Red Row Primary School - Pupil Premium Strategy Statement 2024-2027

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.

School overview

Detail	Data
School name	Red Row Primary School
Number of pupils in school	97 + (18 Nursery)
Proportion (%) of pupil premium eligible pupils	43.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/26 – 2026/27
Date this statement was published	December 2024
Date on which it was reviewed	November 2025
Date on which it will be reviewed next	November 2026
Statement authorised by	Richard Bollands
Pupil premium lead	Richard Bollands
Governor / Trustee lead	Ann Elliot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,935
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,935

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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.

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils. A pupil is identified as pupil premium if they are eligible for free school meals or have been eligible in the previous six years have been looked after, or are covered by a guardianship or residency order have been adopted from care have a parent serving in the armed forces

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.' Education Endowment Foundation –

The EEF Guide to Pupil Premium funding or further details visit:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success of their chosen expenditure. Our aims are to:

- Ensure that teaching and learning opportunities address the needs of all of the pupils.
- Ensure that necessary, challenging provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed.
- Recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.

- Ensure Pupil Premium funding follows identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.

We have used the Sutton Trust/ EEF toolkit to inform our decisions about the effectiveness of each approach/ intervention. Most of these interventions have a focus on learning; a number have a focus on social and emotional development and there is some focus on the enrichment of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils require regular, short, targeted academic or pastoral interventions in order to support them in keeping up with their peers both in the long and short term.
2	A significant proportion of pupils join our school with delays in speech, language and communication.
3	The behaviour and attendance of children suffering from a range of health, social and emotional difficulties can limit learning. It is difficult to rapidly access support from relevant services to address these issues.
4	Inconsistencies in parental engagement with supporting pupils with learning, increased through home learning fatigue.
5	Lacking cultural capital and low aspirations for future destinations.
6	Additional contributions to school activities such as swimming, school visits and the annual Year 4 residential visit are likely to be an additional financial burden on disadvantaged families. Without these contributions the school would be unable to provide an enhanced number swimming sessions to all KS1 and KS2 pupils.
7	An increasing number of our pupils are finding challenge in being able to work independently and without additional support from adults.

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
Improve reading/phonic skills and knowledge across school, so all pupils (at all levels) have access to appropriate resources and experiences to foster a love of reading, that subsequently impacts on their holistic learning achievements and progress.	Pupils to achieve in line with Non PP national levels in the Phonics screening, academic year 2025/26.

To continue our development as a reading school where reading is taught very well so pupils write widely, often and in different forms	Pupils to achieve in line with Non PP national levels in the KS1 reading assessments, academic year 2025/26.
Improve writing/grammar skills and knowledge across school, so all pupils (at all levels) have access to appropriate resources and experiences to foster a love of writing that subsequently impacts on their holistic learning achievements and progress.	Pupils to achieve in line with Non PP national levels in the Phonics screening, academic year 2025/26.
Provide a range of social and emotional support structures within school to deal with identified concerns related to children as a consequence of the pandemic.	Pupils will develop resilience in their learning and demonstrate a desire to do well and improve.
Ensure parents understand, fully, what they can do to support their child effectively and encourage them to do this consistently.	School and home will work together to ensure that all pupils fulfil their potential and reduce the gap between PP and Non-PP learners.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations of families so that school and learning is seen as universally important	Pupils will be exposed to broader horizons to foster a desire and reason to learn. No disadvantaged learner will be excluded from any school activity due to financial reasons.
Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning.	Improved attendance or continued good attendance of targeted pupils. Incidents and issues at home have limited impact on the children's learning.
The learning of all children will be enhanced by the use of visits and visitors. Visits and visitors will still go ahead if voluntary contributions are inadequate.	All children experience a range of additional experiences to enhance the curriculum. This will be reflected through pupils' responses in co- ordinator monitoring.
All Year 4 pupils will attend a 3 day residential visit. Children's autonomy, self-awareness and sense of independence are developed, articulated and celebrated in school.	No pupils will miss the visit due to financial difficulties.
Additional adult support will be available in school to support pupils to become more independent.	An increased proportion of pupils will have the skills and attributes to be better prepared to move to their next phase of learning.
All Year 6 pupils will attend a 3 day residential visit to London. Children's autonomy, self-awareness and sense of independence are developed, articulated and celebrated in school.	No pupils will miss the visit due to financial difficulties.

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: £8,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional budgeting for all teaching assistants to attend staff training throughout the year. **£2000**	Teaching assistant interventions +4 Months. Moderate impact for moderate cost based on moderate evidence	
Foster a supportive learning environment by incorporating regular feedback and opportunities for self-assessment, allowing pupils to reflect on their learning and set personal goals. CPD for staff **£250**	Social and emotional learning +3 Months (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
Release for subject leaders to monitor and feedback across the curriculum **£2000**	This will improve the consistency and quality of teaching and learning, with a focus on in class support and challenge. EEF research suggests that QFT strategies are vital to the success of all pupils. High-quality teaching | EEF	2,3
Staff CPD High quality CPD on developing Red Row as a reading school **£2000**	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term EEF - Effective Professional Development	1,2,3,4,5
Further develop the quality of feedback to pupils so that it has the highest impact on learning outcomes. Strategies will include; ● Teacher CPD on the importance of feedback and on how to give high quality feedback. ● Ensuring feedback is specific and focuses on how to improve and recognises achievements. ● Next steps and challenges. ● Use of live marking ● Use of peer feedback **£500**	EEF research suggests that effective feedback can add up to an additional 6 months of progress to pupil attainment https://educationendowmentfoundation.org. uk/education-evidence/teaching-learning-to olkit/feedback	1-4

Training release for continued implementation of the "Little Wandle" system recommended to the school by the Local Authority EFS consultant and the English Hub. **£1000**	Quality phonics program +5 Month Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
To accelerate progress and attainment in reading across all year groups and develop pupil independence and a love of reading. Strategies will include; ● Embedding the use of Whole Class Reading / Story Telling in KS1 and KS2. ● Pupils read ability appropriate texts and all levels are personalised. ● Disadvantaged pupils a focus during these sessions. **£500**	Improved reading skills for pupils +6 Months. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).These skills can be applied across the curriculum	1-5

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA to deliver A range of appropriate Early language interventions. A significant number of disadvantaged pupils enter school with deficits in language. **£3,900**	On entry to Reception, most children have low Language and Communication skills –Due to and poor socioeconomic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently. The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this. **The EEF toolkit states that Oral Language impact development** (Average impact +5 months), and **phonics approaches** have a moderate impact (+4 months) for a very low cost.	1-5
Lexia reading intervention programme. Have sufficient licences for the reading interventions program to ensure all children who are behind in their reading have access to it **£1,400 licenses**	Lexia is an evidence based resource with a proven track record of accelerating children's progress in reading. It provides individualised learning tasks specific to a pupils strength and weakness across phonics, word reading and comprehension.	1-5

Employ TA's to deliver Little Wandle intervention sessions in addition to targeted additional reading, writing and SPAG sessions. Delivered in small group work **£12,800**	Small group tuition + 4 Months EEF evidence demonstrates the impact of small group tuition as an effective method in accelerating progress rates in focused areas of learning.	1,2,3
Reading Plus reading intervention programme for upper KS2. Have sufficient licences for the reading interventions program to ensure all children who are behind in their reading have access to it **£1,400 licenses**	Reading Plus iis an adaptive online reading programme. It helps students build silent reading fluency, vocabulary, comprehension, and stamina once they have basic phonics skills in place.	1-5

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

Budgeted cost: £19,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will subsidise the cost of all visits and visitors to school. We want all of our pupils to share in a range of experiences that will support and enhance their learning. By subsidising visits and visitors we ensure that no child misses out on these experiences even when limited contributions have been received. **£2000**	Arts participation + 2 Months Low impact for low cost, based on moderate evidence.	
We plan to subsidise the cost of the annual Y4 residential visit to ensure that it is affordable for all families. Families of disadvantaged pupils will be asked to make proportionally lower contributions towards the cost of the visit. **£1000**	Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence. Outdoor adventure learning + 3 Months. Moderate impact for moderate cost.	

We plan to subsidise the cost of the annual Y6 residential visit to London to ensure that it is affordable for all families. Families of disadvantaged pupils will be asked to make proportionally lower contributions towards the cost of the visit. **£1250**	Social and emotional learning + 4 Months. Moderate impact for very low cost, based on extensive evidence. Improved cultural capital	
School accessing support from Behaviour Lead professional / MAPA tutors, DSL team, Mental health First aiders **£2,000**	**Behaviour intervention** (+ 3months) Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. EEF - Behaviour	3,4,5

We will provide a session per week for Thrive interventions to provide support/ advice/ counselling for children who require this on a short or long term basis. Plus ad hoc support as required **£13,000**	**Behaviour intervention** (+ 3months) Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. EEF - Behaviour	

Total budgeted cost: £49,000

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 2025 to 2026 academic year.

Performance Data						
EYFS						
Year	**Pupils**	**All %**	**FSM %**	**Non FSM %**	**F %**	**M%**
2026	**10 (8)**	**50 (62.5)**	**28.6 (40)**	**100**	**50 (60)**	**50 (66.7)**
2025	**12 (9)**	**50 (66.7)**	**0**	**66.7 (75)**	**50 (100)**	**50 (62.5)**
2024	**18 (17)**	**55.6 (58.8)**	**50**	**57.1 (61.5)**	**55.6**	**55.6 (62.5)**
Nat 2026	**NA**	**68.3**	**51.3**	**72.5**	**75.3**	**61.6**
() Figures without pupils who attend our Specialist Support Base						
Phonics						
Year	**Pupils**	**All %**	**FSM %**	**Non FSM %**	**Y2 All**	
2026	**10 (7)**	**50 (71.4)**	**66.7 (100)**	**42.9 (60)**	**60 (75)**	
2025	**15 (14)**	**73 (78.6)**	**50**	**81.8 (90.9**	**40**	
2024	**16**	**68.8**	**66.7**	**69.2**	**0**	
Nat 2026	**NA**	**80**	**67**	**83**	**60**	
() Figures without pupils who attend our Specialist Support Base						
Multiplication Check						
Year	**Average**	**100 %**	**FSM %**	**Non FSM %**	**F %**	**M%**
2026	**19.9**	**47.4**	**20.7**	**18.8**	**18.5**	**20.5**
2025	**19**	**23.5**	**18.3**	**19.7**	**15.4**	**21.5**
Nat 2025	**21**	**37**	**19.3**	**21.7**	**20.7**	**21.2**
KS2 SATS						
Year	**All**	**FSM %**	**Non FSM %**	**F %**	**M%**	
2026	**28.6 (30.8)**	**33.3 (40)**	**25.0**	**28.6**	**28.6 (33.3)**	
Nat 2025	**62.3**	**59.2**	**65.6**	**47.1**	**33**	

() Figures without pupils who attended alternative provision

Please note that within these figures there are some very small cohorts of pupils within each group.

School continues to screen all children in nursery for speech, language and communication issues. Outcomes of this screening ensure that early interventions are put in place and timely referrals are made therefore reducing the number of pupils presenting with issues in these areas as they move into KS1. The school implements interventions and communicates with parents. Clear lines of communication with parents regarding speech, language and communication issues are in place meaning that parents are fully aware of their child's needs, what they can do to support and the interventions taking place in school. Parents are very positive about this support.

Any pupils who are not supported at home to complete reading at home are able to access additional reading support provided in school by a teaching assistant at lunchtimes ensuring that they have the same opportunities as other children to read with an adult. Any children in the school who do not have an appropriate device to complete

homework on are provided with one.

The provision of Thrive practitioners continue to support pupils who have experienced incidents and issues at home that could impact negatively on their learning. Having these staff members available at key times of the day and week ensures that these issues can be quickly addressed allowing the children to continue their learning. These roles have also been highly valuable in supporting Designated Safeguarding Leads to effectively carry out their roles.

No children in the school were disadvantaged by not being able to take part in any extracurricular or enrichment activity. All children have equal access to these activities. The free Breakfast Club is very well attended on a daily basis. By the time they leave the school, majority of pupils have accessed at least one extracurricular activity. 100% of pupils in Y4 attended the annual residential visit to Robinwood. All but 2 children attended the Y6 trip to London.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PUMA / PIRA	Hodder
LEXIA Core 5	Lexia
Little Wandle	Wandle Learning Trust
Thrive Approach	Thrive
SIT Training	CPI
Reading Plus	Daisy Education