Pupil premium strategy statement – Redland Primary

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	273 (Oct '26)
Proportion (%) of pupil premium eligible pupils	**54/273 (20%)** (Oct '26) *This is made up of:* **24/273 (9%)** Targeted **25/273 (9%)** Expanded, previously PP **5/273 (2%)** Previously PP but now not expanded or targeted.
Academic year/years that our current pupil premium strategy plan covers	**2026 – 2027** 2027 – 2028 2028 – 2029
Date this statement was published	Oct 2026
Date on which it will be reviewed	Nov 2027, Nov 2028
Statement authorised by	Veronika Joy
Pupil premium lead	Victoria Keates
Governor / Trustee lead	Cathy Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,080
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£97,080

Part A: Pupil premium strategy plan

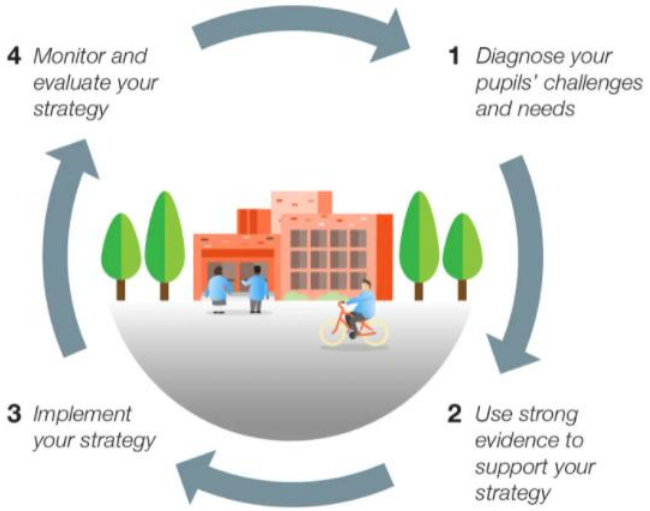
Statement of intent

At Redland School we aim to nurture and support the needs of all our pupils. Our pupil premium strategy is written alongside our school development plan, both consider the challenges faced by our disadvantaged learners and focuses on strategies to ensure that good progress and attainment is sustained for all. We are mindful that not all pupils in receipt of the Pupil Premium grant are socially disadvantaged, and not all pupils who are social disadvantaged receive the Pupil Premium grant. As such, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our key principles:

- **Inclusion:** Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- **Curriculum:** Our curriculum is developed and continually reviewed to ensure that it meets the needs of our pupils and aligns with current best practice and research.
- **Teaching and learning:** We ensure that our pupils receive quality first teaching and that learning opportunities meet the needs of all pupils. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

Our strategy plan adheres to DFE guidelines, is informed by research and by continually diagnosing pupils' challenges and needs through gathering relevant data. We utilise research conducted by the EEF (Education Endowment Fund) to support our strategy. Our strategy plan is a fundamental influence on our ongoing school development and involves the following process:



(Education Endowment Foundation)

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are more prevalent among our disadvantaged pupils.
2	Assessments indicate that a significant number of disadvantaged pupils demonstrate poor reading and comprehension skills.
3	Assessments indicate that a significant number of disadvantaged pupils demonstrate poor spelling skills, which in turn affects the quality of their writing and, in some cases, their attitude to writing in general.
4	Assessments indicate that a significant number of disadvantaged pupils have difficulties in securing key maths facts, which in turn affects their progress in mathematics.
5	Low level of independence and emotional resilience of some pupils, this is more prevalent among disadvantaged pupils
6	Increased numbers of pupils who struggle with self-regulation, including those who are also disadvantaged.
7	Lack of or inconsistent parental support at home for reading and other aspects of home learning, which in turn affects pupils' ability to make progress in their learning.
8	Lack of funds impacts families in being able to equip pupils for school, or attend / access extra-curricular activities.
9	Historically, attendance of disadvantaged pupils has been lower than the national attendance figures. As a result of our previous strategy reports, this has improved and is now above national and that of similar schools. However, this is an area that we will continue to monitor and adjust our practises to further support these pupils in this area.

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
A Inclusion: staff develop practice and school provision to ensure inclusion of vulnerable pupils. *Linked to challenges:* 1, 2, 3 and 4	Staff awareness of white paper: 'Every Child Achieving and Thriving' and its implications on practice. Adaptive teaching CPD, learning implemented in classroom practice to support the needs of all learners. Further development of robust systems to ensure timely and consistent SEND provision, monitoring and evaluation. On-going adaptation on the OAP (ordinarily available provision) at Redland, to best meet the needs of all learners. Continue to develop ways to involve and engage parents, following on from successes as a result of the PINs project (2025-2026)
B Curriculum, teaching and learning**:** On-going development of the Redland School curriculum to meet the needs of our pupils, aligning with proven best practice and research. *Linked to challenges:* 1, 2 and 3	Staff awareness of 'The Writing Framework' and 'Strong Foundations' and their implications on practice. Develop and implement a Redland writing curriculum that aligns with 'The Writing Framework' and 'Strong Foundations'. Focus on the development of foundational writing skills: handwriting, spelling etc. to support all pupils in developing as writers. Revisit school curriculum in both core and foundation subjects, ensure there are opportunities to build knowledge and skills, aligning learning activities to support this. Staff awareness of the new curriculum for Sept 2028 (scheduled to be released Spring 2027). Implement new curriculum Sept 2028.
C Improve attainment outcomes for pupils at the end of KS2.	CPD to support all staff in understanding the new pupil premium and free school meal funding and how that impacts on support for those pupils and tracking of them in school. In pupil progress, when discussing disadvantaged learners, staff are focussed on those pupil premium children and identify bespoke adaptation(s) to support their progress in learning, utilising CPD relating to lesson design, adaptation and review. Additional target setting sessions with year 6 teachers to support teachers in targeting pupils and adapting provision for pupils.
D Improve oracy skills for pupils in all year groups. *Linked to challenges:* *1, 2 and 3*	<u>Shorter term</u>: Pupils utilise sentence stems to support oracy across different subjects, and beyond the classroom. Oracy focus in subjects to support development of language for all pupils. Development of subject specific vocabulary for all pupils. <u>Longer term</u>: Raise attainment and progress in writing. Raise attainment and progress in reading comprehension. Raise attainment and progress in mathematical reasoning. Pupils are better equipped to engage in conversations and express their ideas and options with confidence, in both verbal and written form.
E Pupils have access to additional mental health / emotional well-being support, beyond that which takes place in the classroom already.	<u>Shorter term</u>: Time to talk is available to support pupils, with pupils able to access in times of need, with the support of their families. Emotional Literacy Support (ELSA) is available to support pupils in developing their emotional literacy and/or social communication skills.

Linked to challenges: 5&6	Music therapy is available to support pupils in developing their own sense of well-being and explore other talents. Various lunchtime provision is available to support pupils at lunchtimes who find the lunch time period challenging. <u>Longer term</u>: Pupils are equipped to discuss their mental health and emotional well-being. Pupils have strategies to support them in managing challenges relating to their own mental health and well-being. Pupils are aware of how to access support in managing challenges relating to their own mental health and well-being.
F All pupils with identified gaps in their learning have access to **interventions**, particularly targeting disadvantaged learners to support them in narrowing the gap in their learning. *Linked to challenges: 1, 2, 3, 4 and 7.*	<u>Shorter term</u>: Rigorous assessment procedures are in place to identify gaps in pupils learning. Specific interventions or support materials are utilised by staff to enable pupils to make progress in these specific areas. Pupils make progress in their learning so that gaps are narrowed or closed. <u>Longer term:</u> Disadvantaged learners attain in line with their peers by the end of KS2. Disadvantaged learners make progress in line with their peers.
G All pupils with identified gaps in their learning have access to targeted **support in class**, particularly targeting disadvantaged learners to support them in narrowing the gap in their learning. *Linked to challenges: 1, 2, 3, 4 and 7.*	<u>Shorter term</u>: Rigorous assessment procedures are in place to identify gaps in pupils learning. Targeted support in class for specific pupils and/or support materials are utilised by staff in class to enable pupils to make progress in these specific areas. Pupils make progress in their learning so that gaps are narrowed or closed. <u>Longer term:</u> Disadvantaged learners attain in line with their peers by the end of KS2. Disadvantaged learners make progress in line with their peers.
H Pupils are supported at home to make progress in their learning. *Linked to challenges: 7*	<u>Shorter term</u> Communication between home and school is further developed to enable families and staff to collaborate in supporting pupils learning progress. Continue to offer parental workshops relating to phonics etc, which are attended by increased numbers of families. Develop home learning offer so that it is more engaging and/or fun for families to work on together. Review communication methods and plan for further opportunities to gain parental input. <u>Longer term</u> Parents routinely engage with pupils learning at home. Symbiotic relationship between home and school is maintained to support pupils learning and wider development.
I Improve attendance of disadvantaged learners. *Linked to challenges: 9*	Attendance of disadvantaged learners is improved. Procedures are maintained and further developed to support families in improving attendance. Develop communication with families, so that they are more aware of their child's attendance and (where appropriate) what the 'real' impact is of poor attendance.
J Financial struggles, which could impact on disadvantaged learners'	School has a commitment to ensuring we are an 'Affordable School', working towards further supporting families at Redland in managing financial pressures.

ability to engage in school or wider school life, are supported. *Linked to challenges: 8*	The school continuously assesses the financial pressure that school has on families, and looks at ways that this can be elevated or we can support families with those costs. Our Pastoral Manager actively supports families in financial hardship. Disadvantaged pupils, who have a need, receive financial support in the following areas to enable them to fully engage in all aspects of school life: Free school lunch; Uniform; School equipment; Class trips; Residentials; Swimming lessons; Music lessons; Breakfast club and After-school club.

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: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion: staff develop practice and school provision to ensure inclusion of vulnerable pupils.	The White Paper 'Every child achieving and thriving': https://www.gov.uk/government/publications/every-child-achieving-and-thriving	1, 2, 3 and 4
Inclusion: staff develop practice aligned with whitepaper – focus on lesson design, adaptive teaching and feedback.	The White Paper 'Every child achieving and thriving': https://www.gov.uk/government/publications/every-child-achieving-and-thriving	1, 2, 3 and 4
Curriculum, teaching and learning: On-going development of the Redland School curriculum to meet the needs of our pupils, aligning with proven best practice and research.	'The Writing Framework' https://www.gov.uk/government/publications/the-writing-framework 'Strong Foundations' https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school	1, 2 and 3
Continue to develop oracy within the classroom across all subject areas.	**Evidence suggests +6 months impact:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2 and 3.
Reducing class size in year 6 through learning groups, thus further improving opportunities for effective assessment, learning and accelerating progress.	Previous success in progress levels of Disadvantaged Learners attributed to smaller class size and targeted teaching in Learning Groups. Smaller class sizes allow teachers to work more intensively with smaller groups and improves the quality and quantity of feedback the pupils receive. **Evidence suggests +2 months impact:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2, 3 and 4.
TA hours funded to support T&L in class, as directed by class teacher in ways which are pertinent to the pupils / class.	Identified gaps in learning of pupils, specifically PP pupils. **The average impact of the deployment of teaching assistants is +4 months progress over the course of a year.** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 and 4.

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours funded to support pupils through intervention work to provide additional small group and one to one targeted support within class	Identified gaps in learning of pupils, specifically PP pupils. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals can have a high impact. **Evidence suggests +4 months impact:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 and 4
TA hours funded to support pupils through targeted interventions outside of the classroom.	Identified gaps in learning of pupils, specifically PP pupils. **Evidence suggests +4 months impact:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 and 4
One to one volunteer reading programme (Redland Reading Programme) to raise attainment and progress in reading for vulnerable pupils across the school. **(DBS checks+ admin)**	Many PP pupils have been identified as not having opportunities to read with adults at home. **The average impact of one to one tuition is about +5 months' progress over the course of a year.** One to one tuition | EEF (educationendowmentfoundation.org.uk)	2 and 7
Small group boosting in reading, writing and Maths to raise attainment and progress levels for vulnerable pupils.	Identified gaps in a number of disadvantaged learners. **Small group tuition has an average impact of +4 months' additional progress over the course of a year.** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3 and 4
Bespoke, targeted support and feedback for Y6 pupils who are disadvantaged.	**+6 months' additional progress over the course of a year.** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3 and 4

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils have access to 'Time to Talk', 'ELSA', music therapy and 'nurture group' services.	An increasing number of Disadvantaged Learners present with emotional needs related to home life and social/communication skills. **Evidence suggests 'Metacognition and self-regulation' +7 months impact:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation **Evidence suggests 'Social and emotional learning' +4 months impact:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5 and 6
Finances ring-fenced to support families in attending school, improving attendance figures (Transport and wrap around care).	The Education Endowment Foundation (EEF) evaluation of school breakfast clubs, found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they're hungry. **Evidence suggests 'Extending School Time' +3 months impact:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	8
Finances ring-fenced to support families in funding equipment and uniform for school.	Providing this support during previous years, has shown that ensuring pupils are appropriately equipped for school has helped with their wellbeing and readiness to learn.	8
After School Clubs, Trips (including residential)	Fewer Disadvantaged Learners attend residentials. Historically, pupils who are disadvantaged Learners, have required financial support from the school to enable them to attend trips. **Evidence suggests 'Extending School Time' +3 months impact:** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	8
Finances ring-fenced to support families in accessing peripatetic music lessons, and use of instruments.	Fewer Disadvantaged Learners access additional peripatetic music lessons.	8

Total budgeted cost: £*98,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality first teaching
All teachers and teaching assistants accessed the following CPD:
PINs training: Neurodiversity and mental health
Pathological Demand Avoidance (Wiltshire Ed. Psych service)
Adaptive teachings (MISA)

All staff continue to have access to The National College, and have been signposted towards webinars relating to supporting the needs and learning of pupils. Many of the teaching staff and teaching assistants have accessed online CPD from the National College relating to supporting the needs of pupils at the school.

Targeted Academic Support
Y6
100% of PP made expected progress in reading, 45% of PP made more than expected progress in reading.
82% of PP made expected progress in writing, 27% of PP made more than expected progress in reading.
91% of PP made expected progress in maths, 45% of PP made more than expected progress in reading.

Redland Reading Programme
33 children took part in the Redland Reading programme this year, 27 of whom were disadvantaged. These pupils read for 15 minutes three times per week. Class teachers have fed back the positive impact the programme has had on the children's reading progress, both in terms of their comprehension and fluency. The programme has also had a positive impact on the children's use and understanding on language.

Wider Strategies
3 of the 14 pupils that were on the **school council** are Disadvantaged Learners.
39 Disadvantaged Learners attended **extra-curricular clubs** (This excludes pupils in FS2 and Year1 who were not eligible for clubs).

Strategy	Impact
15 pupils accessed '**Time to Talk'**, 5 of these were disadvantaged learners.	Teachers have reported that the pupils involved are becoming more resilient and able to share and express thoughts and feelings. This has had a positive impact on their progress and mental wellbeing.
32 pupils accessed '**ELSA'**, 8 of these were disadvantaged learners.	
A wide range of pupils had access to '**Lunchtime provision'** as it is run as a more casual drop in (needs led).	
18 pupils accessed '**Music therapy'**, 3 of these were disadvantaged learners.	
100% of PP pupils accessed financial support for **class trips**. 100% of PP pupils accessed financial support for **residentials**. 4 pupils accessed financial support for **peripatetic music lessons**. 24 pupils accessed financial support to purchase **school uniform / equipment; food vouchers, breakfast club or afterschool club**.	Pupils have attended school appropriately dressed which has supported wellbeing and readiness to learn. Pupils have access to food, supporting health and well-being. Pupils have opportunities for extra-curricular learning (music lessons) supporting well-being and additional learning opportunities.

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
White Rose SOW	White Rose
TT Rockstars	X Tables Rockstars TT Rockstars
Little Wandle	Little Wandle, Letters and Sounds revisited
ELSA	ELSA support
PINs project	

Service pupil premium funding (optional)

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**
3 pupils were in receipt of service pupil premium funding. The funding has been used to support the Y6 learning groups; to provide additional adult support in class and to purchase resources to support a child with additional needs.
The impact of that spending on service pupil premium eligible pupils
Resources to support one of the children enables them to access learning more easily and manage their time in class. Additional adult support in class ensures that the children have support in both their learning and checking in on their well-being, when needed.

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.