



Redfield Edge Primary School Premium Strategy Statement



Refer to Guidance <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>)

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 **effect** that last year's spending of pupil premium had within our school.

September 2025 - 2028 Strategy

School overview

| Detail | |
|---|------------------------------|
| School name | Redfield Edge primary School |
| Number of pupils in school | 200 |
| Proportion (%) of pupil premium eligible pupils | 6.5% (13 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2025 - 2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Lisa Robinson |
| Pupil premium lead | Lisa Robinson |
| Governor lead | Academy Community Council |

Funding overview

| Detail | Amount (2025-2026) |
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| Pupil premium funding allocation this academic year | £24,155 <i>(13635 FSMever6) (10520 PLAC)</i> |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £24,155 |

Part A: Pupil premium strategy plan

Statement of intent

At Redfield Edge Primary School, all members of staff and Academy Community Counsellors accept responsibility for 'socially disadvantaged' pupils and are committed to 'diminishing the gap' between vulnerable pupils and their peers by meeting their pastoral, social and academic needs within the school environment. Pupil Premium funding is used to remove barriers to learning so that all our pupils reach their full potential and engage fully in our curriculum and school life.

Our Key principles are

- Ensuring high quality teaching meets the needs of all learners across the curriculum
- Additional targeted academic support for some children
- Removing barriers to learning through wider strategies i.e. behaviour approaches, mental health and social/ emotional support , attendance, access to extracurricular activities

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Wellbeing, mental health and safeguarding / Attitude to learning Children affected by disadvantage may encounter factors that impact their mental health and wellbeing, and may therefore benefit from extra support |
| 2 | Identifying and closing gaps in learning - supporting learning of basic skills (reading / writing / maths) Some children who face additional socioeconomic challenges may need extra support to reach the expected standard in reading, writing, and maths. |
| 3 | Attendance Attendance can be affected for students whose families are facing additional pressures or limited resources. Some pupils struggle with regular attendance because of factors beyond their control at home. |
| 4 | Limited wider curricular experiences Some children who face socioeconomic challenges may have had fewer opportunities to explore a wide range of cultural experiences, which can influence their aspirations |

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 |
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| <p>Pupil's self-worth, confidence and resilience will be improved. Children will feel positive about learning.</p> | <p><i>Pupils are emotionally ready to learn and demonstrate a positive attitude to learning. Emotional interventions (e.g. ELSA) demonstrate impact (e.g. through case stories, key adult and child scaling)</i></p> <p>Improved Self-Regulation Targeted pupils show calmer responses, fewer incidents, and stronger emotional self-management. Staff report greater emotional readiness to learn, with improved focus and reduced time out of class. Increased Confidence, Resilience and Coping Skills</p> <p>Pupil voice shows greater confidence, resilience and use of positive coping strategies. Parents report improved routines, reduced anxiety, or better emotional management at home.</p> <p>Effective and Consistent Wellbeing Interventions Interventions follow clear plans, have measurable goals, and are delivered consistently. Regular monitoring shows positive impact on behaviour, engagement and wellbeing.</p> <p>Strengthened Relationships and Social Skills Pupils show improved relationships with peers and adults, including empathy, cooperation and conflict resolution.</p> <p>Reduced Behaviour Concerns and Escalation Behaviour incidents and dysregulation episodes reduce, with fewer highlevel SEMH referrals due to early support.</p> <p>Robust Graduated Response and Staff Expertise Wellbeing support follows assess–plan–do–review processes with clear adaptation over time. Trained staff (e.g. ELSA) apply strategies consistently, reflected in observations and case reviews.</p> <p>Positive and Supportive School Culture School culture promotes proactive wellbeing support, and disadvantaged pupils report feeling safe and able to share worries.</p> |
| <p>The tracking and monitoring of vulnerable groups will be more effective using the precision teaching model.</p> | <p><i>Children will make accelerated progress (Reading, Writing and Maths)</i></p> <p>High-quality, adaptive teaching Teaching consistently uses effective adaptations that maintain high expectations and support disadvantaged learners. Disadvantaged pupils participate confidently and show growing independence. Curriculum leaders demonstrate how subjects are adapted to promote equity.</p> |

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| <p>Interventions will have maximum effectiveness and support the needs for each individual child.</p> | <p>Timely and effective tailored support Barriers are identified early, with interventions reviewed regularly for impact. Pupils receiving support make accelerated progress from their starting points.</p> <p>Improved curriculum access and wider participation Disadvantaged pupils access the full curriculum and take part more in enrichment, clubs and leadership opportunities.</p> <p>Supportive relationships and classroom culture Pupils feel valued and supported, with improved engagement and effort. Staff demonstrate strong understanding of pupils' needs and motivations.</p> <p>Strengthened outcomes Attainment and progress improve, with gaps narrowing and gains evident in daily learning and assessments.</p> <p>Effective use of Pupil Premium funding Spending aligns with identified needs and the tiered model, with leaders evidencing improved conditions and outcomes. Governors receive clear reports on impact.</p> <p>Professional development enhances practice Training improves staff confidence and skill in adaptive teaching and equity. Subject leaders use coaching and feedback to embed consistent high-quality practice.</p> |
| <p>Attendance across the school will continue to improve.</p> | <p><i>Attendance will consistently be above 97%</i></p> <p>Reduction in Persistent Absence Persistent absence among disadvantaged pupils decreases term-on-term, with attendance moving closer to national and in-school peers. Early Identification of Barriers Pupils at risk are identified promptly, with clear systems enabling early flagging and consistent recording of underlying barriers.</p> <p>Targeted Attendance Support Personalised support plans and timely interventions lead to measurable improvements in attendance and engagement.</p> <p>Strengthened Partnerships with Families Supportive, solutions-focused work with families results in increased confidence, improved communication, and greater engagement with attendance processes.</p> <p>Timely Monitoring & Leadership Oversight Regular tracking and reporting inform leaders and governors of progress and emerging needs, enabling termly review and refinement of the strategy.</p> <p>Improved Punctuality & Daily Routines Late marks reduce and smoother morning routines support improved readiness for learning.</p> |
| <p>Children will benefit from an engaging and enriched curriculum and participate fully</p> | <p><i>Numbers of pupils attending extra-curricular clubs will increase.</i></p> <p><i>Numbers of pupils attending out of school activities will increase.</i></p> <p><i>Trips will be accessed by all children.</i></p> |

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| <p>in the life of the school, attending events, clubs, trips and residential trips.</p> | <p><i>Children will fully engage in the curriculum and opportunities on offer.</i></p> <p>Increased Participation in Enrichment Disadvantaged pupils take part in a wide range of enrichment activities, with strong and proportionate representation. Barriers to participation are reduced, supporting high attendance at opportunities.</p> <p>Growing Confidence, Aspiration and Curiosity Pupil voice reflects increased confidence, aspiration and interest in new experiences or future possibilities. Pupils show greater confidence in discussions, group work and leadership roles.</p> <p>Positive Impact on Learning and Wellbeing Teachers observe improved engagement and enthusiasm following enrichment experiences. Wider experiences contribute to stronger confidence, resilience and positive relationships.</p> <p>Clear Records of Experiences and Progression A broad and varied offer of clubs and experiencing are accessed by disadvantaged pupils. Curriculum plans include purposeful exposure to diverse people, places and professions.</p> <p>Family Engagement and Feedback Parents report increased motivation, interest or conversations at home linked to enrichment activities.</p> |
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

| Challenge number(s) addressed | Cost | Activity | Evidence that supports this approach |
|--|---|---|---|
| <p>2. Identifying and closing gaps in learning - supporting learning of basic skills</p> <p>READING</p> <ul style="list-style-type: none"> Working below age related expectations Reading progress very slow Comprehension of text weak Lack of support / reading practise at home Reluctance in reading <p>SPELLINGS</p> <ul style="list-style-type: none"> Phonic and keyword interventions using the precision teaching model. | <p>£3,000 contribution towards TA intervention</p> <p>£3,000 Contribution towards staff CPD for the</p> | <ul style="list-style-type: none"> Introduction of reading framework – fluency read, extended read and close read – explicit teaching of reading daily (twice daily in KS2) Introduction of small group reading led by class teacher in KS1 (part of phonics) 1:1 / Small group reading tuition with a reading assistant Training programme for support staff to up-skill the provision Observations and feedback given by core leader (DK). New reading materials for reluctant readers. Whole class text and regular reading aloud opportunities. Reading booster sessions (Year 6) Parent workshop on the importance of reading as children enter school in EYFS. Targeted support for pp pupils both in the class (core learning) and through intervention. Buddy reading – Y5 and Y6 pupils assigned to a Year 1 and Y2 pupil for the entire year. Regular buddy reading opportunities. | <p>Education Endowment Foundation suggests a gain of 5 months’ for 1 to 1 tuition type intervention.</p> <p>Education Endowment Foundation suggest a potential gain of 5 additional months’ progress for effective phonics.</p> |

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| | development of Q1stT | <ul style="list-style-type: none"> Precision teaching and tracking of progress for individual pupils addressing gaps in learning. Consistent use of SSP (Rocket phonics) and training for all staff involved. Nessy licenses available for identified pupils. Speech and language support – trained TA individual, targeted intervention | |
| 2. Identifying and closing gaps in learning - supporting learning of basic skills MATHS <ul style="list-style-type: none"> Working below age related expectations Poor knowledge of place value Poor knowledge of basic number facts and times tables Difficulties with basic mathematical concepts Maths progress very slow Lack of support at home | £4,000 contribution to Intervention TA £3,000 Contribution towards staff CPD for the development of Q1stT | <ul style="list-style-type: none"> Introduction on Timetables structured sessions for Y3, Y4, Y5 and Y6. Daily 10 min sessions. Observations and feedback given by core leaders (BR) 'TT rockstars' available to all pupils in KS2 'Numbots' available to all pupils in KS1 Maths workshops for parents – around calculation expectations (online) Increase in the amount of maths homework (times tables) Targeted support for pp pupils both in the class (core learning) and through intervention. Precision teaching and tracking of progress for individual pupils addressing gaps in learning. | <p>Education Endowment Foundation suggests a gain of 5 months' for 1 to 1 tuition type intervention.</p> <p>Education Endowment Foundation suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to individuals / small groups has a high impact with a gain of an additional 4 months.</p> |

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

| Challenge number(s) addressed | Cost | Activity | Evidence that supports this approach |
|---|--|---|--|
| 1. Social, emotional and mental health issues Disruption at home Family bereavement Parent mental health Family illness Possible child protection concerns Trauma, ACEs Anxiety Tiredness Low self-esteem | £8,500 contribution towards Family Link Worker time and ELSA. | <ul style="list-style-type: none"> Mental Health team set up – mental Health and wellbeing award (gold) a key focus this year. Mental Health ambassadors (pupils) situated around the school. Referral process in place for any concerns about a pupil 1:1 counselling / 'Time to Talk' sessions with Family Link worker to tackle issues such as bereavement, family breakdown, low self-esteem.... Family Link worker supporting families with a wide range of needs. Referrals to outside agencies made Effective liaison and contact with outside agencies e.g School Health Nurse Sand tray therapy – timetabled sessions for identified pupils ELSA – timetabled sessions for identified pupils Circle time takes place after each lunchtime – lead by ELSA for individuals requiring support with SEMH | <p>Education Endowment Foundation suggest social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of the academic year.</p> |

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| <p>Low self-worth Lack of confidence Unhappy children COVID-19 related anxiety/trauma Attitude to learning Having a fixed mind-set and 'can't do' attitude. Not believing school has any value and is not important Lack of resilience Lack of aspiration Resources / basic needs Lack of proper school uniform (clothes not fitting / unwashed...) Lack of proper PE kit Lack of equipment at home to attempt homework (pencils, paper...) Hunger - Not eating breakfast before school</p> | | <ul style="list-style-type: none"> • Sensory Circuits at the end of each day in the hall to aid transition home. • Continue the use of ELLI in every Classroom – stickers and certificates used to encourage children. • Points system for in school achievements linked to the four houses. • Careers day – (Y5 and Y6) • Well planned transition from primary school to Secondary school • Young leaders award • Uniform purchased for the family in extreme cases • Breakfast club subsidised / breakfast provided for pupils if needed • Toast provided for highlighted families • Homework club (lunchtime) • Regular meetings with Family Link worker to discuss needs and barriers – support offered by school or through referring to the appropriate agency. • EHAP written to address needs and request support if necessary. • Use of new sensory room | <p>The potential impact of metacognition and self-regulation approaches is high with a potential gain of 7 months' additional progress over the course of a year.</p> |
| <p>3.Attendance High level of broken weeks Persistent absentees (below 90% attendance)</p> | <p>No cost – included in leadership time</p> | <ul style="list-style-type: none"> • Rigorous tracking of attendance every two weeks • Promote a positive, inclusive culture where attendance is valued and celebrated across the school community. • Deliver assemblies, class discussions, and curriculum links that reinforce the importance of attendance for wellbeing and learning. • Strengthen communication with families through newsletters, attendance updates and clear messaging about available support. • Hold termly SWAG (Safeguarding, Welfare and Attendance Group) meetings to monitor attendance trends, identify emerging concerns, and coordinate early support. • Use early identification systems to flag pupils at risk of persistent absence. • Provide personalised attendance plans, check-ins, mentoring or adult keyworker support. • Work closely with families to remove practical barriers and strengthen routines. • Involve external support or agencies where persistent issues remain. • Persistent absentees met with regularly. EWO called in if necessary. | <p>Education Endowment Foundation parental engagement has a positive impact on average of 4 months additional progress.</p> |
| <p>4.Limited wider curricular experiences Non-attendance at extra-curricular opportunities</p> | <p>£500 Contribution towards foundation subject leader</p> | <ul style="list-style-type: none"> • Pupils encouraged to partake in extracurricular activities – school can subsidise if required – school to increase extra-curricular activities on offer as part of Health in Schools application • Educational visits and residential trips subsidised throughout the school year (when necessary). • Curriculum development | |

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| <p>Non-attendance at wider school events such as book at bedtime, school fair...</p> <p>Limited experiences in own time such as visits to historical places, participation in community events / clubs...</p> | <p>time – curriculum development</p> <p>£2,000 contribution to class trips, residential visits, breakfast and afterschool club.</p> | <ul style="list-style-type: none"> • Young leader award • Enriched curriculum with visits and visitors bringing learning to life. • Pupil voice key to school improvement / development • Parental voice key to school improvement / development | |
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Total budgeted cost: £ 24,115

Part B: Review of outcomes in the previous academic year 2025 – 2026

| Activity | Impact |
|---------------------------------|--------|
| To be reviewed in December 2026 | |

| Activity | Impact |
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| To be reviewed in December 2026 | |

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