



Pupil premium strategy statement – 2024 2025

This statement details our school's use of pupil premium 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.

School overview

Detail	Data
School name	Redfield Educate Together
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	27%
Academic year that our current pupil premium strategy plan covers	24 - 25
Date this statement was first published	November 2024
Date reviewed	October 2025
Statement authorised by	Sarah Phillips
Pupil premium lead	Lee Nash
Governor lead	Isla Chan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£149,790
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (24/25) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,790

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and reach their full potential across all subject areas. By having high expectations for all our children and nurturing a culture where everyone can and will achieve, we support our disadvantaged children to flourish and be equipped to move onto the next stage of their education with the skills and knowledge they need to achieve well.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those individuals who are high attainers or have the capacity to be.

We will consider the challenges faced by our disadvantaged pupils, such as those who have a social worker, refugee and asylum seekers and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Integral to our approach is the belief that the class teacher knows their children the best and has the strongest relationship with them. We therefore believe they are best placed to deliver high quality teaching and use high quality assessment information to identify specific gaps in understanding for our disadvantaged pupils. These will be addressed through specifically tailored, small group, class teacher-led interventions.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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 ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

This year our main priorities focus on the following areas:

A. Quality first teaching in all classes

B. Interventions and support for social emotional and mental health

C. Increase attendance rates for children eligible for pupil premium

D. Provide out of school/extra curricular experiences for pupils eligible for pupil premium

As a school, we:

- Ensure that all pupils receive quality first teaching
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, raise expectations of what they can achieve and strive to build positive and strong relationships with each of our disadvantaged children
- Ensure key staff know our disadvantaged children well
- Ensure teaching and learning opportunities meet the needs of all the pupils
- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene when need is identified

Our Pupil Premium plan works to achieving these objectives in the following ways:

A. Quality first teaching in all classes

- Follow the ETAT High Quality Framework guidance to ensure the quality of teaching is consistent and good or better
- Continue whole school focus on writing and maths.
- Offer pre/post teach maths and phonics support for children who are not at age related expectations
- Establish a support and intervention timetable utilising LSAs to provide small group work focussed on overcoming gaps in learning

B. Interventions and support for SEMH

- Whole school use of the Zones of Regulation curriculum
- Whole school use of Thrive approach
- Thrive support available 1:1 or small groups
- Children's Mental Health services accessed for 1:1 or group support
- Training for staff linked to Thrive, Zones of Regulation, trauma and SEMH

C. Increase attendance rates for children eligible for pupil premium

- Weekly attendance monitoring as part of Trust attendance strategy
- Support in place from Family Support Worker, Class Teachers and Senior Leadership Team

D. Provide out of school/extra curricular experiences for pupils eligible for pupil premium

- Support payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Before and after school activities to run free of charge

Challenges

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

Challenge number	Detail of challenge
1	Underachievement in core subjects – PP children are not achieving Age Related Expectations
2	Social Emotional Mental Health barriers and unexpected behaviour - Some of our PP children display unexpected behaviours. A high percentage of these pupils struggle to regulate and focus on learning.
3	Attendance – Attendance of our PP children needs to improve, and persistent absence needs to decrease.
4	Limited access to enriching extracurricular activities - Increasing financial strain on families means that our PP children do not have access to a range of wider curricular activities

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
<p>The attainment gap between Pupil Premium pupils and their peers is reduced.</p> <p>Teachers deliver consistent, high-quality lessons that engage and challenge all pupils.</p> <p>Increased confidence and independent learning skills among targeted pupils.</p>	<ul style="list-style-type: none"> - Termly assessment data shows consistent progress for the majority of PP pupils - - Observations and feedback indicate that at least 90% of teachers consistently implement evidence-based strategies - Learning Walks and Book Looks will evidence progress being made of PP pupils - Pupil surveys show increased confidence in reading, writing, and math. - End of year assessments demonstrate progress made by PP pupils.
<p>Increased ability among pupils to self-regulate emotions and manage challenges effectively.</p> <p>Reduction in SEMH-related behaviour incidents, exclusions, and disruptions to learning.</p> <p>Improved peer relationships and social interactions among targeted pupils.</p>	<ul style="list-style-type: none"> - CPOMS logs evidence fewer instances of emotional dysregulation or disruptive behaviour recorded over time. - A marked improvement in the overall school environment, with an increase in positive behaviour points or other reward systems and fewer incidents of conflict - Fewer pupils requiring time out or removal from class - Thrive profiles completed and action plans implemented for each class - Pupils demonstrate resilience in managing challenges, as seen in improved participation in group activities and independent learning tasks.
<p>To achieve and sustain improved attendance for all pupil, particularly our disadvantaged pupils.</p> <p>Reduction in the number of pupils with persistent absenteeism</p>	<ul style="list-style-type: none"> - Weekly attendance tracking shows a steady upward trend over the year. - The number of Pupil Premium pupils with attendance below 90% decreases by the end of the term. - The number of late arrivals among PP pupils decreases
<p>All disadvantaged pupils come to school ready to learn, without barriers related to basic needs.</p>	<ul style="list-style-type: none"> - Feedback from pupils and staff indicates improved engagement - Feedback from families indicates improved well-being and reduced financial stress.

Subsidized extracurricular clubs, trips, and cultural activities	
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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 £49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use structured programs (White Rose and Accelerated Reader) to offer a consistent and structure approach	EEF shows reading comprehension strategies are high impact on average (+6 months). Accelerated Reader will allow teachers to identify reading progress.	1
Teacher CPD about the importance of High-Quality Teaching	Implement teaching strategies with proven impact, such as: Explicit instruction for introducing new concepts. Scaffolding learning tasks to ensure accessibility for all pupils. The Sutton Trust - 2011	1
Team Teach Training	EEF evidence on behaviour intervention shows targeted interventions and universal approaches have a positive overall effect of +4 months.	2
Whole school Thrive training	https://www.thriveapproach.com/impact-and-research	1 & 2
Whole school training around SEMH– Trauma informed approach. Zones of Regulation	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.	1 & 2
Training regarding Attendance for SLT and Safeguarding team	https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/	3
Invest in standardized NFER assessments.	Standardised assessments provide a straightforward way to gather the data insights needed to support pupils –	1

	gaps can be identified (individual and group) and then targeted.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to structured intervention resources eg TTRS, Nessy,	Online programmes can provide personalised and targeted challenge and support to help engage pupils in learning and close gaps.	1
Targeted 1:1/ small group PP interventions eg pre and post teaching	EEF +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Targeted small group interventions led by HLTAs. Examples: ZoR / Social skills to support pupils with SEMH needs. Targeted academic groups such as phonics, handwriting etc	EEF+4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 & 2
Additional 1:1 reading sessions for PP not on track to meet ARE	EEF +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
WellComm - Speech and Language baseline assessment for Reception pupils	EEF +6 EEF recognises oral language approaches might include: - targeted reading aloud and book discussion with young children - explicitly extending pupils' spoken vocabulary - the use of structured questioning to develop reading comprehension	1

	<p>- the use of purposeful, curriculum-focused, dialogue and interaction.</p>	
<p>Breakfast Club provision to support children with SEMH & improve attendance</p>	<p>The EEF report on the importance of developing pupils Social Emotional Skills, they are “essential for children’s development and effective learning, and are linked to positive outcomes later in life”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1672412429</p>	<p>2 & 3</p>

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity contingency fund (enabling access to various activities eg Forest school, educational trips/visits)	<p>Educational visits play a crucial role in supporting the academic and personal development of deprived pupils, offering experiences that enhance learning, cultural understanding, and critical thinking.</p> <p>Some of our PP are unable to access out of school experiences or wrap around childcare (due to various reasons but often financial). The school will support financially.</p>	2 & 4
Attendance Strategy	The Education Endowment Foundation (EEF) emphasizes the importance of improving school attendance as a means to enhance educational outcomes	3
Development of behaviour for learning strategies – staff training on positive use of restorative approach	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
De-escalation conversations, use of restorative scripts to support SEMH needs and reduce challenging behaviour	EEF evidence on behaviour intervention shows targeted interventions and universal approaches have a positive overall effect of +4 months.	2
Whole class Thrive/Zones of Regulation sessions. Whole school use of regulation stations and movement breaks	EEF shows school approaches to self-regulation have a low cost but a high impact with the potential of +4 months. Self-regulation is explicitly taught in the small group intervention but also across the whole school through use of Zones of Regulation	1, 2 & 3

Total budgeted cost: £149 500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We use a wide range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Tracking Data (progress through the year based on teacher assessments and NFER assessments)
- Intervention analysis
- Moderation of work, outcomes of observations, learning walks

End of year data

EYFS GLD	
57% of all pupils expected or higher	13% of PP expected or higher

Year 1 Phonics	
68% of all pupils expected or higher	73% of PP expected or higher

Year 6 SATs	
Reading 64% of all pupils	Reading 50% of PP
Writing 59% of all pupils	Writing 50% of PP
Maths 57% of all pupils	Maths 43% of PP

How we monitor and review Pupil Premium Spend:

- ✓ PP children are identified, and their progress monitored each term by analysing data
- ✓ All class teachers are aware of PP children in their class and these are highlighted on their marksheets.
- ✓ interventions are monitored and adjusted as needed
- ✓ Attendance data is tracked and monitored by the school and Trust. Each term PP attendance data is monitored externally by BCC

The aim at RET is for all pupils, whatever their needs and starting points, to attend well and we know many of our non-pupil premium pupils still need extra support. The outcomes we aimed to achieve were not fully realised, especially in writing.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan, which include adopting a whole school trauma-informed Thrive approach.

At Redfield ET, we aim to provide exceptional pastoral support to pupils and families, our staff are committed supporting the RET community. We hold our families in high regard, irrespective of background .

Further information

At Redfield ET our pupil premium strategy is based on the following principles:

- A culture of positive relationships
- High expectations

We focus on high quality teaching; we know what goes on in classrooms and during interventions makes the biggest difference to the life chances of all our disadvantaged pupils. We are constantly looking to refine and improve our practice. Development and strategy improvement ideas are backed by research and linked to our current priorities.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.