



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 - 26 Strategy + Review

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	Sian Fish

Funding overview

Detail	Amount (2025-2026)
Pupil premium funding allocation this academic year	£24,155 (13635 FSMever6) (10520 PLAC)
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
2	Identifying and closing gaps in learning - supporting learning of basic skills (reading / maths)
3	Attendance
4	Limited wider curricular experiences

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
Pupil's self-worth, confidence and resilience will be improved. Children will feel positive about learning.	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)

The tracking and monitoring of vulnerable groups will be more effective using the precision teaching model.	Children will make accelerated progress (reading and Maths)
Interventions will have maximum effectiveness and support the needs for each individual child.	
Attendance across the school will continue to improve.	Attendance will consistently be above 97%
Children will benefit from an engaging and enriched curriculum and participate fully in the life of the school, attending events, clubs, trips and residential trips.	Numbers of pupils attending extra-curricular clubs will increase. Numbers of pupils attending out of school activities will increase. Trips will be accessed by all children. Children will fully engage in the curriculum and opportunities on offer.

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	Review
2. Identifying and closing gaps in learning - supporting learning of basic skills READING - Working below age related expectations - Reading progress very slow - Comprehension of text weak - Lack of support / reading practise at home - Reluctance in reading SPELLINGS - Phonic and keyword interventions using the precision teaching model.	£3,000 contribution towards TA intervention £3,000 Contribution towards staff CPD for the development of Q1stT	- 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 2-5 days per week depending on need. - Training programme for support staff to up-skill the provision - Observations and feedback given by core leader (DK). - New reading materials for reluctant readers. - Continue to develop a love of reading – staff as role models. - Whole class text and regular reading aloud opportunities. - Reading booster sessions (Year 6)	Education Endowment Foundation suggests a gain of 5 months' for 1 to 1 tuition type intervention. Education Endowment Foundation suggest a potential gain of 5	<u>Pupil outcomes - SATs</u> Year 6 reading – 89% of pupils EXS (28 pupils) 100% of PP eligible pupils EXS (3 pupils) 50% of pupils with SEND EXS (4 pupils) Year 6 SPAG – 89% of pupils EXS (28 pupils) 100% of PP eligible pupils EXS (3 pupils) 50% of pupils with SEND EXS (4 pupils) <u>MTC – Year 4</u> 63% all pupils achieved 25 (32 pupils) 0 % off PP eligible pupils achieved 25 (1 pupil – achieved 24) <u>Phonics Year 1</u> – No PP eligible pupils in the cohort. EYFS – No PP eligible pupils in the cohort

		• Volunteer readers encouraged and welcomed into school. • 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. • 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. • Nesy licenses available for identified pupils. • Speech and language support – trained TA individual, targeted intervention	additional months' progress for effective phonics.	Additional fluency sessions along with precision teaching and priority readers has seen a significant improvement within our fluency reading data across KS2. 50 % of our PP pupils are currently working at EXS in fluency. This has remained steady over the year. 58.3% of PP eligible pupils met the expected standard in reading teacher assessment (NFER) – summer 25-26.
2. Identifying and closing gaps in learning - supporting learning of basic skills MATHS • 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	£2,000 contribution to Intervention TA £3,000 Contribution towards staff CPD for the development of Q1stT	• 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.	Education Endowment Foundation suggests a gain of 5 months' for 1 to 1 tuition type intervention. 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.	Additional x tables sessions for pupils falling behind on the x table tracker have had a positive impact on progress. MTC scores rose from 20% in 2025 to 63% in 2026. Additional x tables sessions have supported pupils in Year 3 and 4 who are off track. In addition, x tables sessions have also supported pupils in Years 5 and 6 who did not make 25/25 to close gaps and aid their maths learning in class. BR tracks pupil attainment and achievement and highlight those pupils falling behind. Use of TT Rockstars encourages engagement in home learning with children taking part in inter school battles and Mosaic (Trust) battles. Engagement and usage is tracked by a member of support staff in school.

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

Challenge number(s) addressed	Cost	Activity	Evidence that supports this approach	Review
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 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	£8,500 contribution towards Family Link Worker time and ELSA.	- 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 - Tiredness notes issued to Family Link worker - Sand tray therapy – timetabled sessions for identified pupils - ELSA – timetabled sessions for identified pupils - 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. - Mrs Robinson - projects throughout the year – making our school better / making positive changes / having a role to play. - Careers day – (Y5 and Y6) - Well planned transition from primary school to Secondary school	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. 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.	OPS (online pupil survey) results have shown: Strong sense of belonging and inclusion 74% of pupils feel they belong at Redfield Edge, compared with 50% across South Gloucestershire. 68% of pupils feel they get the help and support they need in school, compared with 47% locally. 65% of pupils say the school helps them learn to manage their feelings, emotions and behaviour, more than double the South Gloucestershire figure of 30%. Pupils know where to get help 76% of pupils know where to go and who to talk to if they need mental health support, compared with 67% across South Gloucestershire. 56% believe they would find it easy to access support if they needed it, compared with 48% locally. - Among pupils who have received mental health support, 67% felt the school provided enough support, above the South Gloucestershire average of 60%. Positive wellbeing outcomes 72% of pupils reported feeling happy or very happy on the day of the survey, compared with 64% across South Gloucestershire. 34% achieved a high score on the Stirling Children's Wellbeing Scale, compared with 27% across South Gloucestershire. Pupils feel safe and protected

Lack of equipment at home to attempt homework (pencils, paper...) Hunger - Not eating breakfast before 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		• 79% of pupils feel safe at school, compared with 69% locally. • 78% believe the school prevents and tackles bullying effectively, compared with 64% across South Gloucestershire. • Nearly half of pupils experiencing bullying said they sought support from a trusted adult in school, demonstrating confidence in staff and relationships. Evidence of effective pastoral culture • 57% of pupils report that at least one trusted adult in school cares about them, significantly above the South Gloucestershire average of 39%. • 71% of pupils say they like being at school, compared with 55% across South Gloucestershire. OPS pupil voice data demonstrates that Redfield Edge's investment in inclusion, pastoral care and SEMH support is having a positive impact. Pupils report significantly stronger feelings of belonging, safety and support than their peers across South Gloucestershire. They are more likely to know where to access help for their mental health, feel well supported by staff, and say that the school helps them manage their feelings, emotions and behaviour. Pupils also report higher levels of happiness and wellbeing, indicating that the school's inclusive and relational approach is making a positive difference to children's day-to-day experiences.
3.Attendance High level of broken weeks Persistent absentees (below 90% attendance)	No cost – included in leadership time	• Termly overview sheet of attendance for all pupils, year groups and vulnerable groups. • Pupils dropping close to 95% attendance are tracked carefully • Phone call or face to face meeting held for parents of any pupil dropping below 95% to gather 'the story' and offer support. • Persistent absentees met with regularly. EWO called in if necessary. • Regular attendance updates and reminders go out in the school newsletter (competition between year groups!)	Education Endowment Foundation parental engagement has a positive impact on average of 4 months additional progress.	Following the introduction of the Trust Attendance Procedures, attendance systems have become more robust, consistent and proactive. A tiered approach to attendance has enabled earlier identification of concerns and ensured that support and intervention are proportionate to need. Regular attendance tracking, monitoring and reporting to the Trust has strengthened accountability and provided greater oversight of attendance trends, vulnerable groups and individual pupil cases. The implementation of the procedures has also led to a more consistent application of statutory processes, resulting in an increase in Fixed Penalty Notices

				where attendance concerns met the required threshold. Throughout the year, 11 pupils were identified as persistently absent. The impact of interventions across this cohort was mixed and reflects the complexity of individual circumstances. Some pupils responded positively to the support provided and demonstrated significant improvements in attendance during the latter part of the academic year. However, for others, attendance declined further. As with all attendance matters, outcomes remain highly context-dependent and are influenced by a range of factors, including health needs, family circumstances and wider vulnerabilities. The tiered approach has ensured that each case has been considered individually, with appropriate support, challenge and escalation applied where required.
4.Limited wider curricular experiences Non-attendance at extra-curricular opportunities Non-attendance at wider school events such as book at bedtime, school fair... Limited experiences in own time such as visits to historical places, participation in community events / clubs...	£500 Contribution towards foundation subject leader time – curriculum development £4,000 contribution to class trips, residential visits, breakfast and afterschool club.	• 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 • 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		Financial support for residential visits ensured that pupils in Years 5 and 6 were able to participate in their residential experiences regardless of financial circumstance. This reduced barriers to participation and enabled disadvantaged pupils to benefit from the personal, social and emotional development opportunities that residential visits provide, including developing independence, resilience, teamwork and confidence. In addition, the provision of breakfast for any child who required it helped to ensure pupils were ready to learn at the start of the school day, supporting wellbeing, attendance and engagement in lessons. Wraparound care was also made available where needed, providing practical support for vulnerable families and helping to reduce potential barriers to attendance and participation in school life. Collectively, these measures have promoted equity of access, ensured that pupils and families received support tailored to their needs, and enabled more children to fully engage in the wider opportunities and experiences offered by the school.

Total budgeted cost: £ 24,115

