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	192 including Pre-School 174 excluding Pre-School
Proportion (%) of pupil premium eligible pupils	50%
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)**	2026 to 2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Fran Brassleay / Headteacher
Pupil premium lead	Lisa Nice / Inclusion Lead
Governor / Trustee lead	Giles Lambert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 139,500.00
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*	£ 139,500.00

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;
- Ensuring that disadvantaged pupils have access to enrichment experiences which develop their curriculum knowledge and understanding;
- 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;

To narrow the attendance gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally;

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

Have a relentless 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	A higher proportion of disadvantaged pupils, including those eligible for Pupil Premium and pupils with SEND, enter or join Rye Community Primary working below age-related expectations. School assessment information indicates that this has been a consistent trend over time and presents an ongoing challenge in accelerating progress and closing attainment gaps.
2	Many disadvantaged pupils have lower starting points in vocabulary, oral language and phonological awareness, which can affect reading development.
3	Many disadvantaged pupils require additional support to develop the vocabulary, stamina, accuracy and independence needed to write effectively for a range of purposes and audiences.
4	Financial constraints coupled with low engagement means that not all disadvantaged pupils are accessing an extra-curricular offer.
5	Observations, conversations with teachers and families show that a higher proportion of our disadvantaged children have poorer social, emotional and mental health.
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
To ensure that all disadvantaged pupils can read and apply their phonics knowledge / understanding.	Progress will not be adversely impacted upon by not reading at home.

	Disadvantaged pupils will be able to apply their phonological knowledge and understanding to read a text and demonstrate an understanding of what they have read.
To increase the motivation and opportunity to read for disadvantaged pupils where this is not promoted beyond a school setting.	The opportunity to read will be available to pupils. Disadvantaged pupils will develop a love of reading due to targeted in school support and through opportunities which are based on pupils' choice / interests. The opportunity to read on a regular basis will foster a love of reading. Phonic skills will be accurately applied, and inference / deductions skills used to demonstrate an accurate understanding of what been read.
To ensure that all disadvantaged pupils have access to enrichment experiences in line with the DFE framework.	Enrichment tracking will demonstrate that all disadvantaged pupils have access to enrichment experiences.
To improve attendance and punctuality for all pupils with a focus on priority groups; PP and PA.	Attendance will be at least 95.5 % for all pupils with a focus on; PP.
For children's social, emotional and mental health needs to be supported and for improved wellbeing to be sustained for all pupils, particularly our disadvantaged.	Sustained high levels of wellbeing by 2026/27. This will be demonstrated by: -Qualitative data from pupil voice, pupil and parent surveys -Few behaviour incidences -High levels of engagement and consistently good behaviour for learning
To provide additional spaces for children to regulate their physical profile.	Disadvantaged pupils will be able to identify when they are finding it hard to focus and will demonstrate improved concentration levels after accessing a personalised strategy.

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: £18,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	The National College. Education Endowment Foundation. Walkthrus	1

Content of lessons reduced to avoid cognitive overload and to strengthen knowledge / understanding of the curriculum for vulnerable learners		
Reading materials will promote a love of reading and support the interests of reluctant pupil premium readers. Additional purchasing of high-quality texts matched to the needs and interests of pupil premium readers.	DFE publication. The reading framework, July 2023. EEF Improving literacy in Key Stage 1. EEF Improving literacy in Key Stage 2 EEF Reader's Theatre Reading data and provision tracking on Insight.	1 and 2
Disadvantaged pupils requiring additional support with writing have access to Clicker to reduce barriers associated with spelling, transcription and sentence composition within whole class provision and as part of the adaptive teaching strategy.	Clicker website evidence The DfE Writing Framework July 2025	3
Provide additional opportunities for disadvantaged pupils to read and revisit **Little Wandle Fluency Texts**. Through repeated reading, explicit vocabulary teaching and targeted adult support, pupils develop reading accuracy, fluency and comprehension. Purchasing of additional Little Wandle Fluency Texts.	Use of Walkthrus as a teaching strategy Building fluency Say it again better Check for understanding Live modelling	1 and 2

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

Budgeted cost: £78,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support is be directed towards ensuring that pupil premium learners / disadvantaged pupils who are not supported to read at home are listened to read within school on a frequent basis. Expectation is set that children will apply the phonic skills they have been taught within school and accurately apply their inference / deduction skills.	DFE publication The reading framework, July 2023 EEF Improving literacy in Key Stage 1 EEF Improving literacy in Key Stage 2 EEF Reader's Theatre Reading data and provision tracking on Insight.	1 and 2

Additional opportunities to develop reading fluency through the EEF Reader's Theatre approach and 60 second reads. Reading conferences with pupil premium learners who are not achieving the expected standard within key stage 2.	EEF Reader's Theatre	
Data analysis will identify disadvantaged learners who have not secured all the phases of Little Wandle and need additional phonics teaching to secure this outcome. TA support will be deployed to provide additional phonics interventions alongside the daily phonics provision. Each disadvantaged pupil will access an enhanced phonics programme of support relevant to their stage.	Department for Education Validated Phonics programme – Little Wandle heat maps.	1 and 2
Funding allocated to the purchasing of additional laptops to support pupil premium learners with using Clicker.	Clicker website evidence DfE Writing Framework 2025	3
To increase opportunities for pupils who display a strong impulse to move to regulate their physical profile through access to sensory circuits, a movement break or access to a regulation area. TA support to run sensory circuits, complete movement breaks with specific learners or model co-regulation strategies.	Zones of Regulation Teacher observations of behaviour responses	5
Family Liaison Officer time and support will be allocated to the delivery of a nurture club at lunchtime. Priority access given to disadvantaged pupils who are finding it hard to attend school due to friendships difficulties, a SEMH difficulty, change of school placement or perceived school-based barrier.	Pupil voice Parent voice Attendance meetings	5 and 6

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

Budgeted cost: £42,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for enrichment experiences, school trips, Year 5 and Year 6 residential for pupils with a PP status who are experiencing financial constraints. Time allocated to the tracking of enrichment for pupil premium leaners by Deputy Head.	Takes account of DFE Enrichment Benchmarks June 2026.	4

Parent and pupil views sought to identify and remove barriers to engagement. Where barriers are identified, targeted support and additional enrichment opportunities will be provided to ensure equitable access.		
Funding for individual music lessons targeted to vulnerable groups.	Takes account of DFE Enrichment Benchmarks June 2026.	4
Insight used to identify PA cases where a specialist level of attendance support is needed. Allocation of PP expenditure to fund Education Welfare Officer, 1 day per week. Allocation of additional units of support for attendance support from TASS. Work targeted around reducing / removing barriers to attendance for disadvantaged pupils.	Arbor and Insight attendance data.	6
Allocation of Family Liaison Officer support to secure TAF support (Team Around the Team) and to help disadvantaged families to make progress against identified goals / outcomes. Signposting of key services / external agencies to vulnerable families as part of FLO role.	My Concern Parent and pupil voice Pastoral meetings	5 and 6
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. Allocation of Family Liaison Officer time to the completion of referrals and take account of parental / pupil views.	Knowledge of service and delivery model by school staff / as a result external agency meetings.	5
Areas set up which provide additional opportunities for pupils with a strong impulse to move to apply their physical skills. Allocation of pupil premium expenditure to the resourcing of regulation zone for key stage 2. Allocation of expenditure to create in class book / regulation corner across the school.	Pupil voice used as key driver to the resourcing and setting up of this area.	5

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 2025 to 2026 (separate document).	

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

At Rye Community Primary School, we are continuing to enhance our adaptive teaching and learning strategies through our curriculum and inclusion 2026-2027 overview.

We will build upon our Walkthrus of Building Fluency and Live Modelling in writing, focusing this year on Deliberate Vocabulary Development and Feedback that Moves forward to drive standards of writing for our disadvantaged learners.

We triangulate evidence from multiple sources of data including assessment, engagement in class, pupil / parent voice, book scrutiny, teacher voice and external agency analysis to identify the challenges faced by disadvantaged pupils.