

Pupil premium strategy statement – Red Hill Field Primary School



This statement details our school's use of pupil premium funding to help improve the attainment of our under resourced pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for under resourced pupils last academic year.

School overview

Detail	Data
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	36 pupils 15%
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Watts
Pupil premium lead	Rachel Watts / Alison Dye
Governor / Trustee lead	K White / S.Roddy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,188
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£50,188

Part A: Pupil premium strategy plan

Statement of intent

In our school, we pursue everyday excellence; we respect everybody, and this enables us to learn and grow in harmony, resulting in academic and personal fulfilment.

We know that the quality of teaching is fundamental to the success of all pupils particularly those who are under resourced. As the Education Endowment Foundation (EEF) state: *Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.*

We have high expectations for all pupils in our school and recognise that children in receipt of the Pupil Premium are not a homogenous group. As a result of this, our approach to tackling 'under resourcing' is not solely focussed on pupils with lower prior attainment. Our aim is to provide pupils with an introduction to the essential knowledge that they need to be educated citizens; to increase their cultural capital, and to be able to contribute positively to the well-being of their community and to wider society.

To ensure they are effective we will follow the Learn-At Guiding Principles (from [LearnATPupilPremiumStrategy](#) LAT055LearnATPupilPremiumStrategy.pdf (learnatpolicies.uk))

At Red Hill Field we are also increasingly finding that pupils starting at Red Hill Field have previous traumatic experiences ACE's (Adverse Childhood Experiences), repeated negative educational encounters, physical and psychological trauma and complex diagnosed and undiagnosed conditions that result in them lacking the neurological development required for concentration and learning. This has major implications for confidence and self-esteem, along with the desire and inspiration to achieve, so we use the PPG to provide a wide range of additional opportunities to increase safety and trust for investment for lifelong aspirations for all and raise expectations and achievements for all children and their families.

Our approach is research informed and the strategies we employ are supported by sound evidence of effective impact. In line with the EEF guidance, we prioritise the Pupil Premium spending on:

- High quality teaching
 - Targeted academic support
 - Targeted staff CPD
- Removing non-academic barriers
- Attendance
 - Pastoral support
 - ELSA supervision and CPD

Challenges

Whilst recognising that those in receipt of the Pupil Premium are not a homogenous group, these are the key challenges to achievement that we have identified among our under resourced pupils:

Challenge number	Detail of challenge
1	Standards in Reading, Writing and Maths Internal assessments indicate that reading and maths fluency and writing among 'under resourced' pupils is below that of non-disadvantaged pupils.
2	33% of under resourced children (PPG) at Red Hill Field also have identified SEND. (25% of PPG pupils with identified SEN have an EHCP or SENIF).
3	Adverse childhood experiences and trauma 72% PPG
4	Social Emotional & Mental Health difficulties 57% PPG inc previous negative experiences in academia: low self-esteem, self-worth and aspiration
5	Parent/carers support, engagement & communication 48% PPG
6	Lack of access to the wider world – trips, visits, places of interest: cultural capital 60%
7	Attendance/ uniform and school readiness 49%

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
<p>To ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>Improved combined attainment (RWM) for under resourced pupils in all year groups</p>	<p>Termly data analysis (pupil progress) and external assessments will indicate that the gap between under resourced pupils and their non-under resourced peers is narrowing.</p> <ul style="list-style-type: none"> Professional development: Weekly department meetings to support teachers, with a particular emphasis on maths, literacy/vocabulary and curriculum development. Half Termly Professional Development for staff by attending whole Trust targeted training courses and INSET. Staff research and evidence based provision is in evidence.

	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (making at least expected progress/ meeting end of year expectations). Narrowed gap between PPG/non PPG • Learning tasks adapted and scaffolded to specific needs of pupils.
To provide specific targeted academic and emotional support either in a one to one or small group situation so that children are emotionally ready to access quality first teaching	<p>Structured interventions: SALT interventions for pupils with poor language and communication skills (Wellcomm, colourful semantics) emotion coaching and zones of regulation are embedded and show positive impact.</p> <ul style="list-style-type: none"> • Small group tuition: Targeted Maths and English teaching for pupils who are below age-related expectations ensures gap narrows. • 1:1 and small group support from the Pastoral Lead. • Decrease in negative behaviour records on My Concern. • Decrease in fixed term suspensions. • Increased positive learning behaviours and improved confidence for pupils evidenced during Trust visits/ learning walks/observations.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our under resourced pupils	<p>Attendance overall will be at least at national expectations and the gap between under resourced pupils and their non under resourced peers will decrease.</p> <ul style="list-style-type: none"> • Support for families from Pastoral Lead • Breakfast club offer • SEN transport offer

	<ul style="list-style-type: none"> • Analysis of attendance data and targeted support
To enable all children to access wider curriculum and extra curricular opportunities in order to provide cultural capital and raise aspirations	<p>Increased access to residential and extracurricular activity allows all pupils to experience the enrichment of the visit and participate fully (residential/club registers)</p> <ul style="list-style-type: none"> • Supporting extracurricular activities inc sporting and music clubs/lessons enables pupils to participate in non-academic activities, positively improving their confidence and range of skills: increased participation rates through targeting • Increased confidence levels demonstrated in lessons ; cultural capital and aspiration increases

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: £ 17,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving - collaborative Professional Development – Trust Under Resourced Project for all staff to improve knowledge of	<p>Evidence strongly suggests that improving teaching is the biggest factor in raising outcomes for under resourced pupils. We are making a significant investment in effective, evidence informed professional development</p> <p>EEF Guidance Report on Effective Professional Development</p>	1, 2

strategies around QFT and adaptive teaching. Smaller class sizes in upper KS2. Phase meeting time, pupil progress meetings Joint Teacher and support staff CPD time £13423		
CPD for all staff in Trauma informed practice, nurture led teaching – AOT, Virtual school, Oakfield Inclusion support £3406	Trauma informed practice/ Zones of regulation/ ACES / reflective spaces Attachment/ Trauma research (Louise Bomber) Reflective spaces – Virtual school EEF Guidance Report on Effective Professional Development	2,3,4
CPD – Pastoral Assistant: ELSA training and supervision. £660	EEF Guidance Report on Effective Professional Development Emotional Learning	2,3,4,5,6,7

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

Budgeted cost: £ 5598

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) with PIXL and PIXL therapies £2700	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised instruction + 4 months One-to-one tuition +5 months	1,2,3
Individual 1 to 1 support with the Nessy programme 1 to 1 support £635 Teacher and TA time to create adapted resources using widgeit £ 695	Metacognition & self-regulation +7 months Small group tuition +4 months Teaching assistant interventions +4 months •	1,2,4
Purchase of, and engagement in, a range of assessment tests	Strategic use of standardised and benchmarked assessments can provide reliable insights into the specific strengths and weaknesses of	1,2

and tools to provide targeted support to raise the combined attainment WRAT £475 BPVS £341 Insight to track data analysis £752	each pupil to ensure they receive the correct support	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,101

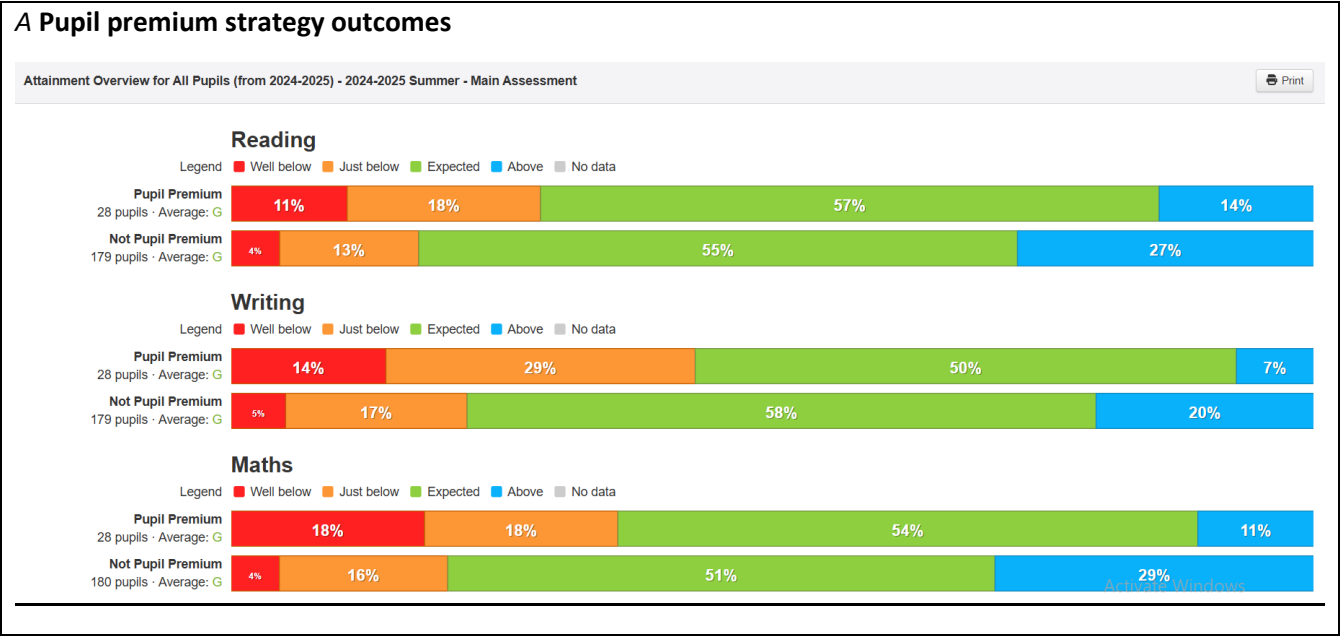
Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. SLT, EWO, Pastoral team and admin staff time £4,100	DfE guidance informed by: <ul style="list-style-type: none"> engagement with schools who have significantly reduced their persistent absence levels teachers' standards Ofsted's school inspection handbook other DfE statutory and non-statutory guidance Raising the attendance of disadvantaged pupils 	5,6,7
Support for families of PPG children to ensure that children arrive on time every day in school <ul style="list-style-type: none"> support for school refusal, anxiety linked to school well-being phone calls and check ins 1:1 and small group interventions (ELSA) Behaviour support Transport support Healing together programme Pastoral Lead Salary Contribution £15,363	Evidence from the Education Endowment Foundation Toolkit on Social and Emotional Learning + 4 months	2,3,4,5,6,7
Funding towards attendance at residentials, extra curricular clubs (sports, singing lessons, piano	Maslow This continues to be a popular and successful intervention for our families, who have benefited from additional financial support for	5,6,7

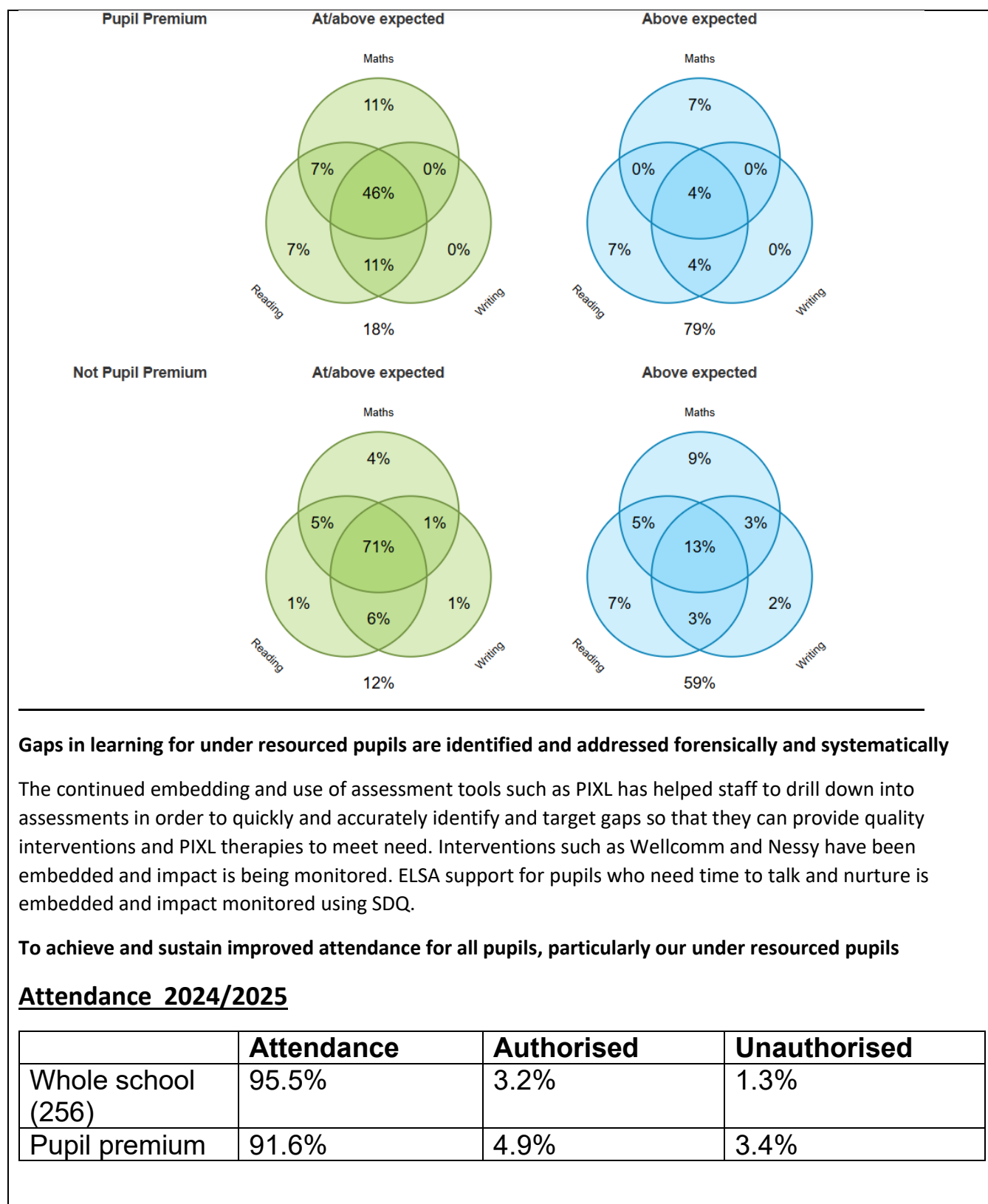
lessons); provision of uniform; payment for TAs breakfast provision/wraparound care. £7,638	uniform and other activities especially during this difficult financial climate. Under resourced pupils needs are met and they are ensured a quality meal at school and when taking part in trips and extra curricular activities. Parents can access wraparound care while attending interviews or undertaking work.	
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Total budgeted cost: £ 50,188

Part B: Review of the previous academic year

Outcomes for under resourced pupils







Attendance Ranges

School
34 pupils

29.4%

38.2%

29.4%

2.9%

Legend

- Severely absent (50% or more sessions missed)
- Persistently absent (10% or more sessions missed)
- At risk of persistent absence (5-10% sessions missed)
- Good attendance (95-99%)
- Excellent attendance (99%+)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Wellcomm	GL Assessment
PiXL	PiXL.org

Widgit	Widgit Online
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Service pupil premium funding (optional)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support under resourced pupils, that is not dependent on pupil premium or recovery premium funding.