous Pupil Premium strategy with a priority focus on accelerating progress for learners with a PP/SEND status. Analysis of phonics data to plan and deliver targeted phonic interventions to increase progression through the phonic phases and close any identified gaps (SLT). TA support / time allocated to Little Wandle interventions.	Department for Education Validated Phonics programme.	1
Interventions tilted towards vulnerable groups within all year groups. TA support allocated to support this strategy across school. Sharp focus on developing reading comprehension skills, table fact knowledge and sentence structure, as set out in each class provision map.	Monitoring of cohort and in house knowledge of pupils and their needs.	1
Full time SEND Practitioner. 25% of time allocation to target PP learners and 75% to EHCP provision. In class provision for Year 5 for EHCP learners with a PP status / complex need. Creation of bespoke and personalised programmes of support for learners with an EHCP and complex SEND profile by AHT from Year 1 through to Year 6. Delivery of EHCP interventions by SEND Practitioner. Time allocated to the tracking / review of bespoke programmes of study.	In school expertise and knowledge. Use of instructional coaching model from AHT to SEND Practitioner.	3

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

Budgeted cost: £ *[20,775.00]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Insight used to identify PA cases where an attendance plan is needed. Completion of home visits as needed to support high needs cases (pp learners / families), allocated to pastoral support team. Class Teachers to remove attendance barriers linked to class provision by sustaining positive / proactive communication with key families. Family Liaison Officer and Attendance Officer to continue to work closely with families to reduce barriers to attendance. Robust review of attendance data throughout academic year by Attendance Officer and support targeted to improve outcomes.	Government statutory requirement of schools.	4
Collaborative partnership work with TASS to set / delivery an SEMH intervention to help vulnerable pupils within Key Stage 2 to self-regulate. Allocation of Family Liaison Officer time and expertise to deliver targeted support. Cascading of support strategies between home and school so transferral of skills.	Observations of school staff and the SEMH profile of vulnerable groups.	5
Increase number of vulnerable groups of learners able to access support from East Sussex Mental health Team. Increase use of small group SEMH support so more pupils can access support while sustaining a considered approach to need.	Knowledge of service and delivery model by school staff / as a result external agency meetings.	5
Funding for individual music lessons targeted to vulnerable groups.		6
Funding for enrichment experiences, school trips, Year 6 residential for pupils with a PP status who are experiencing financial constraints.	Parental feedback. General understanding of current economic climate. Information cascaded in Aquinas Trust Inset.	6
Implementation of a Breakfast Club provision for disadvantaged families. Allocation of staff time to prepare bagels on a daily basis.	General understanding of current economic climate.	6

Total budgeted cost: £ *[*128,775.00*]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The level of communication increased for PP learners with a non-verbal profile by the end of reception.

All PP learners demonstrated an increased understanding and application of language by the end of reception (judgement based on staff observations of PP learners).

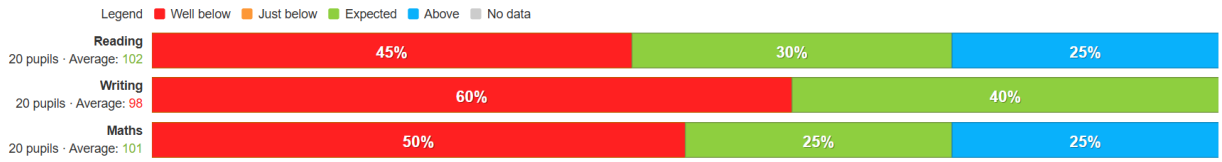
Compared with National Disadvantaged Pupils at the end of Key Stage 2 (from the IDSR)

Across most measures, disadvantaged pupils are:

- **Close to national averages** in Reading, Writing and Maths combined (RWM).
- **Close to national averages** in Reading.
- **Close to national averages** in Maths.
- **Close to national averages** in EGPS.
- Only **Writing** shows a more consistent picture of being below average.

This means the school is generally helping disadvantaged pupils achieve as well as disadvantaged pupils nationally.

For a school where over 50% of pupils are disadvantaged, this is a significant strength.



55% of disadvantaged pupils achieved the expected standard or higher in KS2 reading SATS. 25% achieved the higher standard.

50% of disadvantaged pupils achieved the expected standard or higher in KS2 maths SATs. 25% achieved the higher standard.

59% of pupil premium children made expected or above expected progress in reading across the school.

58% of pupil premium children made expected or above progress in writing across the school.

61% of pupil premium children made expected or above progress in maths across the school.

There was an 18% increase of pupil premium learners achieving full marks on the multiplication table check as a result of targeted intervention groups and increased TT Rock Stars access.

60 % of the pupil premium learners passed their Year 1 phonics screening check.



All the pupils who received the TASS intervention support gained a greater understanding of their SEMH profile and could recognise a range of emotions / triggers by the end of the intervention.

100% of families requesting support received a pupil premium discount and were able to attend the Year 6 residential as a result of this.

The opportunity to attend swimming was made available to all disadvantaged pupils from Year 3 to Year 6. This increased the pupils water safety knowledge and improved their swimming skills against the national curriculum objectives.

Tracking systems demonstrate progress for learners within an EHCP, SEND and or PP status.

15 learners were able to access direct support from East Sussex Mental health Team. A pupil premium and / or SEND status applied to 14 of these cases. Feedback from the MHST was that the pupils engaged in the targeted support that was given.

Year 4 pupil premium attendance was 95.5% which is above the national 94.7%

Year 3 and 5 pupil premium attendance at 93.4 % / 93.3% which is broadly in line with national.

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
Please refer to review pupil premium strategy for 2024 to 2025 (separate document).	