

Pupil premium strategy statement – The Redstart Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	421
Proportion (%) of pupil premium eligible pupils	24%
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rebecca Collins
Pupil premium lead	Rebecca Collins
Governor / Trustee lead	Sapphire Lynch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,706
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>	£137,706

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- *To reduce the attainment gap between disadvantaged and non-disadvantaged pupils at The Redstart Primary School*
- *For all disadvantaged pupils to meet or exceed nationally expected progress rates*
- *For all disadvantaged pupils to access all aspects of the curriculum including trips and extra-curricular provision*
- *For all disadvantaged pupils to be confident and emotionally resilient individuals ready for the next phase of life*
- *For all our disadvantaged pupils to be articulate learners who are empowered to speak with confidence, drawing on high quality vocabulary and sentence stems taught across the whole curriculum.*

We aim to do this through:

- *Building relationships with key families to ensure they seek early support by engaging in open dialogue and helping them to swiftly access necessary support*
- *Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support*
- *Ensuring that teaching and learning opportunities meet the needs of all the pupils and that specific need are addressed through high quality, evidence-based interventions*
- *Ensuring all vulnerable learners are ready to learn through access to a breakfast club and uniform provision as necessary*
- *Ensuring that vulnerable learners have access to high quality SEMH support both in the wider school environment and with individual/small group ELSA and/or nurture provision as needed.*
- *Ensuring all high quality first teaching/ planning/ learning environments and support staff promote/ reference / scaffold the use of tier 2 and 3 vocabulary in core and wider curriculum lessons.*
- *Ensure that stem sentences are embedded and modelled by all children and staff when speaking in all areas of the curriculum.*

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provisions available at The Redstart Primary School focus on academic support, engagement and wellbeing. They include but are not limited to:

Academic support

- *Frequent assessment and progress monitoring from the Principal and the Assistant Principals*
- *Intervention and precision teaching for English and Maths*

- *Additional Teaching Assistant support to assist small group teaching and focus on identified Pupil Premium Pupils in year groups with this need*
- *Additional opportunities for 1:1 reading with an adult*
- *Staff CPD to ensure high quality teaching and learning including the embedding of a teaching and learning handbook to promote consistency*
- *Planning that considers appropriate scaffolding, vocabulary and stem sentences to allow for all children to access age-appropriate curriculum content*

Engagement

- *Attendance monitoring: Attendance Team monitor attendance and support families to improve attendance and punctuality*
- *Morning Check-ins- An opportunity for vulnerable children to meet a key adult at the start of the school day to ensure they are ready for the day*
- *Informal Check-ins - Senior leaders and members of the pastoral team available every morning and afternoon for conversations on the playground with key families*
- *School activity subsidy - school trips and activities are subsidised for Pupil Premium families to ensure access for all*
- *Parenting courses run by our PFSA to support challenges with parenting*
- *Encouraging volunteers from the local community to support our disadvantaged children with regular reading opportunities*

Wellbeing

- *Two dedicated ELSAs (Emotional Literacy Support Assistant) to support the SEMH needs of our PP children by working with children 1:1*
- *Dedicated nurture provision to support SEMH needs of our PP children working with children 1:1, in small groups or for ad hoc intervention where needed*
- *Small group interventions on emotional literacy and trauma-informed play for specific children*
- *Lunch Club - An alternative lunchtime provision to support children who find the dinner hall and/ or playground challenging. Lunch club focuses on developing social skills and interaction in a more intimate, calm environment*

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of Pupil Premium children is lower than other groups and Pupil Premium children have a higher rate of persistent absence. Last year attendance of PP children was 92.6% against 96.4% for non PP children. Last year persistent absence of PP children was 17.1% against 6.7% for non PP children.
2	Over the past year, PP children have made up 52% of referrals to CSC, FIS, ELSA and PFSA even though they only make up 24% of school population. This proves that these families are far more likely to require additional support over and above universal provision. Supporting and signposting families to these agencies is a key part of our work.

3	Pupil Premium children's achievement is lower than non-Pupil Premium children. Last year KS2 combined outcomes were 50% for PP children against 86% for non-PP children.
4	Oracy - We know that many of our children have underdeveloped oral language and language skills. This is evident from Nursery through to KS2 and we are now seeing a greater number of children on Speech and Language plans and/or who have a need for language support without reaching the threshold for external agency support. This issue impacts children's attainment in English, especially with writing. Last year, PP KS2 writing outcome was 62% against 96% for non-PP children.
5	A significant proportion of our children live within families affected by trauma and require support with their SEMH needs. This is shown through the higher number of PP children who live with a parent with mental health needs and other ACE's such as alcoholism, domestic violence and gang activity.

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
Learners who experience disadvantage will have accelerated progress to raise attainment, most notably in reading, writing and maths.	Children will achieve as well their peers nationally in comparison to their non-PP peers at KS2, Year 1 phonics, Year 4 MTC
The 5 challenges identified above are supported.	Children are ready to learn and able to access benevolent school experiences
Pupils use their oracy skills, including spoken vocabulary, to share their learning and understanding in line with age-related expectations.	Teaching & Learning Reviews, including pupil conferencing, reflect positive improvements in the development of pupils' oracy and language development
All of our families will feel supported through school and signposted to other agencies such as PFSA, FIS, Lords Larder food bank.	All families will be able to access effective and timely support. Attendance lead/deputy designated safeguarding lead to work with Chard One Team for signposting to other agencies.
All children feel safe and comfortable and have a trusted adult to speak to.	There will be regular opportunities where children can offload worries through worry boxes, Nurture Team intervention, ELSA support. Children will say they feel safe in school.

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: £55,200

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Quality First teaching: Pupils receive a high standard of teaching to ensure their basic skills in reading, writing and maths to meet expected standards for their age range. Gaps are identified and targeted within quality first teaching and appropriate interventions designed to raise attainment.</p>	<p>Impact of effective teaching on students in years of progress – Sutton Trust (2011) EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.</p>	<p>3-4</p>
<p>Wider teaching staff CPD led by SLT and CLF Trust Subject Leads</p> <ul style="list-style-type: none"> Professional Development sessions based on teaching and learning handbook INSET days Primary Academy Collaboration Leadership training 	<p>Impact of effective teaching on students in years of progress – Sutton Trust (2011)</p> <p>https://www.suttontrust.com/our-research/great-teaching/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>3-4</p>
<p>Establish a whole school reading approach that includes:</p> <ul style="list-style-type: none"> Systematic Synthetic Phonics – new scheme this year Training for all staff on phonics scheme Access to phonetically decodable texts Phonics into reading Reading fluency Reading to understand Redstart Reading Progression – core books that all children will read during their time with us. Daily reading Minimum of fortnightly reading to an adult Daily class book Annual reading evening Engagement with World Book Day during Reading Week 	<p>Jennings, Caldwell, & Lerner, 2014</p> <p>Christopher Such: The Science and Art of Reading</p> <p>Children who own books are 15 times more likely to read above ARE.</p> <p>Systematic synthetic phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> Research from Education Endowment Fund: o Phonics + 4 months (Phonics) <p>Unlocking Letters and Sounds validated DfE scheme.</p>	<p>3-4</p>

<p>Maths Mastery approach: Teaching that focuses on developing secure and deep understanding, including the use of practical resources and iconic representations supports the learning and memorisation of mathematical concepts.</p> <p>This includes introducing Mastering number for EYFS and KS1 to ensure a solid foundation of number understanding which is proven to better support children's mathematical ability and therefore lead to better outcomes.</p>	EEF says Teaching Mastery for Maths = +5 months	3-4
<p>Teaching Assistants induction and CPD</p> <ul style="list-style-type: none"> • Regular • Relevant • Purposeful • Protected <p>TAs receive general training termly with a member of SLT as well as additional training in areas such as Tourettes, Autism, Trauma-informed approaches, block therapy and epilepsy.</p>	EEF Making best use of Teaching Assistants	3-4
<p>Curriculum enactment: Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced and includes a sense of joy. Fluency of understanding is incorporated throughout with skills progressively built upon and content revisited.</p>	The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018) • Why children don't like school (Daniel T. Willingham) • Making Kids Cleverer: A manifesto for closing the advantage gap (Didau 2019)	1,3-4
<p>Role of the Pupil Premium Lead:</p> <ul style="list-style-type: none"> • Ensuring high profile of all disadvantaged pupils • Attendance of PP network meetings • Supporting work of professionals towards better care of PP children • Analysis of all data pertaining to PP children • Attendance of Community Leader Breakfast meetings 	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	1-5

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

Budgeted cost: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language interventions – using Oracy 21 as the basis</p> <p>Encouraging full sentence responses</p> <p>Building on others' ideas in a structured way</p> <p>Support with using appropriate vocabulary</p> <p>Use of voice, face and tone to communicate effectively</p> <p>Performance progression to support all children to talk confidently.</p>	<p>Oral language interventions - high impact (+5 months) low cost (EEF)</p> <p>Closing the Vocabulary Gap – Alex Quigley</p>	4
<p>Targeted Support for children identified as not yet achieving at ARE (based on teacher assessment and summative assessments)</p> <p>In class TA intervention</p>	<p>EEF - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Teaching assistant supervision = +4 Months</p>	
<p>Twilight SATs intervention</p> <p>Year 6 - Children are invited to 14 weeks of hour-long intervention groups. These take place after school and are aimed at plugging the gaps in preparation for SATs and the children moving on to secondary school.</p>	<p>Making a difference with Effective tutoring: Making a Difference with Effective Tutoring EEF</p>	3-4

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

Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to provide support through signposting and connecting services for parents with mental health concerns.</p>	<p>Anecdotal evidence within our own school of the positive impact of this role in supporting children's attendance and ensuring parents have support for themselves.</p>	1, 5
<p>Attendance Team:</p>	<p>EEF Rapid Attendance Review:</p>	1

Attendance SLT Champion, Attendance Lead and Attendance Officer: <ul style="list-style-type: none"> • Regular strategic meetings • CLF Trust attendance network meetings • South-West Attendance Hub meetings • Supportive, holistic process followed including letters, meetings to aide understanding, support sought from Education Engagement Safeguarding team • Daily attendance protocol with an emphasis on safeguarding • Home visits • Transport to school • Breakfast and tea club provision 	Summary of evidence EEF	
ELSA Intervention The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed intervention delivered by teaching assistants and supervised by educational psychologists.	Investigation into the Effectiveness of ELSAs in Schools by Jessica Dodds and Rachel Blake (2015) EEF Research Social & Emotional Learning +4 months Overall, this research provides evidence to suggest a positive impact of the ELSA programme on pupil wellbeing	
‘The Nest’ Provision including: <ul style="list-style-type: none"> • Small group interventions such as block therapy • Lunch club • 1:1 support • Safe haven • Emotionally available adults 	EEF +4 months impact on academic learning Social and emotional learning EEF	5
Financial support for school enrichment opportunities is accessible to all children through: Subsidised class visits and visitors to enrich curriculum, including Y6 residential discount.	Educational Education Fund Research: + 4 months (Outdoor adventurous learning). There is evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including	1,5

	<p>those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. It is argued that enrichment approaches can directly improve pupils' attainment by up to 4months.</p> <p>According to research by The Children's Society on the impact of money worries on children's mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.</p>	
<p>Transition activities</p> <p>Nursery to Reception</p> <ul style="list-style-type: none"> • Reception teachers visit all nursery settings • Nursery children spend time in our Reception setting • School entry plan meetings <p>Year 6 to Year 7</p> <ul style="list-style-type: none"> • Safeguarding additional handover meeting • Staff released to accompany pupils for additional visits • SEND handover x2 <p>In year transition</p> <ul style="list-style-type: none"> • New teachers funded to spend time in school during summer term • 1:1 bespoke transition for specific pupils • Consistent behaviour framework and teaching to support familiarity for children 	<p>We know that transition is harder for children facing disadvantage.</p> <p>The disconnection of disadvantage reconnecting the disconnected Dan Nicholls</p>	

Total budgeted cost: £140,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

Yearly attendance: 92.6%

Persistent Absence: 17.1%

EYFS Good Level of Development/GLD 67%

Year 1 phonics screening check: 92%

Year 4 Multiplication Tables Check • Average PP: 20.8

Year 6 / Key Stage 2

- Reading: 61%
- Writing: 61%
- Maths: 67%
- RWM combined: 50%

Teacher assessment outcomes:

Y1

- Reading 69%
- Writing 46%
- Maths 54%

Y2

- Reading 50%
- Writing 42%
- Maths 58%

Y3

- Reading 77%
- Writing 71%
- Maths 88%

Y4

- Reading 65%
- Writing 47%
- Maths 53%

Y5

- Reading 88%
- Writing 49%
- Maths 57%

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
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Spelling Shed	Literacy Shed
Discovery Coding	Espresso
Discovery Espresso	Espresso
SASP Real Legacy PE	Jasmine Active
Charanga	Wise Music Group
Read, Write, Inc Phonics	Ruth Miskin Training
Can Do Maths	Buzzard Publishing
Boxall	Boxall
Pixl	Pixl
Scarf	Coram Life Education

Service pupil premium funding (optional)

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

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 disadvantaged pupils that is not dependent on pupil premium funding.