

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 the school	Redhill Primary School
Number of pupils in school	210 (including Nursery and pre-nursery) 184 YR-6
Proportion (%) of pupil premium eligible pupils	99 pupils -47%
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)	2024-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	L Banks
Pupil premium lead	L Banks
Governor / Trustee lead	Angela Schulp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 162, 541
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year	£162, 541
<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>	

Statement of Intent:

The aims for disadvantaged pupils at Redhill Primary is that they achieve at least the same academic achievements (attainment and progress) as non-disadvantaged pupils with similar starting points, that they have equal access to the extended curriculum and enrichment opportunities and finally, that poor mental health is not a barrier to academic and emotional success. Our current strategy supports these aims by ensuring pupils receive high quality first teaching in all subjects, but with a specific focus on reading, writing & maths.

Funding is also targeted to ensure disadvantaged pupils are offered equal access our extended curriculum. We adopt other strategies to remove socio economic barriers as well as offering wellbeing & mental health support.

Objective

- All pupils have access to a stimulating, inspiring learning environment where they feel safe and ready to learn.
- All pupils experience a broad, balanced curriculum which engages them and motivates them to learn
- All staff have high expectations of all pupils and pupils have high aspirations for their own future.
- All children have the access to high quality first teaching.
- Where appropriate, challenge and/or support is given to enable children to thrive academically and socially.
- Attainment and progress of disadvantaged pupils at Redhill Primary is at least in line with their peers with similar starting points.
- Disadvantaged pupils have equal access to enrichment activities and the extended curriculum.
- All disadvantaged pupils will be given support to meet national expectations for attendance and persistent absence.

How does current plan work toward objectives

In line with the 3-tiered approach in EEF's pupil premium guide, activities:

- support the quality of teaching, including staff professional development, assessment materials & resources
- provide targeted academic support, and
- tackle non-academic barriers to academic success, like attendance, behaviour, safeguarding and social and emotional support

Key Principles of the Strategy

Challenges:

Challenge number	Detail of challenge
1	Attendance Data & Levels of Persistent Absence
2	Behaviour incidents & exclusion data
3	All groups' progress to match national averages particularly those with an identified vulnerability
4	Information on wellbeing, mental health & safeguarding
5	Access to technology & curricular materials/enrichment activities building cultural capital and language development
6	Oral fluency, vocabulary and language are significantly low.

Intended outcomes

Intended outcome	Success criteria
A culture of high expectations ensures all groups have improved progress to match national averages.	Progress rates are within the norms for national averages
Attendance of children identified as Persistently Absent in 24/25 matches national. Exclusions of our most vulnerable is with national norms.	Data is in the norms for national averages of groups.
SET's digital strategy implemented during 24-25	Students have access to technology in school & at home wherever possible to support intervention within & away from the classroom
Parental Engagement is reactivated	Parents have a shared & codesigned role in the education of their children. Encouraged to participate in the school community.
Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupils will have improved wellbeing by developing a sense of self-worth and deal with their emotions in a healthy way.	Children will be able to talk about their strengths and develop strategies to deal with their personal emotions. They will develop resilience to deal with their emotions and different social situations

Activity in this academic year: Teaching: Budget Cost:

Pupil Premium £83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group and 1:1 support for EYFS and reading strategy £15,000</i>	<i>The average impact for reducing class size is around 2 months additional progress over the course of an academic year.</i> <u>EEF Phonics guidance</u>	2,3,5,6
<i>Small study group interventions for Year 6 £1,000</i>	<i>The average impact of interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i> <u>EEF individualised instruction</u>	2,3,4,5,6
<i>Teaching Assistant Support in class £57,000</i>	<i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</i> <u>EEF Teaching Assistant interventions</u>	1,2,3,4,5,6
<i>Nursery teacher top-up £10,000</i>	<i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</i>	1, 2, 3, 4, 5, 6

Targeted academic support

Budgeted cost: £ 28,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital Strategy Resources £22,900	<i>Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects</i>	1,2,3,4,5,6
Reading Plus – KS2 reading intervention £1,400 (£4200 over 3 years)	<i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> <u>EEF individualised instruction</u>	1,3,5,6
Mirodo English, Maths & Science intervention £1,040	<i>On average, individualised instruction approaches have an impact of 4 months' additional progress. Individualised instruction can be an effective approach to increasing pupil attainment. There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside <u>small group tuition</u>, with teachers providing targeted instruction to the pupils that are not engaging with the technology.</i> <u>EEF individualised instruction</u>	1,3,5,6
SPaG & Maths.com £700	<i>On average, individualised instruction approaches have an impact of 4 months' additional progress. Individualised interventions</i>	1,3,5
Assessments – NTS – purchase of standardised diagnostic assessments. £2,079	<i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</i>	1,2,3
Opening Worlds £874	<i>High quality resources to improve vocabulary exposure. Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</i>	1,2,5,6

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

Budgeted cost: £ 50,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club & Morning Study Support £12,000	<i>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</i> <u>Extending school time</u>	1,2,3,4,5
Home School Liaison to support attendance & pastoral needs £16,907	<i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i> <u>EEF – Parental engagement</u>	1,2,3,4
VIP Education – attendance. £2,500	<i>Attendance in school is essential to access the provision. This multi-faceted intervention includes a school-based co-ordinator and a number of interventions such as mentoring, attendance clinics, robust tracking system and family involvement.</i> <u>EEF – Parental engagement</u>	1, 2, 3, 4,
ELSA, Emotional Literacy Support CPD Costs £2,000	<i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i> <u>EEF Social and emotional intervention</u>	1,2,3,4,5
Music, Curriculum Enrichment Support e.g. Performing Arts, Pantomime £3000	<i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.</i>	1,2,3,4,5
Mental Health Support £2,000	<i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for</i>	1,2,3,4

	<p><i>non-academic outcomes such as attitudes to school, attendance and behaviour.</i></p> <p><u>EEF Social and emotional intervention</u></p>	
Basic Need support – uniform/food £5,000	<i>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</i>	1,2,3,4
Contingency £6,991	<i>Based on our experiences and those similar to other schools like 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.</i>	1,2,3,4,5,6

Total budgeted cost: £ 162,391

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary Sector : Key Performance Data – Headlines

End of Year Outcomes 2023-2024

Name of School: Redhill

EYFS	All (x/y= %)	PP (x/y= %)	SEND (x/y= %)
Baseline	4/26 = 15%	0/12= 0%	0/5=0%
% GLD	19/28 = 68%	8/12 = 67%	1/5=20%
Communication- LAU/ S	19/28 = 68%	8/12 =67%	1/5= 20%
Literacy – C/ WR/ W	19/28 = 68%	8/12 =67%	1/5= 20%
Maths- N/ NP	19/28 = 68%	8/12 =67%	1/5= 20%

Y1 Phonics Pass	All (x/y= %)	PP (x/y= %)	SEND (x/y= %)
Pass mark - 32	14/18 = 78%	7/11 =64%	4/8 = 50%

KS1 (Y2) reported outcomes	ALL (x/y= %)		PP (x/y= %)		SEND (x/y= %)	
	ARE +	GD	ARE +	GD	ARE +	GD
Reading	20/30 = 67%	2/30 = 7%	11/18 = 61%	1/18 = 6%	1/9 = 11%	0/9 = 0%
Writing	19/30 = 63%	0/30 = 0%	11/18 = 61%	0/18 = 0%	1/9 = 11%	0/9 = 0%
Maths	22/30 = 73%	1/30 = 3%	12/18 = 67%	0/18 = 0%	2/9 = 22%	0/9 = 0%
RWM combined	19/30 =63%	0/30 = 0%	11/18 = 61%	0/18 = 0%	1/9 = 11%	0/9 = 0%
Y2 Phonics Retake (had to retake)	2/7 = 29%		2/5= 40%		2/6=33%	

Y4 Multiplication Check	All (x/y= %)	PP (x/y= %)	SEND (x/y= %)
20+ (80% pass)	22/24 = 92%	13/14 =93%	2/3 = 67%
25/25 (100%)	6/24 = 25%	2/14 = 14%	0/3 = 0%

KS2	ALL (x/y= %)		PP (x/y= %)		SEND (x/y= %)	
	ARE +	GD	ARE +	GD	ARE +	GD
Y6 Read	24/29 = 83%	14/29 = 48%	17/21 = 81%	8/21 = 38%	6/10 = 60%	2/10 = 20%
Y6 Writ	21/29 = 72%	2/29 = 7%	13/21 = 62%	0/21 = 0%	2/10 = 20%	0/10 = 0%
Y6 Maths	23/29 = 79%	7/29 = 24%	16/21 = 76%	2/21 =10%	4/10 = 40%	0/10 = 0%
Y6 RWM	20/29 = 69%	2/29 = 7%	13/21 = 62%	0/21 = 0%	2/10 = 20%	0/10 = 0%
Y6 GPS	23/29 = 79%	11/29 =38%	16/21 = 76%	4/21 = 19%	3/10 = 30%	1/10 = 10%
Y6 Sci	25/29 = 86%		17/21 = 81%		6/10 = 60%	

<u>Attendance 2023/24</u>	
Pupil Premium	Non-Pupil Premium
93.7%	96%
Persistent Absence Pupil Premium	Persistent Absence Non-Pupil Premium
25.5%	10%