Pupil premium strategy statement

Pupil Premium Strategy Statement - Redhill Primary School

2025-2027

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	204
Proportion (%) of pupil premium eligible pupils	100=49%
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)**	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs L. Banks
Pupil premium lead	Mr. S. Phillips
Governor / Trustee lead	Mr I Kenney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,925
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£143,925

Part A: Pupil premium strategy plan

Statement of intent

At Redhill Primary School, our purpose is to nurture an inclusive, high performing learning community where every child is empowered to excel. In alignment with SET's strategic vision, we are committed to ensuring that all pupils—particularly those who are vulnerable or disadvantaged—receive the support, ambition and opportunity they need to thrive academically, socially and emotionally.

Serving a community with significant socioeconomic challenges, we recognise our responsibility to close gaps in attainment and opportunity. Our intent is to ensure that every child, regardless of background or starting point, can compete confidently with their non-disadvantaged peers in education and in life. We strive to remove barriers, raise aspirations, and create a culture where success is both expected and achieved.

Through high quality teaching, targeted support and a rich, inspiring curriculum, we aim to provide every learner with the skills, knowledge and resilience they need to fulfil their potential and build a strong foundation for future success.

Challenges

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

Challenge number	Detail of challenge
1	**Ensuring Consistent Quality First Teaching** • Embedding consistent, high-quality pedagogy across all classrooms, including structured phonics, reading fluency, maths mastery, Talk 4 Writing, and strong scaffolding for pupils with fewer home learning resources. • Sustaining regular coaching and monitoring of teaching practice with a clear focus on • improving outcomes for disadvantaged pupils at Redhill.
2	**Identifying Needs Early and Delivering Effective Interventions** • Systematically screening pupils in Reception and Year 1 to identify early gaps in speech, language, vocabulary, attendance, and home reading patterns. • Ensuring well targeted interventions—small group and 1:1—are delivered consistently and effectively to accelerate progress in reading, vocabulary, and maths.
3	**Providing Equitable Access to Enrichment** • Overcoming financial and logistical barriers that may limit disadvantaged pupils' participation in clubs, trips, arts, music, and outdoor learning opportunities offered at Redhill. • Implementing and tracking a "Disadvantaged Learning Passport" to guarantee all targeted pupils receive key curriculum experiences by the end of KS2.

4	**Strengthening Parental Engagement and Home Learning Support**
	• Engaging families who may find it challenging to participate in school learning activities, ensuring strong attendance at workshops and access to support.
	• Addressing digital and resource inequalities by providing home learning packs, reading materials, maths resources, and devices or internet access for those who need them.
5	**Improving Attendance, Behaviour, and Readiness to Learn**
	• Tackling persistent attendance and punctuality issues, identifying barriers such as transport, routines, or home circumstances.
	• Providing enough mentoring or buddy support for pupils who find engagement difficult, with particular focus on disadvantaged learners.
6	**Securing Strong Transitions into Secondary School**
	• Ensuring disadvantaged pupils receive additional transition support—including extra visits, summer programmes, and curriculum-bridging activities—to reduce the drop-off between KS2 and KS3.
	• Building confidence and familiarity with secondary expectations so pupils move on from Redhill feeling prepared and secure.
7	**Using Data Effectively to Drive Improvement**
	• Maintaining robust, up-to-date tracking of disadvantaged pupils' progress, attendance, behaviour, and enrichment engagement at Redhill.
	• Using this data in a meaningful way to identify patterns, highlight concerns early, and shape next steps in teaching, interventions, and pastoral support.

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
High-quality, consistent Quality First Teaching across all classrooms	• Lesson observations show consistent use of agreed pedagogies (phonics, fluency, mastery, scaffolding). • Book looks demonstrate progression and consistent expectations. • Coaching logs show staff development and improved practice. • Disadvantaged pupils make progress in line with, or above, peers.
Early identification of needs and effective intervention	• Reception and Y1 screening completed termly for vocabulary, S&L, phonics, attendance, home reading. • Disadvantaged pupils correctly flagged for early support. • Intervention data shows accelerated progress from entry to exit.

	• Interventions delivered with fidelity and high attendance. • Reduction in number of pupils needing catch-up later in school.
Disadvantaged pupils access a rich range of enrichment opportunities	• Participation data shows no gap between disadvantaged and non-disadvantaged pupils. • Funded places fully utilised. • Disadvantaged Learning Passport shows high completion rates of key experiences. • Pupil voice indicates high enjoyment and engagement.
Strong parental engagement and equitable home-learning support	• Increased attendance of disadvantaged families at workshops. • Home reading frequency improves for targeted pupils. • All pupils needing devices/internet receive support. • Higher uptake of home-learning packs, library resources. • Parents report improved confidence supporting learning.
Improved attendance, behaviour, and readiness to learn	• Attendance for disadvantaged pupils improves; persistent absence reduces. • Reduced number of late codes & unauthorised holiday codes • Fewer behaviour incidents/suspensions / exclusions recorded for the disadvantaged cohort. • Mentoring/buddy programme shows positive engagement and outcomes. • Teachers report better engagement, focus, and readiness to learn.
Smooth, supported transition into secondary school	• All disadvantaged pupils attend enhanced transition activities. • Secondary schools report improved readiness and settling in the autumn term. • Strong participation in summer school/bridging activities. • Pupil and parent surveys show increased confidence pre-transition.
Effective use of data to drive actions and improvement	• All data (progress, attendance, behaviour, enrichment) updated termly and accurately. • Termly disadvantaged pupil progress meetings show clear actions and follow-up. • Data dashboards show narrowing gaps over time. • Leaders can clearly articulate patterns and actions to governors.

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: £ 5349.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality CPD to Shaw Education Trust including NPQ, apprenticeships & Best in Class Support	High-quality CPD is one of the most powerful drivers of improved teaching and pupil outcomes, with large-scale evidence showing that well-designed professional development has an impact on learning comparable to a decade of teacher experience. Shaw Education Trust's NPQ provision is rated highly by participants, demonstrating strong delivery quality and staff impact. National evaluations show NPQs build leadership skills, raise staff aspirations, and contribute to improved teacher retention and school improvement.	1,2,5,6,7
High quality CPD on our Teaching & Learning Framework	High-quality CPD aligned to the school's Teaching & Learning Framework is strongly supported by evidence as a driver of improved instructional practice and pupil outcomes. The EEF also highlights that focusing CPD on clear teaching mechanisms (such as feedback, modelling, and revisiting prior learning) reliably changes practice and strengthens the quality of teaching across a school. By delivering CPD directly through a shared Teaching & Learning Framework, Redhill ensures consistency, coherence, and collective efficacy—conditions proven to raise standards and secure long-term improvement.	1,2,3,7
Instuctional Coaching for all staff - StepLab Coaching including WalkThru resources	According to the EEF Pupil Premium strategy, instructional coaching supports outcomes by strengthening teaching quality through evidence based professional development. Coaching improves modelling, feedback, and classroom practice—leading to better learning and attainment for disadvantaged pupils	1,2,5,7
RWInc Sound Training for new staff	Synthetic phonics training supports outcomes by strengthening teaching quality, ensuring staff use an evidence based approach proven to accelerate early reading progress, and helping disadvantaged pupils build secure literacy foundations from the start.	1,2,7
RWInc Development Days		1,2,7
NTSS Assessments	Standardised assessments support outcomes by giving schools reliable, comparable data that helps identify pupils' needs early and accurately—the first step of the EEF Pupil Premium	1,2,6,7

	strategy. They also strengthen evidence informed decision making by highlighting gaps, informing targeted support, and enabling leaders to monitor whether interventions are working. These assessments provide consistent measures for reviewing progress and adjusting provision to ensure disadvantaged pupils receive the right support at the right time. CPD time is given for moderations & standardisation exercises supported by highly experienced practioners.	
Opening Worlds Humanities – Knowledge rich curriculum	Opening Worlds is a highly regarded, knowledge-rich humanities curriculum that significantly strengthens pupils' understanding in history, geography and religion by providing deep subject knowledge, systematic vocabulary instruction, and strong sequencing across topics. Its carefully designed vertical and horizontal links ensure pupils build rich, coherent knowledge that supports literacy, critical thinking and cultural awareness—an effect noted particularly in schools serving disadvantaged communities, where the programme has shown rapid impact on vocabulary and comprehension.	1,2,3,6,7

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

Budgeted cost: £ 91,353.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital Strategy – iPad	Improved teacher modelling & explanations Build retrieval & fluency through quizzes & structured activities Enhanced assessment opportunities	1,2,3,4,5,7
RWInc Oxford Owl	Trusted, evidence-based and highly accessible reading and learning. Free library of books to access in the home. Supports reading and phonic development. Connects Home and School learning. High quality resources for schools. Help build vocabulary and reading confidence.	1,2,4,5,6
Ruth Miskin Portal	Comprehensive online training for staff. Virtual classroom for school and home. Robust online assessment tools. Personalised learning platform for each staff member.	1,2,4,5,7
Reading Plus	Schools report 2.5 years of reading growth in as little as 60 hours of personalised instruction. Reading Plus automatically adapts reading content and difficulty through: InSight, its assessment system, which identifies reading level, fluency, comprehension, vocabulary and motivation. Reading Plus gives teachers: Detailed analytics on student strengths, weaknesses, and reading habits.	1,2,4,5,7
White Rose Maths CPD	White Rose Education's professional development offer provides schools and teachers with a comprehensive range of CPD courses designed to be flexible, practical, and tailored to real classroom needs.	1,2,4,5,7
Mirodo	Offering video lessons, progress tracking, and adaptive goals that help children build confidence and close learning gaps effectively. Comprehensive question bank and child-friendly tools.	1,2,4,5,6,7
Year 4 Music Provision	Learning music promotes creativity, imagination, curiosity, and expression, giving children valuable opportunities to explore their ideas in meaningful ways. It also builds confidence, develops social skills, and encourages teamwork, helping pupils learn to collaborate and communicate effectively. Beyond this, music education supports academic habits by improving problem-solving abilities, independent learning, and perseverance.	1,2,4,5,6,7
Teaching Assistants to deliver 1:1 interventions	Teaching Assistants are proven to enhance targeted intervention outcomes when used strategically. TA-led interventions increase pupils' access to personalised support. TAs positively impact pupil engagement and learning behaviours. TAs increase students' access to expert support during learning tasks. Effective deployment of TAs boosts attainment when they focus on structured, evidence-based approaches.	1,2,4,5,6,7
EYFS Advisory support around implementation of Oracy	Strong oral language skills in the early years are one of the strongest predictors of later academic success. The evidence overwhelmingly shows that speech and language skills at age	1,3,5

Strategy SALT, SHREC, Dingley's Promise, etc…	five strongly predict later attainment, not just in literacy but across the curriculum. Early intervention prevents widening attainment gaps for pupils with delayed language. High-quality back-and-forth interactions improve vocabulary, attention, emotional wellbeing, and later literacy outcomes. SHREC strategies provide practitioners with simple, daily interaction techniques that significantly boost communication and language.	

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

Budgeted cost: £ 42,172.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager Whole Year Full time	EEF aligned guidance shows that a pastoral manager improves outcomes by addressing pupils' wellbeing and removing barriers to engagement, while an attendance officer strengthens data driven attendance practice and family support. Together, they help tackle the wider challenges that disproportionately affect disadvantaged pupils	3,4,5,6
ASTAR	According to the EEF Pupil Premium strategy, an Attendance Welfare Officer supports outcomes by improving attendance through targeted monitoring, family engagement, and barrier removal work. This boosts access to teaching, strengthens engagement, and improves learning for disadvantaged pupils.	4,5,6,7
MHST	The EEF Pupil Premium strategy supports working with a Mental Health Support Team because MHSTs help schools diagnose and address mental health and wellbeing barriers, provide targeted SEL support, and strengthen wider strategies that improve engagement, attendance, and learning—key to improving outcomes for disadvantaged pupils	2,3,4,5,6,7
ELSA TAs	The ELSA intervention itself is an evidence based programme designed to **build a school's internal capacity** to meet pupils' emotional needs. It is grounded in psychological principles and	2,3,4,5,6,7

	aims to improve wellbeing, which is strongly associated with better engagement, attendance, and academic readiness—key components linked by the EEF to improved outcomes for disadvantaged pupils.	
Yoga Bugs	The EEF Pupil Premium strategy supports using behaviour support because it helps schools diagnose behavioural barriers early, apply evidence informed behaviour strategies, and address wider social emotional needs. This improves engagement, reduces disruption, and strengthens learning outcomes for disadvantaged pupils.	4,6,7
Behaviour Support TA in UKS2	The EEF Pupil Premium strategy supports using behaviour support because it helps schools diagnose behavioural barriers early, apply evidence informed behaviour strategies, and address wider social emotional needs. This improves engagement, reduces disruption, and strengthens learning outcomes for disadvantaged pupils.	2,4,5,6
Behaviour Support		2,4,5,6
Breakfast Club	According to EEF evidence, breakfast clubs improve outcomes by boosting attainment, concentration, behaviour, attendance, and readiness to learn, while removing hunger related barriers. They are a cost-effective "wider strategy" for supporting disadvantaged pupils.	3,4,5
After School Activities *Lunchtime Activities*	According to the EEF Pupil Premium strategy, enrichment activities support outcomes by addressing wider non-academic barriers—improving wellbeing, confidence, engagement, and cultural capital—all of which help disadvantaged pupils access learning more fully and achieve better results.	3,4,5
Contingency	£5000 (Food, uniform, emergencies, UniFrog – careers and aspirations to be confirmed)	

Total budgeted cost: £ 143,925

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	99	92.2%	92.4%	Close to average	Relative decline	High - FSM, High - SEN

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	64	61%	46%	Above (sig+)	68%	-7	Not applicable	Not applicable
2025	22	59%	47%	Close to average (non-sig)	69%	-10	Widening	High - FSM, High - SEN, Low - Stability

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	64	80%	62%	Above (sig+)	80%	0	Not applicable	Not applicable
2025	22	82%	63%	Above (non-sig)	81%	1	Positive gap	High - FSM, High - SEN, Low - Stability

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	64	63%	59%	Close to average (non-sig)	78%	-15	Not applicable	Not applicable
2025	22	59%	59%	Close to average (non-sig)	78%	-19	Widening	High - FSM, High - SEN, Low - Stability

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	64	73%	60%	Above (sig+)	80%	-6	Not applicable	Not applicable
2025	22	77%	61%	Above (non-sig)	81%	-3	Narrowing	High - FSM, High - SEN, Low - Stability

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	64	70%	59%	Above (non-sig)	78%	-8	Not applicable	Not applicable
2025	22	73%	60%	Above (non-sig)	79%	-6	Widening	High - FSM, High - SEN, Low - Stability

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	79	20.8	20.6	Close to average (non-sig)	Not applicable	Not applicable
2025	28	20.6	21.0	Close to average (non-sig)	No sig change	High - FSM, High - SEN

All pupils - Phonics expected standard

- There were 27 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 4 pupils did not meet the **phonics expected standard**.
- There were 7 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check and 4 pupils did not meet the **phonics expected standard**.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	74	84%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	27	85%	80%	Close to average (non-sig)	No sig change	High - FSM

Early years foundation stage profile area	National %
Good level of development	67.7

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	61%	46%	Above
2024/25	59%	47%	Close to average
2023/24	60%	46%	Above
2022/23	64%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	80%	62%	Above
2024/25	82%	63%	Above
2023/24	80%	62%	Above
2022/23	77%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25	59%	59%	Close to average
2023/24	65%	58%	Close to average
2022/23	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	73%	60%	Above
2024/25	77%	61%	Above
2023/24	75%	59%	Above
2022/23	68%	59%	Close to average

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils