

Pupil premium strategy statement 2025/26 – New Rush Hall 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of School	New Rush Hall School
Number of pupils in school	Funded for 81 according to DfE, currently 92 on roll
Proportion (%) of pupil premium eligible pupils	58% - 47/81
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Sam Walters
Pupil premium lead	Paul Judge and Ros Dennison
Governor / Trustee lead	Liesbeth Rubenstein

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,275
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£70,275

Part A: Pupil premium strategy plan

Statement of intent

At NRHS our intent is to close the gap between our disadvantaged pupils and their non-disadvantaged peers.

Overcoming barriers is at the heart of our pupil premium strategy. We will achieve this by:

- Ensuring that all children receive high-quality first teaching in all lessons. We know this is proven to have the greatest impact on pupil outcomes
- Implementing an early intervention approach to support any pupils not making expected progress
- Providing pupils with enriching opportunities enabling them to develop positive learning behaviours and attitudes to make accelerated progress
- Building solid partnerships with families so that we can effectively address non-academic barriers such as attendance, aspirations, social and emotional skills, self-esteem and well-being
- Work collectively as a school community to take responsibility for the outcomes of disadvantaged pupils

Our strategy is working towards achieving these objectives by ensuring that there are well-planned actions in place across the school to meet these targets. All staff are well informed about Pupil Premium funding and what it is used for and are aware of their role in supporting these children.

Challenges

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

Challenge number	Detail of challenge
1	A considerable proportion of pupil premium pupils have reading ages lower than their chronological age. Reading, for some of our pupils, is not commonplace and is a barrier to accessing the curriculum.
2	Increasing numbers of pupils of all ages evidencing mental health, welfare and safeguarding concerns. The increased level of need has led to strain on both pastoral and safeguarding systems. This is further exacerbated by a paucity of external support as services are stretched.

3	Attendance rates for some pupil premium pupils are lower than non - pupil premium pupils, with too many pupils' premium pupils with persistent absence, especially in the secondary phase.
4	Low ambition / aspiration for progression to college and 6 th form. Our most disadvantaged pupils often come from families with no history of education past KS4. They often need tailored support through KS3- 4 due to their SEMH needs to ensure that they are confident to be successful in their next stage of education.
5	Exposing pupils to a broad range of cultural capital experiences including at least one residential trip during their time at NRHS and to support their wider learning and understanding of the world around them. Given the SEMH/individual needs of some of our pupils they do not feel comfortable with change and anything out of the normal school day/normal timetable.

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
Improved reading comprehension among disadvantaged pupils across all year groups.	Reading ages for all pupils will increase to be in line with, or very close to, chronological age. Measured using approved reading tests. There will be a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers Narrow the current gap between KS2 reading compared to writing and maths.
Disadvantaged pupils are emotionally mature and exhibit positive behaviours.	Improved levels of pupil wellbeing from 2025/26 will be demonstrated by qualitative data from pupil voice, pupil and parent surveys, teacher observations, counselling and mentors.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupil	A reduction in persistent absence of all pupils and especially pupil premium pupils, so there are no gaps.
Disadvantaged pupils achieve places at the college and 6 th forms	Increase in the percentage of disadvantaged pupils who go to college and 6 th s forms.
Improved character and personal development of pupils, through exposure to a wide range of enriching activities	A significant increase in participation in enrichment activities and our cultural capital programme, particularly among disadvantaged pupils. Increase the exposure of pupil premium pupils to aspirational experiences such as residential, trips and visits, that enriches their educational journey and enables them to develop the confidence to be successful contributors.

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: £20,000 CPD Programme

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training support staff to become teachers with QTS in core curriculum subjects.	Quality first teaching to ensure best outcomes for disadvantaged pupils and providing additional capacity for pupils to have 1-1 support.	1,
All staff CPD offer	All staff required to achieve a set number of credits allocated through choice of CPD from our extensive CPD offer for 2025/26	3, 4 and 5

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

Budgeted cost: £80,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two additional members of ALS support staff to lead on additional learning for pupils	Quality first teaching to ensure best outcomes for pupils	4, 1
School counsellors and mentors	Helping pupils to manage their mental health	2
Purposing resources to allow for learning to be practical	Funding resources e.g. textbooks, trips, reading books, equipment has allowed all our pupils previously to have equal starting points when accessing the curriculum.	1,4
Sensory equipment to ensure pupils can self-regulate in the classroom and focus on their learning tasks	Self-regulation tools that promote movement and tactile input. They can be great for kids who struggle with attention, focus and sensory processing.	2

Trips	PP pupils strongly belong to the school community by actively participating and engaging in enrichment/trips/extra-curricular activities.	4,5
-------	---	-----

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

Budgeted cost: £42,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed a school funded EWO to support families with complex issues in getting pupils to school	Education Welfare Officers provide advice and guidance to parents who are struggling to get their children to school	3
School residential trip	Residentials are essential for personal and social development, allowing new friendships to bloom and new challenges to be faced.	5
Enrichment programme	To provide disadvantaged pupils with cultural capital opportunities to improve their social mobility.	5

Total budgeted cost: £142,918

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The pupil premium strategy continued to have a positive impact across the school during 2024/25. Personal development remained a strength, and quality first teaching was further embedded through curriculum development in all subjects, enabling pupils to revisit and build knowledge securely over time.

A key focus last year was improving reading. The school introduced a whole-school reading programme built around Star Reader and Accelerated Reader, ensuring that disadvantaged pupils had regular opportunities to read, be assessed, and make measurable progress. This has strengthened reading comprehension across both the primary and secondary phases and reduced barriers to accessing the wider curriculum.

Attendance outcomes were particularly strong. Whole-school attendance rose to above 87%, which is above the national average for special schools and represents the highest level on record at NRHS. Persistent absence among disadvantaged pupils reduced further, supported by robust tracking systems, proactive parental engagement, and consistent follow-up from the school's EWO. Pupils increasingly want to attend, supported by personalised timetables, wellbeing interventions, and strong relationships with staff.

Post-16 destinations were highly positive. The majority of disadvantaged pupils progressed successfully to their next stage of education, training, or employment. This included placements at mainstream 6th forms, colleges, and apprenticeships, with a small number moving directly into work. Regular careers meetings, targeted support from the school's Careers Coordinator, and exposure to external providers ensured that pupils were guided towards appropriate and aspirational pathways.

The enrichment and cultural capital offer remained a cornerstone of the school's PP strategy. Over 150 trips and experiences took place across the year, including three residentials, theatre visits, museums, cultural centres, adventure activities, and curriculum-linked excursions. Disadvantaged pupils were fully involved in this programme, which significantly enhanced their confidence, self-esteem, and engagement. These opportunities ensured that pupils accessed experiences beyond the classroom that broadened horizons, raised aspirations, and enriched their educational journey.

Overall, the school's pupil premium strategy in 2024/25 ensured that disadvantaged pupils not only achieved improved academic outcomes, particularly in reading, but also benefitted from enhanced attendance, successful transitions, and extensive enrichment opportunities, providing a strong foundation for our 2025/26 strategy which continues to focus on closing gaps in reading, sustaining high attendance, and broadening enrichment opportunities for disadvantaged pupils.