

# Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Ruskin Community High School, Crewe
Number of pupils in school	726
Proportion (%) of pupil premium eligible pupils	33% (December 2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	20 December 2025
Date on which it will be reviewed/updated	December 2026
Statement authorised by	Dean Postlethwaite / John Rhodes
Pupil premium lead	Natalie Burke / Jacqui Managh
Governor / Trustee lead	Bill Ollier

## Funding overview

Detail	Amount			
	2022-2023	2023-2024	2024-2025	2025-2026
Pupil premium funding allocation this academic year	£261,610	£238,280	£254,995	
Recovery premium funding allocation this academic year	£0	£61,548	£15,387	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0		
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£261,610	£238,280	£254,995	

## Part A: Pupil premium strategy plan

### Statement of intent

*What are your ultimate objectives for your disadvantaged pupils? How does your current pupil premium strategy plan work towards achieving those objectives? What are the key principles of your strategy plan?*

Ruskin Community High School has high expectations for all students, irrespective of prior attainment and FSM status, leaders, teachers, and non-teaching staff are committed to the academic achievement of pupils. We provide an inclusive and challenging curriculum, enrichment, and career opportunities for disadvantaged students. We will ensure data is used to identify tightly focused improvement priorities with robust and pragmatic measures. The disadvantaged strategy aligns with the school's overall mission, goals, and whole school strategic plan. School leaders train and support staff to deliver and sustain quality first learning for all students. Our strategy takes into consideration the teaching and learning, academic intervention, and wider approaches to support students.

We will consider research-based approaches, including those from the EEF, and use evidence and data to inform our decisions, including spending. We aim to narrow the gap working towards diminishing the difference between disadvantaged and non-disadvantaged students and provide an inclusive and challenging curriculum including enrichment and career opportunities. To ensure the gap between disadvantaged and non-disadvantaged students is narrowing further, we will be working in cooperation with school advisors. It is our priority that our disadvantaged students have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance among pupil premium students is lower than that of their non-pupil-premium peers. A combination of academic challenges and limited support, boundaries, and aspirations at home is contributing to reduced attendance for this group.
2	Students transition to secondary school with gaps in prior knowledge and limited fluency, reading, and oracy skills. These challenges create barriers to accessing our ambitious, knowledge-rich curriculum, which has been identified as a Cheshire East priority through collaboration with pupil premium leads.
3	Due to a range of academic barriers, many disadvantaged students struggle to maintain focus and, as a result, may exhibit challenging behaviour. Limited support at home can make it difficult for some students to establish positive learning habits both in and outside of school. The behaviour of a minority of pupil premium students can negatively affect their attainment, particularly where they find it difficult to engage with behaviour-for-learning strategies. These challenges are compounded by the complexity of some students' needs and the limited availability of appropriate interventions
4	We are committed to delivering a broad and engaging curriculum that enhances students' cultural capital, provides enriching experiences beyond the classroom, raises aspirations, and promotes collaborative learning. A key priority is ensuring that pupil premium students access and participate fully in wider curriculum opportunities and cultural experiences. This includes strengthening engagement with parents to support aspirations and working closely with school leaders to ensure the needs of all learners are met.

## 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 Outcomes	Success Criteria
1	To ensure that PP students are in school as part of the <b>attendance</b> strategy ensuring that any barriers perceived or otherwise are addressed	To narrow the gap between PP and non PP students attendance in line with national averages.
		To work in collaboration with the Local Authority to ensure PP students attendance is improving and there is robust analysis of the impact of interventions.
		To implement and monitor new systems to improve attendance through Attend and additional capacity in the attendance team.
2	To ensure that PP students receive quality intervention as part of the <b>reading</b> programme which enables their reading age to be brought in line with their chronological one	Termly tracking and robust monitoring in place to measure progress
		External QA of reading, literacy and oracy to identify good practice and areas for development
		EAL students identified requiring intervention receive targeted bespoke support packages to improve reading skills and comprehension.
		Interventions alongside reading programme for KS4 students shows progress for targeted PP students.
3	Expectations are high for all students. Irrespective of prior attainment and FSM status. Leaders, teachers and non-teaching staff are committed to the <b>academic achievement</b> of students.	Targeted support and intervention during tutor time to address common gaps in knowledge and address misconceptions
		PP students make progress in line with their peers in all lessons. PP students' curriculum journey does not show gaps in comparison to their peers.
3	Expectations are high for all students. Irrespective of prior attainment and FSM status. Leaders, teachers and non-teaching staff are committed to the <b>academic achievement</b> of students.	PP students are proportionately accessing the curriculum and groups so no class is disproportionately weighted in favour of PP make up. Initially through core subjects. Any alternative curriculum arrangements have significant consultation with school leaders and where appropriate external agencies.
		To ensure that the quality of teaching in classroom is ambitious for all and scaffolded appropriately to support the needs of students as appropriate. ( <i>book looks</i> )
	To ensure that there is equity across the curriculum and students from all backgrounds, particularly PP or those that are double disadvantaged, receive their entitlement. Any variations to the curriculum will be fully rationalised. ( <i>alternative pathways</i> )	

		To ensure that where PP students have reading ages lower than their chronological age, they receive appropriate interventions that accelerate progress.	Students participating in reading intervention so that reading ages are brought in line with chronological age.
		To ensure that where PP students have lower confidence and ability with oracy skills, they receive classroom support to increase progress.	Students develop their confidence to demonstrate oracy skills in lessons.
		To ensure that there is consistent application of the schools' high expectations around classroom work/learning and out of lesson conduct so that standards are high for all across the school.	PP students receive positive points and sanctions in line with their non-disadvantaged peers.
		To ensure that all PP students are in school as part of the attendance strategy, ensuring that any barriers, perceived or otherwise, are addressed.	Form Tutors, attendance mentors and EWO support identified students to improve their attendance to school, showing their improvement over time.
		To ensure that all students with additional learning needs are supported with those needs, to make strong progress.	SEND support is appropriately deployed; teachers plan for additional needs. CPD for teachers enables better pedagogical approaches developing responsive teaching; the attainment gap between PP and non-PP students narrows.
		To ensure that PP students are aware of a range of careers and pathways which are open to them and the most vulnerable are guided and supported appropriately.	PP students receive support first around key transition points. When choosing options at KS3 they receive information and guidance first and this continues in KS4 in support with KS5 transitions.
		To ensure that the building of cultural capital – for example trips and other experiences are mapped and planned to enable PP students to receive this entitlement. PP students have access to cultural capital opportunities.	Enrichment experiences are mapped within the curriculum areas. No trip has fewer than 50% PP students. Financial barriers are removed and parents/carers are aware of their child's entitlements.
		To ensure there is equity of opportunity for the student leadership programme for PP students.	When student leadership opportunities arise, PP students are encouraged and supported with their applications by the pastoral team first. PP students engaging with student leadership roles to be increased through further encouragement and guidance.
3	School set <b>clear outcomes</b> for the impact of disadvantaged strategies	To ensure strong evaluation of the curriculum leaders to forensic analysis and actions at	Curriculum is reviewed regularly. After each assessment point subject leaders and their SLT links will review data gathered, monitor any emerging gaps and

	and monitor progress and quality using robust and pragmatic measures.	cohort and individual class level to ensure strong progress.	implement strategies to address this. Teachers will have these strategies woven into their learning. They will be closely monitored to ensure PP students are enabled and supported in making accelerated progress 'catching up'.
		Ensure PP is monitored periodically with appropriate interventions and support to address any emerging achievement gap.	Cohort progress is analysed at whole school level, where there are trends emerging this is fed into school CPD plans.
4	To ensure that PP students are aware of a range of <b>careers</b> and pathways which are open to them and the most vulnerable are guided and supported appropriately	Ensure that analysis of PP students is monitored and effective interventions ensures that PP students receive appropriate support and guidance for future pathways and opportunities.	Ensure that PP students are targeted for careers support and monitoring is in place
			PP students are actively supported through application process for FE / apprenticeship's pathways
	To ensure that the building of <b>cultural capital</b> – for example trips and other experiences – are mapped and planned to enable PP students to receive this entitlement	To ensure all PP students access Cultural Capital opportunities and are prioritised for opportunities across wider school development	Track PP on trips and all opportunities.
			Ensure PP are targeted for all subject enrichment and support financially to participate.
			Extra-Curricular Tracking in place to measure attendance.
			Target students to invite to clubs – based on PP data and monitoring data
	To ensure that there is equity of opportunity for the <b>student leadership</b> programme for PP students	PP representation is proportional for enrichment activities	Interview students not attending clubs to establish what can be offered to engage and encourage attendance.
			PP students to be identified for Personal Development events and opportunities.
	To ensure that key social, emotional and mental health 'topics' are taught well and interventions are in place; <b>effective SEMH</b> interventions are in place for those where there is an additional need in one or all of these areas.	PP students are equally represented in leadership opportunities and roles. There is targeted support for students to access leadership opportunities and support with applications	PP students to be identified for leadership opportunities and given support where appropriate to complete relevant applications.
			Leadership programme development shows impact on PP student's behaviour and attendance.
Targeted SEMH PP tiered interventions are in place, tracked and monitored to show impact.			
Clear SEMH statement and development plan in place with relevant staff training.			
		Progress, behaviour and attendance are tracked and demonstrates improvements in some if not all areas.	
		To engage with students to ensure most vulnerable students access appropriate support.	

## Activity in this academic year 2025-2026

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staff Focus
Recruitment and retention of key specialist teachers – making sure students have teachers who are specialists – to reduce class sizes, additional teachers in Maths, English and Science.	Research reported by <b>the DFE (2016)</b> suggests that students' attainment in core subjects such as Maths is greater when delivered by a specialist teacher. <a href="#">Guidance overview: Standard for teachers' professional development - GOV.UK (www.gov.uk)</a>	1, 3, 4	SLT
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching	<b>Supporting the Attainment of Disadvantaged Pupils (DFE 2015)</b> suggests high quality teaching as key aspects of successful schools. <a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a>  This is supported by the <b>EEF Toolkit (2021) Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</b> which claims significant improvements in learning e.g. Interleaving and questioning + 7 months Assessment for learning /feedback + 6 months	1,3,4	ROB
CPD and T&L implemented to develop consistent high-quality behaviour for learning techniques in all lessons. Research based approaches – Rosenshine's principles – initiated Sept 2022	CPD to be based on the methodologies that are highlighted as most effective in the <b>EEF Toolkit (2021) Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</b> which claims that effective behavioural management strategies 1, 4, have a benefit of significant improvement in learning e.g. +4 months to learning.	1, 3, 4	ROB, RAN
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.  Improving oracy – developing and embedding oracy, through participation in the Cheshire East initiative including accessing expertise from a national oracy lead beginning February 2024.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. <a href="#">word-gap.pdf (oup.com.cn)</a> <b>EEF Toolkit reading comprehension</b> +6 months impact <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. <b>EEF Toolkit oral language interventions</b> +6 months impact. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4	ROB, RAN

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staff Focus
<p>Providing subject specific revision and intervention sessions. Provide specific revision guides where needed.</p> <p>Targeted Period 6 catch up and revision sessions for Y11. Targeted interventions in English Maths and Science</p>	<p>Engagement information for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge. <b>The EEF Toolkit (2021)</b> reports that extending the school day has an effect of +3 months. <a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> <b>EEF Toolkit – small group tuition</b> +4 months impact <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> <b>DFE school led tutoring guidance</b> +4 months impact <a href="#">School-led tutoring guidance (publishing.service.gov.uk)</a></p>	1, 4	CL / WEB / YAM
<p>Targeted reading interventions for students below their reading age target.</p>	<p><b>EEF Toolkit reading comprehension</b> +6 months impact <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.</p>	1,	RAN
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become independent learners. +7 months. There is particularly strong evidence that it can have a positive impact on Maths attainment <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3	BUN

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

### Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staff Focus
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. - ELSA	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties. <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a> EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression. <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	1, 3, 4	CRN
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  Targeted attendance activities: <ul style="list-style-type: none"> <li>Attendance team</li> <li>LA support and advisor weekly, additionally termly targeted support meetings</li> <li>Use of Education Family Support Worker to support individual students and parents weekly.</li> <li>Increase awareness of attendance for all students and staff.</li> <li>Work with PP parents and students to identify specific barriers to attendance</li> <li>Targeted support based on specific barriers</li> <li>Whole school staff development and targets include attendance as a priority</li> </ul>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  Research presented by Durrington Research School (2018) suggests that the identified activities all have a significant impact on attendance outcomes for PP students. <a href="#">An evidence informed approach to...   Durrington Research School</a>  <b>DFE (2016)</b> found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "overall absence had a statistically negative link to attainment" <a href="#">School attendance: guidance for schools - GOV.UK (www.gov.uk)</a>	1, 2,	HAR
Ensure that all students can access full taught curriculum alongside extra-curricular activities. Increase student aspirations  PP capitation (hardship fund) to prevent students from being unable to access enrichment opportunities, have resources and equipment required for learning.	<b>EEF toolkit</b> reports benefit from both arts and sports participation +3 months <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> +1 month <a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4	DAV, JOH
Increase number of careers events, opportunities and activities for students in all years  Increased 1:1 career advisor interviews	<b>CEC report (2020)</b> <a href="#">Careers Education in England's schools and colleges 2020   The Careers and Enterprise Company</a> highlights importance of careers guidance. <b>Effect sizes reported by Hattie 2016</b> <a href="#">Hattie effect size list – 256 Influences Related To Achievement (visible-learning.org)</a> shows that careers intervention have an effect size of +0.38 and are likely to have positive effect on student achievements.	1, 4,	WHS
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All	GOO
Student SEMH needs are prioritised with outside agencies used to support students including a school counsellor.	Evidence from EEF suggest that a tiered approach to <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> improves students decision making skills interactions with others and their self-management of emotions.		

# Part B: Review of outcomes in the previous academic year 2024-2025

## Pupil premium strategy outcomes

Ruskin Community High School has high expectations for all students, irrespective of prior attainment and FSM status, leaders, teachers, and non-teaching staff are committed to the academic achievement of pupils. We provide an inclusive and challenging curriculum, enrichment, and career opportunities for disadvantaged students. We will ensure data is used to identify tightly focused improvement priorities with robust and pragmatic measures. The disadvantaged strategy aligns with the school's overall mission, goals, and whole school strategic plan. School leaders train and support staff to deliver and sustain quality first learning for all students. Our strategy takes into consideration the teaching and learning, academic intervention, and wider approaches to support students. We have highlighted our four main challenges and looked at ways to support our learners and close the gaps.

	Detail of challenge
1	<p>The attendance of the pupil premium students as a group is lower than that of the non-pupil premium cohort. Academic barriers, coupled with lack of support, boundaries and aspirations from home impact attendance.</p> <p><i>A range of targeted strategies has directly supported improvements in pupil premium attendance and helped to narrow the gap with the wider cohort. The implementation of our Attend software has strengthened monitoring and enabled earlier identification of emerging concerns, allowing the attendance and pastoral teams to intervene quickly and consistently. Additional educational family support workers have played a crucial role in engaging families through home visits, supportive conversations and the establishment of clear routines and expectations, helping to address the lack of boundaries and aspirations that can impact attendance. Alongside this, the use of key adults, personalised attendance plans and positive reward systems has provided encouragement, accountability and motivation for vulnerable pupils. Together, these measures have contributed to more consistent attendance patterns and a measurable narrowing of the gap for our pupil premium students.</i></p>
2	<p>Students arrive at secondary with gaps in their knowledge and struggle with fluency, reading and oracy which create barriers to accessing our ambitious knowledge rich curriculum outlined as a Cheshire East priority through collaboration with pupil premium leads.</p> <p><i>Collaboration with Cheshire East pupil premium leads has directly supported our first challenge by deepening our understanding of the significant knowledge gaps and low levels of fluency, reading and oracy that many pupils present with on entry to secondary school. This shared work has informed and strengthened our in-school strategies, including targeted reading interventions, structured vocabulary instruction, the introduction of oracy routines across subjects, and the use of small-group tutoring to close foundational knowledge gaps. The alignment between external collaboration and our internal provision has ensured a consistent, evidence-informed approach to early literacy and communication development. As a result, staff are better equipped to diagnose barriers, deliver high-quality support, and enable disadvantaged pupils to access our ambitious, knowledge-rich curriculum more confidently from the point of transition.</i></p>
3	<p>As a result of academic barriers, many disadvantaged students find it difficult to remain focused and consequently misbehave. Students struggle to establish a positive learning environment both in and</p>

	<p>outside of school, as a result of lack of support from home. The behaviour of a minority of PP students has a negative impact on attainment, due to struggling with BFL learning strategies. The complexity of the needs some students display and the interventions available.</p> <p><i>Our outcomes demonstrate that the strategies we have implemented are effectively supporting disadvantaged students to overcome the academic and pastoral barriers that can lead to poor focus and misbehaviour. Improved literacy and curriculum access have helped pupils engage more confidently in lessons, reducing the frustration that often triggers disengagement. Strengthened pastoral support, increased capacity through additional educational family support workers, and the consistent use of behaviour-for-learning strategies have enabled students to develop more positive routines both in and outside school. The use of key adults, targeted mentoring and personalised intervention pathways has supported those with more complex needs, helping them regulate behaviour and re-engage with learning. As a result, incidents of low-level disruption have reduced for many pupil premium students, and a greater proportion are now able to sustain positive learning behaviours, contributing to improved attainment and a more constructive learning environment for all.</i></p>
4	<p>The delivery of a broad and engaging curriculum, developed to increase students' opportunities for capital culture, experiences outside the classrooms, increasing ambition, collaborative work and to meet the needs of all learners. Ensuring PP students engage with wider curriculum opportunities and experience cultural capital including engagement with parents in aspirations and collaboration with leaders.</p> <p><i>Our outcomes show that disadvantaged students are increasingly benefiting from the broad and engaging curriculum we have developed to widen cultural capital and raise aspirations. Participation data reflects improved engagement of pupil premium learners in enrichment activities, educational visits and experiences beyond the classroom, demonstrating that more students are accessing opportunities that broaden their horizons and support personal development. Increased involvement of PP students in collaborative projects, leadership activities and curriculum enhancements indicates that the curriculum is meeting a wider range of needs and fostering ambition. In addition, stronger engagement from parents in aspiration-focused events and targeted communication has helped reinforce the value of these experiences. Collectively, these outcomes demonstrate that PP students are accessing and benefiting from wider curriculum opportunities with greater consistency, supporting their cultural capital, ambition and overall educational experience.</i></p>