

Pupil premium strategy statement 2026-27

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.

School overview

Detail	Data
School name	Rushden Primary Academy
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2025, 2026,27
Date this statement was re-published	September 2026
Date on which it will be reviewed	January 2027, July 2027
Statement authorised by	C Krzanicki
Pupil premium lead	L Edwards
Governor / Trustee lead	C Krzanicki

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75989.13
Recovery premium funding allocation this academic year	£ NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring premium	£NA
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	£

Part A: Pupil premium strategy plan

Statement of intent

At Rushden Primary Academy, we believe that every child deserves the opportunity to succeed regardless of their background, starting point or individual circumstances. Our Pupil Premium Strategy is designed to remove barriers to learning, raise aspirations and ensure that disadvantaged pupils achieve outcomes comparable to their peers.

Our strategy is informed by a detailed analysis of attainment, attendance, pupil voice and wider contextual information, alongside evidence from the Education Endowment Foundation (EEF). We recognise that disadvantage is not a fixed characteristic and that pupils may face multiple, overlapping barriers. Therefore, our approach combines high-quality teaching, targeted academic support and wider strategies to address both educational and pastoral needs.

Although is situated within one of the 20% least deprived neighbourhoods nationally, our disadvantaged pupils face a range of barriers that extend beyond geographical measures of deprivation. The reports that 22% of children in North Northamptonshire are living in poverty, highlighting the challenges experienced by many families within our local community. These challenges can impact attendance, readiness to learn, wellbeing, parental engagement and access to wider opportunities. Consequently, our strategy focuses on identifying and addressing the individual barriers faced by disadvantaged pupils, particularly those relating to attendance, SEND and attainment.

Analysis of our current data shows that disadvantaged pupils continue to attain below their non-disadvantaged peers across a number of year groups and subjects. Whilst attainment gaps narrow as pupils progress through the school, and outcomes in upper Key Stage 2 demonstrate the positive impact of our approach, combined attainment in Reading, Writing and Mathematics remains lower than school aspirations. This is particularly true for disadvantaged pupils who also have SEND, who remain our most vulnerable learners.

Attendance continues to be a significant barrier to achievement. Persistent absence rates remain disproportionately high amongst disadvantaged pupils in several year groups and there is a clear relationship between attendance and attainment. Improving attendance, reducing persistent absence and ensuring pupils are ready to learn will therefore remain a key priority throughout this strategy.

We have identified the following barriers to achievement:

- Persistent absence, low attendance and poor punctuality.
- Lower attainment in Reading, Writing and Mathematics, particularly combined outcomes.
- The attainment and progress of disadvantaged pupils with SEND.
- Delayed speech, language and communication development, particularly in EYFS and Key Stage 1.
- The impact of deprivation on wellbeing, engagement, aspiration and access to wider opportunities.

To address these barriers, we will:

- Deliver consistently high-quality teaching through evidence-informed professional development.
- Use diagnostic, formative and summative assessment to identify learning gaps quickly and provide timely support.
- Prioritise attendance through strong partnerships with families, early intervention and targeted support.
- Provide bespoke provision and intervention for disadvantaged pupils with SEND.
- Invest in early language, communication and literacy development.
- Ensure disadvantaged pupils have access to enrichment opportunities, educational visits, music, sport and leadership experiences.
- Monitor the impact of all strategies rigorously to ensure funding provides the greatest possible benefit for disadvantaged pupils.

For 2026-27, our primary priorities are to improve attendance, reduce persistent absence, raise combined attainment in Reading, Writing and Mathematics and accelerate outcomes for disadvantaged pupils with SEND. Through these priorities, we will ensure that disadvantaged pupils are supported to thrive academically, socially and emotionally, enabling them to achieve their full potential.

Evidence-Informed Approach

Our Pupil Premium Strategy has been developed using evidence from the Education Endowment Foundation (EEF) Guide to the Pupil Premium, the EEF Teaching and Learning Toolkit and research published by the Chartered College of Teaching. These sources consistently identify high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils, supported by targeted academic interventions and wider strategies that address barriers to learning. Attendance, parental engagement, oral language development and metacognitive approaches are all evidenced as having a positive impact on pupil outcomes. The allocation of Pupil Premium funding at Rushden Primary Academy is therefore informed by both national research and our own robust analysis of pupil need.

Useful links:

[EEF Guide to the Pupil Premium](#)
[EEF Teaching and Learning Toolkit](#)
[EEF Effective Professional Development Guidance Report](#)
[EEF Special Educational Needs in Mainstream Schools](#)
[EEF Working with Parents to Support Children's Learning](#)
[Chartered College of Teaching Research Hub](#)
[Chartered College Impact Journal](#)

	Year Groups									
	Pupils	Boys	Girls	EAL	Summer Born	Targeted FSM	SEN Support	EHC Plan	Absence Rate	
Reception	47	24	23	6	22	1	1	2	3.9%	
Year 1	60	29	31	13	21	4	1	2	3.5%	
Year 2	48	31	17	3	16	8	4	5	5.5%	
Year 3	57	32	25	9	27	12	3	2	3.9%	
Year 4	50	34	16	10	16	12	8	2	4.7%	
Year 5	63	32	31	6	30	9	7	3	6.8%	
Year 6	55	20	35	9	29	11	5	2	3.4%	

Deprivation Index

Whilst Rushden Primary Academy is located within a relatively affluent area of Rushden, our disadvantaged cohort experiences a range of barriers that are not solely linked to geographical deprivation. Analysis of Income Deprivation Affecting Children Index (IDACI) data demonstrates that disadvantaged pupils are drawn from a wide range of communities across the local area.

The disadvantaged cohort currently consists of 67 pupils. Analysis of IDACI data indicates that disadvantaged pupils are drawn from a range of communities across the local area. Whilst geographical deprivation alone does not fully explain the barriers experienced by our disadvantaged cohort, school analysis demonstrates that disadvantage is often compounded by SEND, lower attendance, persistent absence, family circumstances and reduced readiness to learn.

The Joseph Rowntree Foundation estimates that approximately 22% of children in North Northamptonshire are living in poverty. Whilst this provides important local context, our own school analysis demonstrates that disadvantage is often compounded by lower attendance, persistent absence, SEND and social, emotional and behavioural needs. These factors remain the most significant barriers to achievement for our disadvantaged pupils.

Other Key Statistics

2026-27 Academic Year (September)

For this analysis, the disadvantaged filter includes pupils eligible for Pupil Premium, Ever 6 FSM, Looked After Children and Post-Looked After Children. There are currently 67 disadvantaged pupils, representing approximately 18% of the school population.

56.7% of disadvantaged pupils are boys and 43.3% are girls. Additionally, 23.9% of disadvantaged pupils have identified SEND, compared with 19.5% nationally. Pupils who are both disadvantaged and SEND remain our most vulnerable group and continue to attain below their peers.

Attendance remains a significant barrier for some disadvantaged pupils. The overall absence rate for disadvantaged pupils is 6.0%, compared with 5.3% nationally, whilst 21.2% are persistently absent, compared with 13.9% nationally.

Entry assessment data shows that attainment is strongest in Reading and Maths, whilst Writing remains the weakest area across the disadvantaged cohort. Combined attainment in Reading, Writing and Maths is significantly lower for disadvantaged pupils with SEND than for disadvantaged pupils without SEND. Consequently, disadvantaged pupils with SEND remain the school's highest-priority attainment group.

This year's strategy will focus on improving attendance, reducing persistent absence and raising attainment in Reading, Writing and Maths, particularly for disadvantaged pupils with SEND.

Disadvantaged Pupil Entry

Pupils who are disadvantaged

		2026-2027				
		Entry				
			Reading	Writing	Maths	Reading/Writing/Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	All Pupils	67	61%	55%	58%	43%
	EAL	17	47%	59%	65%	41%
	Not EAL	50	66%	54%	56%	44%
	Boys	38	61%	53%	61%	45%
	Girls	29	62%	59%	55%	41%
	Pupils with SEND	16	31%	19%	31%	13%
	Pupils without SEND	51	71%	67%	67%	53%

Disadvantaged Attainment Overview

Analysis of attainment data shows that disadvantaged pupils continue to achieve below their non-disadvantaged peers across most year groups and subjects. The most significant gaps are evident in Years 3, 4 and 5, particularly in combined Reading, Writing and Mathematics outcomes. In Year 3, 30% of disadvantaged pupils achieved the combined standard compared to 70% of their peers. Similar gaps are evident in Year 4 (44% compared to 70%) and Year 5 (36% compared to 57%).

There are, however, notable strengths within the data. Attainment amongst disadvantaged pupils in Year 2 is strong, with 63% achieving the combined standard compared to 70% of non-disadvantaged pupils. Reading and Maths outcomes in Year 2 are particularly strong, demonstrating that targeted support and effective teaching strategies are having a positive impact.

By the end of Key Stage 2, disadvantaged pupils continue to attain below non-disadvantaged pupils, but the gap reflects the significant challenges faced by this cohort, including higher levels of SEND and persistent

absence. The data indicates that sustained support is required to improve combined outcomes, particularly in Writing and Mathematics, whilst building on the strong progress made through the school.

Consequently, the 2026-27 Pupil Premium Strategy will prioritise improving attendance, reducing persistent absence, raising combined attainment in Reading, Writing and Mathematics and providing targeted support for disadvantaged pupils with SEND. Through high-quality teaching, targeted intervention and wider pastoral support, we aim to continue narrowing gaps and improving outcomes for all disadvantaged pupils.

Disadvantaged Tracking - dis v non

All Pupils (from 2025-2026)

			2024-2025				2025-2026			
			Summer 2				Summer 2			
			Reading	Writing	Maths	Reading/Writing/Maths	Reading	Writing	Maths	Reading/Writing/Maths
			# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	Reception	All Pupils	59	0%	0%	0%	0%	0%	0%	0%
	Year 1	All Pupils	47	72%	70%	72%	68%	62%	55%	60%
		Disadvantaged	7	29%	29%	57%	29%	43%	29%	29%
		Not Disadvantaged	40	80%	78%	75%	75%	65%	60%	57%
	Year 2	All Pupils	58	74%	69%	76%	67%	78%	74%	81%
		Disadvantaged	8	63%	38%	50%	38%	88%	63%	88%
		Not Disadvantaged	50	76%	74%	80%	72%	76%	76%	80%
	Year 3	All Pupils	53	64%	64%	74%	58%	68%	70%	81%
		Disadvantaged	10	20%	10%	30%	10%	30%	40%	50%
		Not Disadvantaged	43	74%	77%	84%	70%	77%	77%	88%
	Year 4	All Pupils	63	79%	67%	73%	65%	83%	70%	83%
		Disadvantaged	9	67%	44%	56%	44%	67%	44%	67%
		Not Disadvantaged	54	81%	70%	76%	69%	85%	74%	85%
	Year 5	All Pupils	58	62%	57%	62%	50%	72%	67%	62%
		Disadvantaged	11	64%	45%	45%	36%	73%	55%	45%
		Not Disadvantaged	47	62%	60%	66%	53%	72%	70%	66%
	Year 6	All Pupils	57	84%	65%	77%	65%	84%	79%	75%
		Disadvantaged	10	50%	50%	50%	50%	50%	50%	50%
		Not Disadvantaged	47	91%	68%	83%	68%	91%	85%	81%

Pupil Feedback

Developing the whole child remains a key priority at Rushden Primary Academy. Alongside academic achievement, we recognise the importance of promoting wellbeing, confidence, resilience and engagement through wider school experiences.

During 2026-27, disadvantaged pupils will continue to receive priority access to, and subsidised places for, music tuition, educational visits, extra-curricular sports clubs and after-school activities. Breakfast Club will also continue to be available for disadvantaged pupils where attendance, punctuality or wider family circumstances present a barrier to learning.

In addition, disadvantaged pupils will benefit from access to MiniMe Mindfulness sessions, supporting emotional wellbeing, self-regulation and readiness to learn.

This approach is supported by research from the Nuffield Foundation, which found that participation in after-school clubs can provide access to enriching experiences, improve self-esteem and confidence, support the academic curriculum, increase opportunities for social interaction and promote physical and emotional wellbeing. Our strategy aims to ensure that no child is disadvantaged in accessing these opportunities because of financial or social barriers.

Family Support

Many of our disadvantaged families face challenges beyond the classroom that can impact attendance, punctuality, engagement and educational outcomes. For some families, previous negative experiences of education have led to low levels of trust and engagement with school, which can influence children's attitudes towards attendance, learning and aspiration.

To address this, a dedicated Family Support Worker will provide targeted support for disadvantaged families requiring additional help. Through building positive relationships, offering practical support and working in partnership with parents, we aim to remove barriers that prevent children from fully engaging with school life.

Support may include home visits, attendance and pastoral meetings, Early Help referrals, signposting to external agencies, parenting support and regular communication between home and school. The Family

Support Worker will work proactively with families to identify concerns early and provide support before issues become entrenched.

By strengthening relationships with families and improving parental engagement, we aim to increase attendance, improve punctuality, enhance pupil wellbeing and ensure that disadvantaged pupils are fully supported to achieve their potential both academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations on entry to EYFS demonstrate that some disadvantaged pupils present with weaker speech, language, communication and social development skills than their peers. These gaps can affect early literacy, learning behaviours and readiness for school, making early intervention essential.
2	Analysis of attainment data shows that disadvantaged pupils continue to attain below their non-disadvantaged peers across Reading, Writing and Mathematics. The largest gaps are evident in lower Key Stage 2. In 2025-26, combined attainment in Reading, Writing and Maths was 30% for disadvantaged pupils in Year 3 compared with 70% for non-disadvantaged pupils, and 44% compared with 70% in Year 4.
3	Outcomes for disadvantaged pupils who also have SEND remain significantly lower than those of other pupil groups. Current analysis shows that only 13% of disadvantaged pupils with SEND achieved the expected standard across Reading, Writing and Mathematics, compared with 53% of disadvantaged pupils overall.
4	Attendance and persistent absence remain significant barriers to achievement. School analysis demonstrates a clear relationship between attendance and attainment. Persistent absence among disadvantaged pupils currently stands at 21.2%, compared with 13.9% nationally.
5	Some disadvantaged pupils face socio-economic challenges that can affect attendance, engagement, aspiration and readiness to learn. For some families, previous experiences of education can also influence engagement with school. Providing effective family support and removing barriers to learning remains essential in improving outcomes for disadvantaged pupils.
6	Disadvantaged pupils are less likely to access wider enrichment opportunities, including extra-curricular clubs, educational visits and music tuition. Research suggests that participation in enrichment activities can improve confidence, wellbeing, engagement and wider outcomes for disadvantaged pupils.

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	To reduce the attainment gap between disadvantaged and non-	Combined attainment in Reading, Writing and Mathematics for disadvantaged pupils increases from 46% to at least 60%, with

	disadvantaged pupils through consistently high-quality teaching.	attainment gaps reducing across identified year groups.															
2	To improve outcomes for disadvantaged pupils with SEND.	The proportion of disadvantaged pupils with SEND achieving age-related expectations in Reading, Writing and Mathematics increases from 13% to at least 25%.															
3	To improve attainment in Reading, Writing and Mathematics for disadvantaged pupils.	Termly assessment and PiXL analysis show improved attainment and progress for disadvantaged pupils across core subjects. The proportion of disadvantaged pupils achieving age-related expectations in Reading, Writing and Mathematics increases year-on-year, particularly within identified focus year groups. <table> <tr> <th colspan="3">Year Group 2025-26 Combined RWM 2026-27 Target</th></tr> <tr> <td>Year 2</td><td>63%</td><td>Y3 70%+</td></tr> <tr> <td>Year 3</td><td>30%</td><td>Y4 45%+</td></tr> <tr> <td>Year 4</td><td>44%</td><td>Y5 55%+</td></tr> <tr> <td>Year 5</td><td>36%</td><td>Y6 50%+</td></tr> </table>	Year Group 2025-26 Combined RWM 2026-27 Target			Year 2	63%	Y3 70%+	Year 3	30%	Y4 45%+	Year 4	44%	Y5 55%+	Year 5	36%	Y6 50%+
Year Group 2025-26 Combined RWM 2026-27 Target																	
Year 2	63%	Y3 70%+															
Year 3	30%	Y4 45%+															
Year 4	44%	Y5 55%+															
Year 5	36%	Y6 50%+															
4	To improve attendance, punctuality and engagement with education for disadvantaged pupils.	Attendance for disadvantaged pupils will increase from 94.0% to at least 95.0%, whilst persistent absence will reduce from 21.2% to below 18%.															
5	To strengthen parental engagement and reduce barriers to learning for disadvantaged families.	100% of identified disadvantaged families requiring additional support are allocated appropriate support through the Family Support Worker, Attendance Lead or external agencies. - Attendance improves for at least 75% of disadvantaged pupils identified for targeted family support. - Persistent absence among pupils receiving targeted family support reduces compared to the previous academic year. - Attendance at parent meetings, reviews and school events by targeted families increases across the academic year. - Families engage positively with support services, evidenced through improved attendance, punctuality, wellbeing and pupil outcomes.															
6	To increase participation in enrichment opportunities and wider school life.	At least 90% of disadvantaged pupils participate in one or more extra-curricular clubs, enrichment activities or															

		leadership opportunities during the academic year. • Participation rates for disadvantaged pupils in clubs, educational visits and wider enrichment activities are broadly in line with, or exceed, their representation within the school population. • 100% of disadvantaged pupils have access to their Pupil Passport entitlement and wider curriculum experiences. • Participation in music tuition by disadvantaged pupils increases compared to the previous academic year. • Pupil voice demonstrates that disadvantaged pupils feel included in school life and can identify enrichment opportunities they have accessed.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £68,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching, coaching and professional development	The EEF identifies high-quality teaching as having the greatest impact on disadvantaged pupils. Leaders will use monitoring, teacher conferencing, coaching and CPD to ensure disadvantaged pupils receive consistently strong classroom provision and appropriate challenge. EEF Teaching and Learning Toolkit EEF Effective Professional Development Guidance Report EEF Metacognition and Self-Regulation	1, 2, 3
Early language and communication support	Targeted speech and language provision in EYFS and KS1 aims to improve communication, language and literacy outcomes, reducing gaps before they widen. EEF Oral Language Interventions Nuffield Early Language Intervention Nuffield Early Language Intervention (NELI) programme	3, 4
Targeted intervention and inclusion support	Staffing will provide targeted academic intervention, nurture provision and support for disadvantaged pupils, particularly those with SEND and those working below age-related expectations. EEF SEND in Mainstream Schools	1, 2, 3, 4

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

Budgeted cost: Included within staffing costs above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support and early intervention	Attendance monitoring, family support and early intervention will be used to improve attendance and reduce persistent absence amongst disadvantaged pupils. EEF Working with Parents to Support Children's Learning	1
Ready to Learn provision	Meet-and-greet approaches, sensory circuits, nurture provision and targeted morning support help improve attendance, engagement and readiness to learn. Early years child development training EEF Early Years Toolkit	1, 4
Personalised intervention	Academic interventions will be tailored following assessment and delivered in response to identified gaps in Reading, Writing and Maths. EEF Selecting Interventions	2, 3
Technology support	Devices will be made available where appropriate to support engagement with learning and remove barriers to access.	2, 3

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

Budgeted cost: £ 7260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform support	Financial support for uniform removes barriers to attendance, participation and belonging.	1, 5
Educational visits and enrichment	Subsidised educational visits ensure disadvantaged pupils can access the same opportunities as their peers and develop cultural capital. DFE Enrichment Benchmarks Nuffield Foundation	5

Extra-curricular activities and music tuition	Disadvantaged pupils receive priority access to subsidised clubs and music provision, promoting engagement, confidence and wellbeing. An unequal playing field: extra-curricular activities, soft skills and social mobility	5
Breakfast Club and wellbeing provision	Breakfast Club and MiniMe Mindfulness support attendance, emotional wellbeing and readiness to learn.	1, 4, 5

Total budgeted cost: £75,989.13

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Impact
To reduce the difference in progress and attainment for pupils who are disadvantaged compared to non-disadvantaged pupils through quality first teaching.	Attainment gaps reduced in some year groups, particularly where high-quality teaching was supplemented by timely intervention. Disadvantaged pupils in Year 2 achieved outcomes close to their non-disadvantaged peers, demonstrating the positive impact of targeted support. However, attainment gaps remain evident in Years 3, 4 and 5, particularly in combined Reading, Writing and Mathematics outcomes. Continued focus on quality-first teaching remains a priority.
To improve the attainment of children who are both PPG and SEND.	Targeted support, adaptive teaching and SEND provision enabled disadvantaged pupils with SEND to make progress from their individual starting points. Pupils with EHCPs continued to make good progress towards their personalised outcomes. Despite this, disadvantaged pupils with SEND remain the lowest-attaining pupil group and will remain a strategic priority moving forward. Continued focus on quality-first teaching, provision for SEND and implementation of personalised learning plans.
To improve the attainment of key PPG groups across core subjects.	Targeted interventions, teacher conferencing and PiXL analysis enabled staff to identify learning gaps and provide appropriate support. Attainment improved across Reading, Writing and Mathematics for many disadvantaged pupils, although combined attainment remains below school aspirations in several year groups. Further work is required to improve outcomes across all three core subjects simultaneously.

To improve attendance and punctuality rates for PPG children.	This target was not fully achieved. Attendance for disadvantaged pupils remained below that of their peers and persistent absence continued to impact outcomes for a number of pupils. Analysis shows a strong correlation between low attendance and lower attainment. Whilst targeted support improved attendance for some pupils, persistent absence remains the most significant barrier to achievement. Continued work is required to ensure attendance for PA children improves.
To raise engagement with extra-curricular activities.	This objective was successfully achieved. Subsidised access to clubs, educational visits, music tuition and wider enrichment opportunities resulted in increased participation by disadvantaged pupils. Uptake across extra-curricular activities was strong and all disadvantaged pupils had access to opportunities through their Pupil Passport. Increased parental engagement also supported improved participation and engagement in school life.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Core Intervention	IDL
Accelerated Reader	Renaissance
Reading, Writing, Maths	Atom
Phonics	Little Wandle
Speech and Language	Nelly
Emotional Regulation	MiniMe Mindfulness

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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