

Pupil premium strategy statement – Rugeley John Taylor 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
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	26.0%
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 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Powell (Executive Headteacher)
Pupil premium lead	Claire Powell
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£33,325

Part A: Pupil premium strategy plan

Statement of intent

At Rugeley John Taylor School, our mission is to empower young people to live lives full of choice and opportunity on completion of their studies with us. Irrespective of the challenges young people may face, we believe they all have the potential to achieve well in school and to make a positive impact on society.

As a new school, opening to our first cohort of Year 7 students in September 2025, our initial pupil premium strategy has been developed without an in-depth knowledge of our community, the contextual challenges students and their families may face, and in the absence of well-developed relationships with feeder primary schools. We therefore expect significant changes may be made to our pupil premium strategy as it evolves over the short, medium and longer term.

High-quality teaching is at the heart of our approach, with our motto; “Powered by Knowledge. Driven by Ambition.” signifying the importance we place on curriculum design and the development of powerful knowledge in our students. High quality teaching will have the greatest impact in narrowing the disadvantage attainment gap and, concurrently, will also benefit the non-disadvantaged students in our school.

Our approach will focus on utilising evidence-informed strategies which build upon robust diagnostic assessments rather than assumptions about the impact of disadvantage. To ensure they are effective we will:

- Ensure disadvantaged students are challenged in the work they are set and that this work is personalised to support their individual needs
- Act early to intervene at the point need is identified
- Ensure all students receive high-quality teaching
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged students’ outcomes and raise expectations of what they can achieve
- Increase attendance of our disadvantaged students and reduce persistent absence
- Increase parental engagement of disadvantaged students
- Focus on improving the literacy skills of all students

Our initial cohort of students contains a higher-than-average number of PLAC/LAC students, and it is our intention to embed strategies within this document which are designed to support their needs, including pastoral interventions which may remove barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	As a newly opened school, we do not yet have a deep knowledge and understanding of our local context and the workings of our local primary schools and external support networks. It is imperative therefore that we prioritise building positive and professional working relationships with our local primary schools to enable us to support students effectively in the transition from primary to secondary school, especially any disadvantaged students who may already benefit from established support mechanisms in their previous schools. Quality-first teaching will be the best mechanism to ensure all students make rapid progress in the absence of this detailed and specific knowledge.
2	Raising the ambitions and aspirations of students and families is an important focus of the school in its initial opening phase. 22.7% of local residents aged 16+ in Rugeley have no qualifications, compared to the national figure of 18.1%, and only 22% have qualifications at Level 4 or above, compared to the national figure of 33.9%. The closure of the towns power station has had a significant impact on employment patterns in the town and surrounding areas as there is a below average proportion of highly skilled workers which skews the local economy. 40.8% of the local workforce work in lower supervisory and technical occupations, or semi-routine/routine occupations, compared to 28% of the national population.
3	Improving the literacy levels of students is a key component of our strategy, as lower than expected levels of literacy and reading comprehension will provide a significant barrier to learning.
4	In line with local trends, we predict that poor attendance may be a significant barrier to learning for some of our students, particularly those from disadvantaged backgrounds. Initial discussions with primary schools have highlighted social, emotional and mental health concerns as barriers to school attendance for many students.

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
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To reduce any attainment gaps between PP and NPP students	• Students receive appropriate support • Student voice is positive and shows students are aware of how to improve their work further • Data demonstrates any gaps in performance are decreasing • Teachers are aware of the strategies they can deploy to raise the attainment of PP students in their classrooms
To remove barriers to learning, both inside and outside the classroom	• Students are equipped for learning, punctual to lessons, and keen to learn • Students' complete homework regularly and there is no difference in submissions/completion rates between PP and NPP students • Homework club/library is well-utilised after school by students who benefit from this support • Students are engaged in a variety of extra-curricular activities • Parents are engaged in parents' evenings and other school events
To ensure that aspirations are high for all students and students understand the routes available to them on completion of their studies	• Effective provision for CEIAG is in place, including a focus on employability skills as part of our RISE curriculum • Parents are engaged in parents' evenings and other school events
The difference in attendance between PP and NPP students is not significant	• Attendance rates are comparable • Form tutor communication home is frequent, supportive and purposeful • Attendance Officer is aware of the barriers to attendance and the strategies that can be deployed to reduce this • Parents are aware of the impact poor attendance can have on their children

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching in all classrooms through targeted CPD and sharing of good practice	• High quality, personalised teaching and learning across the school evidenced in learning walks • Bespoke programmes for individual teachers feed into performance development processes • All CPD is evidence informed and deliberately planned, with a focus on peer delivery • GL assessments used at the start and end of the year to measure progress and to provide teachers with relevant information to support planning • Visualisers in all classrooms to allow effective modelling • Funding of NPQs ensures that all teaching and learning initiatives are research-informed	1, 3
Improving literacy in all subject areas	• Disciplinary literacy is key to a knowledge-rich curriculum as they learn more complex concepts in each curriculum area • Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English • Shared reading programme during tutor programme will develop reading skills and confidence to read • Sparx reader will allow students to access reading resources both inside and outside of school • Lesson resources and knowledge organisers will highlight both tier 2 and tier 3 vocabulary • Phonics programme with support students with lower reading ages	3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral interventions	• ELSA support offered to relevant students • Pastoral interventions provide 1-2-1 and small-group support • Liaise with local organisations (sports clubs etc) to source external mechanisms of support	4

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

Budgeted cost: £3,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing uniform and equipment for students to ensure they can take full part in school life	• Stakeholder voice shows that students have a deeper sense of belonging when they have the necessary equipment and uniform	2, 4
Attendance Officer to embed the principles of good practice set out in the DfE's Improving School Attendance advice	• DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels • Attendance Streaks initiative to encourage positive attendance	4
Careers education helps support a culture of ambition and aspiration	• Future's Friday's programme to be embedded into the tutor programme and to provide early CEIAG • Engagement with local and national employers and apprenticeship providers • University visits/virtual tours to broaden horizons and help students to understand the variety of options available to them post-16 and 18.	2

Total budgeted cost: £33,325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Not yet applicable.

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