

Pupil Premium Strategy Statement – Reddal Hill Primary School 2025 / 2026 – 2027 / 2028

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	178 pupils = 42.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs. A. Bashir-Pugh Headteacher
Pupil premium lead	Mrs. T. Whitehurst Assistant Headteacher / PP Champion
Governor / Trustee lead	Mr. C. Harris Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£231,795
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

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 achieve high attainment across all subject areas. The focus of our pupil premium and recover premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, or were previously looked after, as well as young carers. The support we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils and at the same time benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set;
- Act early to intervene at the point need is identified; and
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and achievement outcomes in reading, writing and maths are below national expectations.
2	Low self-esteem, issues with emotional health and wellbeing.
3	Attendance of the disadvantaged pupils do not match that of other pupils.
4	Limited parental engagement in school-based activities
5	Modest parental 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
All disadvantaged pupils will make at least expected progress by the end of KS2 in reading, writing and maths.	Disadvantaged pupils will be in line with national non-disadvantaged pupils in KS2
Disadvantaged pupils have enrichment learning opportunities to build future aspirations.	Pupil participation in after-school clubs is maintained and applicable Year 5 and 6 pupils gain their bronze award in the Children's University Programme.
Improve the attendance of all pupils including the disadvantaged.	Disadvantaged pupils' attendance will be line with non-disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,538.50 – 30% of funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to the School Improvement Plan – with a particular focus on implementing the 'Little Wandle' phonics and early reading programme, Mastery in Maths programme and further developing 'The Write Stuff' writing programme.	<p>Harry Fletcher Wood, (2017) state that novices (learners) need clearly guided instruction to acquire knowledge and skills. <i>Modelling is one of the most efficient modes of learning of any new skill or knowledge. (Bandura, 1986)</i></p> <p>Skipper and Douglas (British journal of Educational Psychology 2019) demonstrate the powerful impact that teachers' feedback has on children. Evidence suggested that feedback plays a significant role in a pupil's learning, emotions and pupil satisfaction. The EEF state: <i>Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</i></p>	1, 4 and 5
Quality First Teaching in the classroom, with clear differentiation and a particular focus on metacognition and self-regulation. Reddal Hill will use ELLI across the school to empower pupils with understand their learning power.	<p>EEF state that the average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year.</p> <p>The research evidence suggests that studies with higher numbers of disadvantaged pupils had a high impact. This is a promising area of practice to work towards closing the disadvantage gap. Improved metacognition and self-regulation skills have the potential to promote learning across the curriculum and beyond.</p>	1, 2 and 3

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

Budgeted cost: £92,718 – 40% of funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSP interventions focusing on core skills in speaking and listening, phonics, reading and maths.	EEF state that in order to support pupils who have fallen behind furthest, structured interventions, are likely to be necessary. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	1
1:1 / small group in-class support through the deployment of additional staff.	Well-trained TAs, in structured setting with high quality support and training, can make a noticeably impact on pupil learning (EEF).	1
AHT writing/ maths structured intervention – daily.	EEF state that in order to support pupils who have fallen behind furthest, structured interventions, are likely to be necessary. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.	1

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

Budgeted cost: £69,538.50 – 30% of funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Children's University Programme to Year 5 and Year 6 pupils on an annual basis. Continue to fully partake in the programme, celebrating learning outside of school, promoting the award ceremonies and collaborating with Wolverhampton University.	In 2017, the EEF published an efficacy study of Children's University which showed a direct link between participation in Children's University and increased achievement in reading and maths. Children in Children's University schools made two additional months' progress in reading and maths compared to children in the other schools (control group)	1, 2, 3, 4, and 5
HT/ AHT/ 3 LSPs to deliver Drawing and Talking therapy to address mental health and emotional wellbeing of applicable pupils.	Drawing and Talking therapeutic techniques empower professionals to develop a proactive approach that's supports the mental health and emotional wellbeing of pupils.	1, 2, 3 and 5
Employ the services of a qualified therapist to address mental health and emotional wellbeing of applicable pupils.	The Government report of the Children and Young People's Mental Health and Wellbeing Taskforce recognises the crucial role that schools can play, working alongside health and community and voluntary services, in helping to support good mental health and in preventing and identifying mental health issues in children and young people. <u>Future in mind – Promoting, protecting and improving our children and young people's mental health and wellbeing (publishing.service.gov.uk)</u> The Lancet Child and Adolescent Health study found pupils who were offered counselling experienced significantly improved self-esteem, as well as large increases in their achievement of personal goals. <u>The Lancet Child & Adolescent Health</u> .	1, 2, 3 and 5
LSPs to deliver social stories, Volcano in my Tummy and Lego therapy to	EEF: SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family	1 and 2

<p>develop social skills, including interactions, to all applicable pupils.</p>	<p>or community. <u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u></p>	
<p>AHT to deliver nurture group, i.e. Sunshine group, and individual/ paired, nurture sessions.</p>	<p>Group and individual therapy techniques support pupils' mental health and wellbeing and enable them to engage in the learning process and achieve their academic targets.</p>	<p>1 and 2</p>
<p>Embed the adapted Behaviour Policy with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 2, 3, 4 and 5</p>
<p>The school to continue subsidising residential trip (35%) to ensure all pupils have equal access.</p>	<p>Enable all pupils to attend a residential trip provides equal access to learning in an outdoor environment and promotes a sense of community.</p>	<p>1, 2, 3, 4 and 5</p>
<p>The school to pay for and provide free music sessions to all pupils in Year 3 (Ukulele), and woodwind and brass instrument tuition to pupils in KS2.</p>	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. (EEF)</p>	<p>1, 2, 4</p>
<p>The AHT responsible for attendance and punctuality, the Attendance Champion, to monitor and support parents to improve attendance and punctuality across the school.</p> <ul style="list-style-type: none"> • The School Administration Assistant to complete first day calls. • The Parent Support Advisor (PSA) and AHT, responsible for attendance, to complete home visits. 	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. (EEF)</p>	<p>3</p>
<p>To provide a range enrichment after-school sessions, which are free to all pupils. 1 hour/ session/ week x 6 weeks.</p>	<p>After-school clubs enrich learning and provide opportunities for pupils to excel and pursue an area of interest.</p>	<p>1, 2, 3, 4, and 5</p>
<p>Provide Inspire Workshops to engage parents in their pupils learning</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>1, 4 and 5</p>
<p>Offer regular SEND and Parent Support Advisor drop-in sessions, to provide support for applicable parents.</p>	<p><u>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1, 2, 4 and 5</p>
<p>Provide free bagel breakfast for every pupil as part of the Breakfast Programme</p>	<p>Educational attainment: Pupils in primary schools offering school breakfast achieved, on average, two months' additional progress over a year compared to children in schools without a magic breakfast at key stage one.</p>	<p>1 and 3</p>

	<p>Attendance: Schools with Magic Breakfast have 26 fewer half-days of absence per year in a class of 30, compared to schools without.</p> <p>https://www.magicbreakfast.com/research/the-national-school-breakfast-programme-scale-up-evaluation-report/</p>	
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4 and 5

Total budgeted cost: £231,795

Part B: Review of the previous academic year

Background information

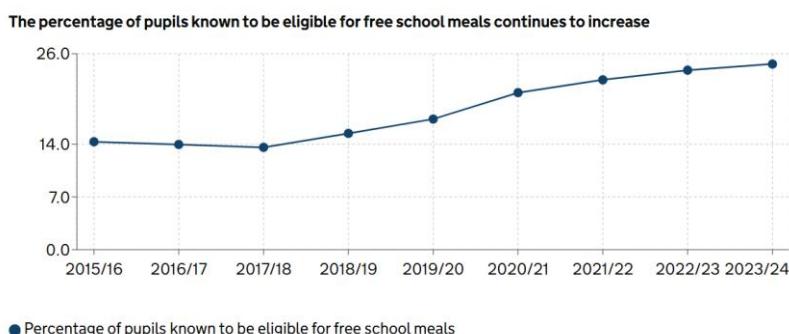
- Old Hill is considered part of the central corridor of severe deprivation that runs through the West Midlands conurbation, according to [sandwell trends](#)
- 60% of Sandwell's Lower Super Output Areas (LSOAs), including those in Old Hill, are in the 20% most deprived in England.

Contributing Factors in Old Hill

- Low household income, unemployment, and poor housing conditions contribute to the cycles of disadvantage in Old Hill, according to the National Institutes of Health (NIH) | (gov).
- Lower educational attainment and limited access to opportunities for personal and professional growth can perpetuate these cycles.
- Health inequalities are also prevalent, with those in more deprived areas facing higher risks of certain health conditions and lower life expectancy.
- These factors create a complex web of challenges for residents in Old Hill, leading to poorer health, educational outcomes, and life chances for those experiencing socioeconomic disadvantage

Additional contributing factors in Sandwell

- Housing: There is a high rate of children in care in Sandwell, with 98 per 10,000 compared to 88 nationally.
- Health: People in Sandwell can expect to live 18 fewer healthy years than those in the least deprived areas nationally.
- Social Isolation: More than one in four older people in Sandwell (26.0%) live in poverty, almost double the national rate (14.2%) and the highest in the West Midlands.
- Limited Resources: In 2025, the Sandwell Council received £3.47 million from the Household Support Fund to help residents in need of financial support. This highlights the ongoing need for additional support to address financial hardship in the area.
- Impact on attainment: Disadvantage significantly affects educational outcomes. In 2024, 31% of pupils at the end of Key Stage 2 were considered disadvantaged. Only 46% of these disadvantaged pupils met the expected standard in reading, writing and maths combined, compared to 67% of non-disadvantaged pupils.



<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics/2023-24>

All data has been obtained from the DfE PP site. This is subject to change based on the school census.

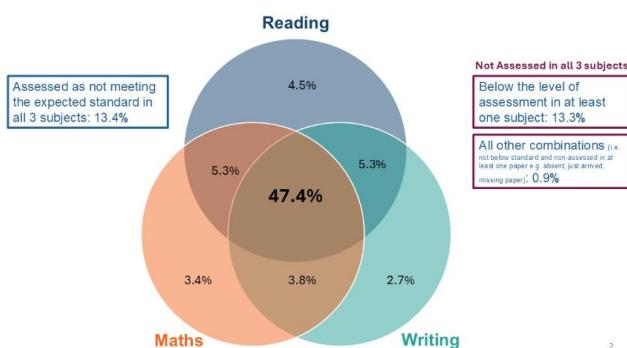
<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024>

Pupil Premium Strategy Outcomes

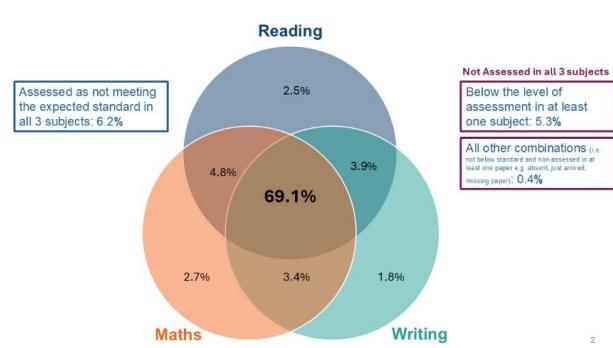
We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. See school website for data.

In 2025, 62% of pupils (nationally) met the expected standard in reading, writing and maths, up from 61% in 2024. On the DFE site, it states that 47.4% of disadvantaged pupils met the expected standard in reading, writing and maths. See tables below, taken from [Key stage 2 attainment, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

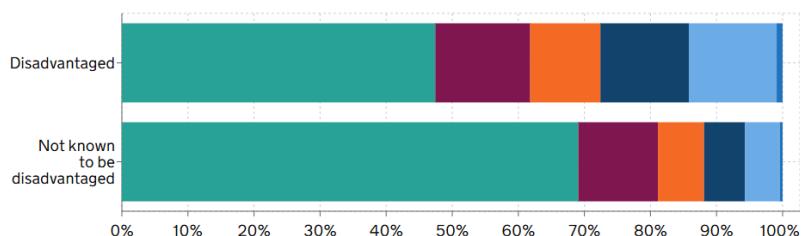
Combinations of attainment at the expected standard in reading, writing and maths for disadvantaged pupils, 2025 (England, state-funded schools)



Combinations of attainment at the expected standard in reading, writing and maths for pupils not known to be disadvantaged, 2025 (England, state-funded schools)



Combinations of attainment at the expected standard by summary group and disadvantage status, 2025 (England, state-funded schools)



- Assessed and meeting expected standard in 3 subjects
- Assessed and meeting expected standard in 2 subjects
- Assessed and meeting expected standard in 1 subjects
- Assessed and meeting expected standard in 0 subjects
- Not assessed in at least 1 subject: Percentage of pupils working below the standard in at least one subject
- Not assessed in at least 1 subject: Percentage all other combinations

To help us gauge the performance of our disadvantaged pupils, at Reddal Hill Primary School, we compared our results to those for non-disadvantaged pupils within our school as well as nationally (The information below has been completed using in-school data). See the table below.

School disadvantaged combined result	School non-disadvantaged combined result
13 out of 32 pupils = 56.25% (+38.05%)	15 out of 28 = 53.57%

School disadvantaged combined result	National disadvantaged combined level
13 out of 32 pupils = 56.25% (+8.85%)	47.4%

The results clearly show that our disadvantaged pupils have exceeded expectations and improved upon national level.

Reddal Hill Primary School continues to work diligently to **diminish the attainment gap** between disadvantaged pupils and their peers, across the school. While progress is evident, the school recognises that **high levels of pupil mobility** (Reddal Hill is currently 'well below average' for stability – 2025 IDSR) and **an increasing number of new starters** present ongoing challenges. Many pupils join the school with **low starting points and significant gaps in prior learning**, which impacts overall attainment outcomes.

To support our disadvantaged pupils and parents, we have continued to provide daily support, in class, for reading, writing and mathematics lessons, alongside research-based interventions for basic core skills such as:

- Wellcomm for speech and language
- Phonics – (Little Wandle) phoneme awareness and application as well as fluency
- Reading (Inference and BR@P), focusing on either reading fluency or inference/ comprehension
- Spelling (Stairway to Spelling and Sound Linkage)
- Sandwell Times table Intervention

Number of disadvantaged pupils (PP and FSM) eligible for pupil premium funding, who have received intervention or additional support

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Autumn	3/11 27.3%	10/18 55.6%	6/9 31.6%	22/30 73.3%	24/30 80%	10/27 37%	13/32 40.6%	88/167 52.7%
Spring	4/11 36%	11/19 58%	5/21 24%	23/32 72%	21/31 68%	6/29 21%	5/32 16%	75/175 43%
Summer	5/15 33%	12/20 60%	2/23 9%	17/32 53%	18/31 48%	13/28 46%	1/32 3%	68/181 38%

The consistent and rigorous approach to monitoring/ tracking attendance of all pupils, including the disadvantaged pupils, has resulted in an improved attendance figure when compared to last academic year.

All of the interventions are in accordance with the EEF guidance. Each intervention is carefully tracked using collected data at the start and end of the scheduled support. This data has shown that pupils have made expected or better progress and started to diminish the gap. The table below identifies the number of disadvantaged pupils accessing regular interventions.

The ELLI programme (Effective Lifelong Learning Initiative) has continued to be successful in raising the awareness of the learning dimensions across the school; the programme has been utilised to support whole school assemblies. Appraisal observation, pupil voice and teacher feedback indicated an increased understanding of the learning dimensions, as pupils are using the appropriate language to describe their learning experience.

Children's University has been highly successful with a graduation to Wolverhampton University. See table below for a breakdown of graduation data

	Year 5 pupils	Year 6 pupils	Total number of pupils graduating
Bronze award (30 stamps)	53 pupils (27 disadvantaged pupils = 51%)	25 pupils (9 disadvantaged pupils = 36%)	78 pupils (36 disadvantaged pupils = 46%)
Silver award (65 stamps)	3 pupils (1 disadvantaged pupil = 33%)	19 pupils (11 disadvantaged pupils = 58%)	22 pupils (12 disadvantaged pupils = 50%)
Gold award (100 stamps)	3 pupils (1 disadvantaged pupil = 33%)	9 pupils (6 disadvantaged pupils = 67%)	12 pupils (7 disadvantaged pupils = 58%)

Bronze Certificate (130 stamps)	3 pupils (1 disadvantaged pupil = 33%)	3 pupils (1 disadvantaged pupil = 33%)
Silver Certificate (165 stamps)	2 pupils (0 disadvantaged pupils = 0%)	2 pupils (0 disadvantaged pupils = 0%)
Bronze Degree (330 stamps)	1 pupil (1 disadvantaged pupil = 100%)	1 pupil (1 disadvantaged pupil = 100%)

Music provision has been offered as outlined in the strategy above. All Year 3 pupils (60 pupils) received weekly ukulele music lessons, for 1 full hour, with a peripatetic teacher, for the whole academic year. 42 pupils have received individual or small groups music lessons, learning to play a woodwind, brass or electrical instrument, subsidised by the school. 30 of these are disadvantaged pupils 71.4%.

Residential visits have been offered as outlined in the strategy above. All pupils in KS2 had equal access to this provision, subsidised by the school. 28 disadvantaged Year 3/ 4 pupils (out of 45 = 56%) attended the Frank Chapman residential and 28 disadvantaged Year 5/ 6 pupils (out of 40 = 70%) attended the Plas Gwynant residential.

Our evaluation of the above approaches indicates that pupil wellbeing and mental health is pivotal to ensure that all pupils are mentally strong and ready to learn. Following this, our priority to provide quality first teaching in every classroom is paramount, alongside high-quality interventions and mental health support.

Governor Impact Statement

The Governing Body is satisfied that funding is being used strategically and effectively to meet the needs of disadvantaged pupils.

Further information (optional)

In planning our new pupil premium strategy, we evaluated why activities 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, pupils and teaching staff in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy. We will continue to use it through the implementation of activities.

We have put a robust data tracking document that informs our evaluation framework that will be in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.