

# Pupil premium strategy statement – Redbridge primary School

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

All schools that receive pupil premium (and recovery 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 (and recovery 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	851
Proportion (%) of pupil premium eligible pupils	103 children (12%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachel Target Adams
Pupil premium lead	Naviella Khaleeq
Governor / Trustee lead	David Backhouse

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£152,440</b>
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£152,440

## Part A: Pupil premium strategy plan

### Statement of intent

The context of the school and challenges being faced by our disadvantage pupils has been pivotal when making decisions about using Pupil Premium funding as well as the research conducted by the Education Endowment foundation (EEF) and recent educational research. All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

The aim of our Pupil premium strategy is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We are determined to ensure that all pupils achieve their full potential and are given the highest standards of teaching and learning through high quality teaching. Academic intervention in addition to social, emotional and behavioural support are implemented through termly Pupil Progress Meetings. Analysis of tracking and progress is used as a vehicle to identify concerns and presenting issues and as a measure of impact during the review process.

In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer; from within, through training or externally, by accessing professional support or expertise. The school sees staff training in specific areas of expertise as a means to maximise value for money and ensure the longevity of pupil premium funded provision for future groups of pupils in school, for example, the training of teaching assistants to implement more effective interventions. All pupil premium funded intervention and provision is assessed and evaluated to measure impact. Subsequently activities are either maintained or modified for future implementation and any ineffective approaches are stopped. Provision planning, including assessment of impact and affordability of provision takes place with Governor involvement with a named governor with responsibility for pupil premium.

High Quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non- disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.

- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The ultimate aim for our Disadvantaged Pupils are:

- To help vulnerable or disadvantaged children to reach their potential.
- To close the attainment gap between disadvantaged and non-disadvantaged children within school.

For all children to be prepared for the next step in their education and make a positive contribution to society.

At Redbridge primary School our pupil Premium expenditure reflects the guidance of the Education Endowment Foundation (EEF), which recommends a three tier approach.

**Teaching-** professional development, training and support for early career teachers (ECTs) and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher in the school feels supported to keep improving their teaching 'craft'.

**Targeted academic support-** 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. Considering how classroom teachers and teaching assistants (TAs) can provide targeted support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be key component of an effective pupil premium strategy.

**Wider Strategies-** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Enrichment opportunities, leadership and extra – curricular clubs can also be utilised here to contribute to the children's wider wellbeing and academic achievements.

## Challenges

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

Challenge number	Detail of challenge																																								
1	<p>Assessments indicate that our Pupil Premium children are not performing as well as their non-disadvantaged peers at the Expected standard and Greater Depth</p> <table border="1"> <thead> <tr> <th>2023-2024</th> <th>Reading</th> <th>Boy</th> <th>Girl</th> <th>Writing</th> <th>Boy</th> <th>Girl</th> <th>Maths</th> <th>Boy</th> <th>Girl</th> </tr> </thead> <tbody> <tr> <td><b>below</b></td> <td>55/101 (54.46%)</td> <td>22/48 (45.83%)</td> <td>33/53 (62.26%)</td> <td>57/101 (56.44%)</td> <td>25/48 (52.08%)</td> <td>32/53 (60.38%)</td> <td>55/101 (54.46%)</td> <td>22/48 (45.83%)</td> <td>33/53 (62.26%)</td> </tr> <tr> <td><b>Expected</b></td> <td>46/101 (45.54%)</td> <td>26/48 (54.17%)</td> <td>20/53 (37.74%)</td> <td>44/101 (43.56%)</td> <td>23/48 (47.92%)</td> <td>21/53 (39.62%)</td> <td>46/101 (45.54%)</td> <td>26/48 (54.17%)</td> <td>20/53 (37.74%)</td> </tr> <tr> <td><b>Above</b></td> <td>14/101 (13.86%)</td> <td>8/48 (16.67%)</td> <td>6/53 (11.32%)</td> <td>10/101 (9.90%)</td> <td>4/48 (8.33%)</td> <td>6/53 (11.32%)</td> <td>11/101 (10.89%)</td> <td>6/48 (12.50%)</td> <td>5/53 (9.43%)</td> </tr> </tbody> </table>	2023-2024	Reading	Boy	Girl	Writing	Boy	Girl	Maths	Boy	Girl	<b>below</b>	55/101 (54.46%)	22/48 (45.83%)	33/53 (62.26%)	57/101 (56.44%)	25/48 (52.08%)	32/53 (60.38%)	55/101 (54.46%)	22/48 (45.83%)	33/53 (62.26%)	<b>Expected</b>	46/101 (45.54%)	26/48 (54.17%)	20/53 (37.74%)	44/101 (43.56%)	23/48 (47.92%)	21/53 (39.62%)	46/101 (45.54%)	26/48 (54.17%)	20/53 (37.74%)	<b>Above</b>	14/101 (13.86%)	8/48 (16.67%)	6/53 (11.32%)	10/101 (9.90%)	4/48 (8.33%)	6/53 (11.32%)	11/101 (10.89%)	6/48 (12.50%)	5/53 (9.43%)
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2	<p>There is a small, key group of pupils in receipt of PP, including SEND not making expected progress despite interventions.</p> <p>(PP+ SEND) <b>Reading</b>                      <b>Writing</b>                      <b>Maths</b></p> <table border="1"> <tbody> <tr> <td>12/15 (80.00%)</td> <td>3/15 (20.00%)</td> <td>1/15 (6.67%)</td> <td>11/15 (73.33%)</td> <td>4/15 (26.67%)</td> <td>1/15 (6.67%)</td> <td>11/15 (73.33%)</td> <td>4/15 (26.67%)</td> <td>0/15 (0.00%)</td> </tr> </tbody> </table>	12/15 (80.00%)	3/15 (20.00%)	1/15 (6.67%)	11/15 (73.33%)	4/15 (26.67%)	1/15 (6.67%)	11/15 (73.33%)	4/15 (26.67%)	0/15 (0.00%)																															
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3	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn																																								
4	Access to wider opportunities and enrichment activities.																																								
5	The percentage of pupils in receipt PP with persistent absence between 04 Sep 2023 to 19 Jul 2024 was 22% (23/103)																																								

## 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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school	Increase the progress for a key group of pupils in receipt of pupil premium in

across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	reading, writing and maths in line with their identified baseline
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.
To provide enrichment opportunities for pupils to enhance their life experiences	Increase the number of disadvantaged children participating in educational visits including residential trips.
To raise each child's cultural capital through the opportunities provided by our rich and engaging curriculum. Disadvantaged children will develop the knowledge, understanding and vocabulary in line with non-disadvantaged children.	The investment in staff CPD by developing the role of the subject leader. Disadvantaged children are exposed to a knowledge-rich curriculum with subject specific vocabulary as its key driver. Participation in a broad range of extra-curricular opportunities – including residential visits and trips – to develop their knowledge and understanding of the world.
To continue to ensure the attendance of disadvantaged pupils is in with those of their peers, reducing the proportion classed as persistent absence.	To close the gap between whole school attendance and disadvantaged pupils.

## 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: £22k

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD (National College) for teaching staff, in particular ECTs to better understand the needs	The learning and teaching delivered to pupils directly influences and impacts upon the outcomes of pupils.	1, 2

of these pupils and appropriate interventions and strategies to support them to be successful.		
High quality teaching for all: we emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.	Quality First Teaching impacts on the outcomes of pupils.	1, 2
Developing the role of the subject leader to support pedagogical approaches to delivering the curriculum	The curriculum enriches pupils’ learning and enjoyment. The goal is to build a wide knowledge base so that each child is ready for the next stage in their education with a better understanding of their world. As a part of our commitment to that pledge and ensure our disadvantaged learners build a deep knowledge of each subject and can articulate this knowledge	1, 2

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

Budgeted cost: £ 90k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Heads to support with small group interventions in from Reception to Year 6	Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.	1, 2

<p>Early Years (Sue) and Key Stage 1 TAs (Amrit, Mrs Krishna) to deliver additional targeted phonics sessions to individual pupils or in small groups.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://dera.ioe.ac.uk/id/eprint/5551/2/report.pdf">https://dera.ioe.ac.uk/id/eprint/5551/2/report.pdf</a></p> <p>Rec to Year 2 = percentage of children accessing pupil Premium funding 32/103 (31%)</p> <p>Extra phonics sessions for all the children who are in receipt of PP and are also in the bottom 20%</p> <p>Additional phonics sessions, 3 times a week with Mrs Krishana.</p>	<p>1, 2</p>
<p>2 additional TA for phonics and reading intervention across KS2 (Mrs Krishna and Shazia)</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Years 3 and 6= percentage of children accessing Pupil premium funding 59/103 (57%)</p> <p>Fun Phonics club organised for all children who are in receipt of PP and are new to the country (funded by the school)</p>	<p>1, 2</p>
<p>Phonics fun club to target disadvantaged pupils across the school who are new to English.</p>	<p>Through discussions with pupils and parents, 100% of the pupils that attended in previous years feel their confidence and self esteem has grown resulting in greater academic achievement.</p>	<p>1, 2</p>
<p>To close the gap between whole school attendance and disadvantaged pupils.</p>	<p>(EducationEndowmentFoundation.org.uk)</p> <p>Evidence on improving attendance and support for disadvantaged pupils.</p> <p>Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions. Pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. <b>Tackling persistent absence is an important part of improving education outcomes for this group.</b></p>	<p>1, 2, 5</p>



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

Budgeted cost: £40,440k

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Trained Befrienders	<p>Children who have additional needs associated with social, Emotional and Mental health need extra support to ensure they can access the curriculum. They attend school more and have an improved learning attitude. Additional; support is provided for parents/carers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1, 2, 3
Pastoral Support Lead weekly meetings with DSL and ELS team to ensure all pupils needs are met	Identify concerns and present issues and also review the impact during the review process.	1, 2, 3
Provide a resource pack.ie. Pencils, rubbers etc for all the disadvantaged pupils, this will also include providing uniform for the low-income parents.	Children from lower income families may not be able to purchase equipment which will create a barrier to the children's progress in all areas of the curriculum.	1, 2,
Children who attend a HAF (Holiday activities and food programme) session will have access to a full	Enrol children on the HAF scheme. The children will access enriching activities and food during Easter, summer and Christmas school holidays.	4

range of activities, and they will receive a healthy nutritious meal.		
Breakfast/After school Club places for those disadvantaged children who need it. This will support good attendance.	Food insecurity affects concentration, memory, mood, and motor skills, all of which a child needs to be able to be successful in school. Meal provision is catered for to support the children and parents/carers.  <a href="https://www.nokidhungry.org/blog/how-does-hunger-affect-learning#:~:text=Longitudinal%20data%20suggest%20that%20children's,to%20be%20successful%20in%20school.">https://www.nokidhungry.org/blog/how-does-hunger-affect-learning#:~:text=Longitudinal%20data%20suggest%20that%20children's,to%20be%20successful%20in%20school.</a>	1, 2, 3
Subsidise trips to build cultural capital experiences.	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and a balanced curriculum. Bespoke payment plans provided with school funding.	4
Subsidise extra-curricular activities.	Children from lower income families may not be able to have the same opportunities which will disadvantage their access to a broad and balanced curriculum and their aspirations for the further.	4

**Total budgeted cost: £ 152,440**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><b><u>Objectives from last academic year</u></b></p> <p><b><u>Teaching and Targeted academic support and interventions:</u></b> Creative, flexible and targeted use of teaching and support staff in class and also additional individual and group interventions.</p> <p><b><u>Targeted enhanced and enriched curricular activities</u></b> All disadvantaged children are invited to attend fully funded enrichment opportunities. The school have paid for access to educational visits and clubs. Cultural capital experiences- Bespoke payment plans provided with school funding.</p> <p><b><u>Wider Strategies</u></b> Wider opportunities for ALL children to receive musical/instrumental tuition to promote self-esteem, wellbeing and improved knowledge of music. This was unable to happen due to covid lockdown.</p> <p><b><u>Attainment and Progress</u></b> Pupil Premium make good progress from their starting points, this is evident from our internal data tracking.</p>
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### 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

### Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></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 or recovery premium funding.*