

Pupil premium strategy statement – Redscope Primary School

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	337
Proportion (%) of pupil premium eligible pupils	47%
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)	2025-26 1 of 3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alison Bradbury
Pupil premium lead	Alison Bradbury
Governor / Trustee lead	Mike Firth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255, 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£255,000

Part A: Pupil premium strategy plan

Statement of intent

At New Collaborative Learning Trust, our Pupil Premium strategy reflects our commitment to student achievement, personal development, social mobility, and wellbeing. Guided by our core values of Candour, Challenge, Collaboration, Commitment, and Care, we aim to remove barriers, close gaps, and ensure every learner can thrive academically and personally.

Redscope Primary Pupil Premium Strategy

At Redscope Primary, our ultimate aim for disadvantaged pupils is to ensure they achieve outcomes at least in line with their peers and significantly ahead of national averages for disadvantaged students. We want every child to leave school working at the expected standard or above in English and Mathematics, equipped with the core skills needed for future success. Beyond academic attainment, we are committed to providing a rich and varied range of cultural experiences that broaden horizons, build confidence, and nurture aspirations. Our vision is for pupils to become citizens of the future who are emotionally literate, resilient, and ready for life in the 21st century—individuals who aspire to make a positive contribution to society.

Our current strategy is built on a strong universal offer, recognising that good practice for disadvantaged pupils is good practice for all. At the heart of this approach is **quality-first teaching**, supported by the effective deployment of teaching assistants to maximise impact in the classroom. Beyond this, we provide **high-quality interventions and bespoke support** where needed, ensuring pupils receive targeted help to overcome barriers to learning. This support extends beyond academic achievement to include strategies that help pupils feel ready to learn and able to cope with the demands of school life, fostering resilience and emotional wellbeing alongside progress in core subjects.

Key Principles of Our Strategy

- **Equity and Inclusion** – Every pupil has access to high-quality teaching and learning opportunities.
- **Early Identification and Intervention** – Barriers to learning are identified quickly and addressed through targeted support.
- **High Expectations for All** – Disadvantaged pupils are expected to achieve in line with or above their peers.
- **Cultural Capital** – Providing enriching experiences that broaden horizons and raise aspirations.
- **Emotional Literacy and Wellbeing** – Ensuring pupils are ready to learn and equipped for life beyond school.
- **Evidence-Based Practice** – Decisions are informed by research and impact is regularly reviewed.

Challenges

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

Challenge number	Detail of challenge
1	Lower Starting Points on Entry Many disadvantaged pupils begin school with weaker foundations in early language, communication, and number skills, requiring significant support to secure the fundamentals before accessing the full curriculum.
2	Limited Access to Resources Disadvantaged pupils often lack access to books, technology, and other learning materials at home, which can hinder homework completion and independent learning.
3	Lower Levels of Cultural Capital Fewer opportunities for enriching experiences outside school—such as visits to museums, theatres, or extracurricular activities—can limit vocabulary development and world knowledge.
4	Attendance and Punctuality Issues Barriers such as family circumstances, transport difficulties, or health concerns can lead to irregular attendance, impacting continuity of learning.
5	Social and Emotional Challenges Pupils may experience stress, anxiety, or low self-esteem due to financial hardship or family instability, affecting their readiness to learn and engagement in school.
6	Language and Communication Barriers Some disadvantaged pupils enter school with limited vocabulary or weaker oral language skills, making it harder to access the curriculum and develop literacy.
7	Low Aspiration and Limited Ambition Some disadvantaged pupils may have lower aspirations for their future and limited awareness of the opportunities available to them. This can result from a lack of positive role models, reduced exposure to diverse careers, and fewer cultural experiences. Without targeted support to raise ambition and broaden horizons, pupils may not fully engage with learning or set high expectations for themselves.

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	Monitoring Method
Disadvantaged pupils attain in line with or above their peers in core subjects	End-of-year data shows attainment in Reading, Writing, and Maths is at	Termly data analysis; progress meetings

	least in line with non-disadvantaged peers; gap significantly reduced	
Disadvantaged pupils achieve above national averages for disadvantaged pupils	School data compared to national benchmarks demonstrates disadvantaged pupils outperform national disadvantaged averages	External data comparison; ASP reports
All disadvantaged pupils leave school at the expected standard or above in English and Maths	100% achieve expected standard or above in KS2 SATs; internal assessments confirm progress	KS2 SATs results; internal tracking
Pupils develop emotional literacy, resilience, and readiness for learning	Pupil surveys show improved emotional regulation; reduction in behaviour incidents; increased engagement	Wellbeing surveys; behaviour logs; lesson observations
Disadvantaged pupils have access to a wide range of cultural and enrichment experiences	Every disadvantaged pupil participates in at least three enrichment activities/trips per year; pupil voice reflects increased aspirations	Enrichment participation records; pupil voice
Early gaps in language, communication, and number skills are closed through targeted support	EYFS and KS1 data shows pupils meet/exceed age-related expectations; phonics and early maths assessments show accelerated progress	EYFS/KS1 data; phonics screening; intervention tracking

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: £ 109,000

Activity +	EEF Evidence	Challenge	Linked actions at Redscope
Behaviour framework	• EEF Improving Behaviour in Schools – teach learning behaviours; simple routines; targeted support: https://engageintheirfuture.org/wp-	4 5	Ready to Learn' behaviour curriculum with

that teaches learning behaviours (consistent routines; proactive classroom management; explicit teaching of behaviour)	content/uploads/2021/03/EEF Improving behaviour in schools Report.pdf		explicitly taught routines (entry, transitions, hand-up, partner talk). • Staff CPD on instructional routines and positive behaviour scripting; • Calm starts and daily 'greet at the door'.
Metacognition & self-regulation embedded in subjects (plan–monitor–evaluate; model thinking; metacognitive talk)	<ul style="list-style-type: none"> • EEF Metacognition and Self-Regulated Learning (updated guidance and evidence review): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition PDF guidance: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/Metacognition-and-Self-regulated-Learning_guidance-report_v.1.2.0.pdf 	125	<ul style="list-style-type: none"> • Whole-school T4W routine on working walls and in books. • Teachers model thinking aloud; pupils use self-evaluation checklists and exit tickets. • Staff CPD with subject-specific examples (e.g., problem-solving in maths; drafting in writing).
Oral language & talk-rich classrooms (dialogic teaching; vocabulary extension; structured questioning; TA-led small groups)	<ul style="list-style-type: none"> • EEF Toolkit – Oral language interventions (high impact ~+6 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions • EEF Supporting oral language development (EY/KS1): https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf 	16	<ul style="list-style-type: none"> • Daily / lesson structured talk routines • EY/KS1 language screening; targeted small-group oracy sessions led by trained TAs. (Tiny Talkers) • Planned 'book talk' and retrieval of tier 2/3 vocabulary across the curriculum.
Implementation & monitoring (plan, do, review; staff training; fidelity)	EEF Guidance reports hub (incl. A School's Guide to Implementation): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/	all	Termly PP Strategy Review (SLT + Phase Leads): impact vs. success criteria; adapt with care.

checks; pupil voice)			<ul style="list-style-type: none"> • PP dashboard: attainment/progress, attendance, behaviour, enrichment participation, wellbeing. • Governors' PP link meetings and pupil voice each term.
Quality first teaching	<ul style="list-style-type: none"> • Quality First Teaching is the most effective lever for improving • Provide TA training on: • Supporting small-group interventions • Using scaffolding and questioning techniques (EEF: TA interventions +4 months impact) • outcomes for disadvantaged pupils (EEF Guide to Pupil Premium). • https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching 		<p>Review classroom strategies for QFT (e.g., modelling, scaffolding, feedback). Map TA deployment across year groups and identify gaps in training.</p> <p>Professional Development</p> <p>Deliver CPD on QFT strategies for all staff, focusing on: Explicit instruction Metacognitive strategies Effective feedback (EEF Toolkit: Feedback +8 months impact)</p>
Teaching assistant deployment for interventions	<ul style="list-style-type: none"> • Teaching Assistant Deployment: EEF research shows TAs can have a positive impact when used to deliver structured interventions or support learning through scaffolding, rather than replacing teacher instruction. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 		<p>Assign TAs to deliver evidence-based interventions (e.g., phonics, maths fluency) during non-core times. Ensure TAs work under teacher guidance, not as</p>

			substitutes for teaching.
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Sources: Education Endowment Foundation (EEF) guidance reports, Teaching & Learning Toolkit, and DfE tutoring guidance (see links in table).

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

Budgeted cost: £ 70,000

Activity	EEF Evidence	Challenge	Linked actions at Redscope
Parental engagement for learning at home (tailored communications; practical strategies; intensive support where needed)	<ul style="list-style-type: none"> • EEF Working with Parents to Support Children's Learning (guidance): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents • EEF Toolkit – Parental engagement (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 	2, 4, 5, 7	Termly workshops on phonics/early reading and KS1 maths; short 'how-to' videos shared via Dojo app. <ul style="list-style-type: none"> • Home learning packs (books, manipulatives) for targeted families; library 'open door' times. • Personalised positive nudges about learning (texts with simple, specific prompts). • Family support meetings for persistent absence or homework

			barriers with clear next steps and follow-up.
Targeted small-group/1:1 tuition aligned to class teaching (diagnostics; short, regular sessions; trained staff)	<p>EEF Toolkit – Small group tuition (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <ul style="list-style-type: none"> • EEF ‘Targeted academic support’ guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support • DfE Tutoring guidance (summarises EEF): https://assets.publishing.service.gov.uk/media/6644ac3dbd01f5ed32793bea/Tutoring_guidance.pdf 	1 2 6	<p>PP priority list for keep-up/catch-up; 10–12 week cycles; 3x30-minute sessions/week. use pre/post diagnostics.</p> <ul style="list-style-type: none"> • Focus on phonics/reading fluency and number sense in EY/KS1; arithmetic/reasoning in KS2.

Sources: Education Endowment Foundation (EEF) guidance reports, Teaching & Learning Toolkit, and DfE tutoring guidance (see links in table).

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

Budgeted cost: £ 76,000

Activity	EEF Evidence	Challenge	Linked actions at Redscope
Whole-school attendance strategy (relationships-first messaging, targeted casework, breakfast club, routines, data-led monitoring)	<ul style="list-style-type: none"> • EEF Supporting school attendance – evidence-informed themes & planning tool: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance • EEF/YEF Attendance interventions rapid evidence assessment: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment 	4	<p>Half-termly Attendance Panels for disadvantaged pupils; early identification and graduated response (call → meeting → plan).</p> <ul style="list-style-type: none"> • Daily ‘meet & greet’ and positive first contact. • FLO for at-risk pupils; daily attendance reviewed by SLT and safeguarding team. • Clear, supportive communication with families (texts/calls) focusing on belonging and routines; celebrate improved trajectories.

Social & Emotional Learning (SEL): explicit instruction + integration ; SAFE curriculum ; whole-school ethos	<ul style="list-style-type: none"> • EEF Improving Social and Emotional Learning in Primary Schools guidance & summary poster: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Summary poster: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf 	57	<ul style="list-style-type: none"> • Weekly SEL mini-lessons for target pupils with FLO/ TA support (emotion vocabulary, self-regulation, relationships) alongside integration in PSHE/RSHE and across subjects. • Daily pupil wellbeing check (5 point scale) to target support. • Nurture-style small groups and playground coaching to build social skills.
Cultural capital & enrichment entitlement (arts participation, visits, clubs; curriculum-linked vocabulary and writing)	<ul style="list-style-type: none"> • EEF Toolkit – Arts participation (moderate positive impact, +3 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation • EEF Learning About Culture – overarching evaluators' report: https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report 	37	<p>Redscope Super 60 guaranteeing experiences throughout the time at Primary School (museum/theatre/nature/residential/visiting artists).</p> <ul style="list-style-type: none"> • PP subsidy for clubs, music tuition and subsidized trips for all families; track participation and follow-up. • Plan pre-teach vocabulary and post-visit writing/oracy tasks to maximise curriculum links.
Ambition-raising programme (role models, careers encounters, pupil leadership, aspiration projects)	<ul style="list-style-type: none"> • EEF SEL guidance (confidence/agency benefits when embedded whole-school): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel • EEF parental engagement guidance (expectations and goal-setting with families): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents 	57	<ul style="list-style-type: none"> • 'Redscope Futures': biannual Careers & Aspirations Week with local role models (STEM, public service, creative industries). • Y5/6 leadership roles (reading buddies, corridor monitors, house captains etc) and community projects. • Termly pupil goal-setting conferences (pupil–teacher–parent) with simple action plans.
Cultural capital & enrichment entitlement (arts participation, visits, clubs; curriculum-linked vocabulary and writing)	<ul style="list-style-type: none"> • EEF Toolkit – Arts participation (moderate positive impact, +3 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation • EEF Learning About Culture – overarching evaluators' report: https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report 	37	<p>Redscope Super 60 guaranteeing experiences throughout the time at Primary School (museum/theatre/nature/residential/visiting artists).</p> <ul style="list-style-type: none"> • PP subsidy for clubs, music tuition and subsidized trips for all families; track participation and follow-up. • Plan pre-teach vocabulary and post-visit writing/oracy tasks to maximise curriculum links.

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Sources: Education Endowment Foundation (EEF) guidance reports, Teaching & Learning Toolkit, and DfE tutoring guidance (see links in table).

Total budgeted cost: £255,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



The data in the image shows a very positive trend for pupil premium (PP) children's attainment over time, indicating that the strategies in place are having a strong impact. In the *combined* measure, PP attainment has risen from 36% to **61%**, now virtually at parity with **national all (62%)** and well above **national PP (47%)**. Subject-by-subject the story is similar: Reading **74%** (Nat all 75%; Nat PP 63%), Writing **71%** (72%; 59%), Maths **74%** (74%; 61%) and SPaG **76%** (73%; 60%). This demonstrates that our targeted teaching and support are consistently narrowing—and in places closing—the gap with national all while outperforming national PP across the board.

Greater Depth outcomes also show encouraging progress. While starting from a low base, PP pupils have made notable gains, particularly in Reading and SPaG, where attainment at Greater Depth now exceeds national PP benchmarks and is approaching national averages for all children. For instance, Reading has surged to 36% and SPaG to 35%, compared to national PP figures of 21% and 19% respectively. This upward trend suggests that not only are more PP pupils achieving expected standards, but increasing numbers are reaching higher levels of mastery. Overall, the data reflects a strong and sustained impact of the school's strategy, with PP pupils thriving and the gap continuing to close year on year.

Next steps for improvement

1) Consolidate parity and push beyond national all

- Set 2026 targets to move **2–3 percentage points above national all** in Combined, Reading, Writing, Maths and SPaG for PP pupils.

2) Precision teaching and challenge

- Use termly pupil progress meetings to identify PP pupils on the cusp of GD; provide structured challenge (guided reasoning in Maths; high-quality composition & revision cycles in Writing).
- Embed daily fluency/retrieval practice (10 minutes) and weekly reasoning/problem-solving tasks in Maths; increase opportunities for extended, purposeful writing across the curriculum.

3) Targeted intervention and tutoring

- Deploy short, time-bound interventions (6–8 weeks) with clear entry/exit criteria for PP pupils below expected in any strand; track impact session-by-session.
- Continue or reintroduce small-group tutoring focused on phonics knowledge, *reading stamina and vocabulary*, *spelling/grammar accuracy* and *number sense* (KS1/Lower KS2), ensuring alignment with class teaching.

4) Quality First Teaching & CPD

- Coaching cycles focused on: effective modelling and scaffolding, adaptive questioning, and feedback that moves learning (e.g., live marking, actionable targets).
- Cross-class moderation each half-term to tighten assessment accuracy, especially Writing and SPaG.

5) Attendance, engagement & wellbeing

- Maintain individual attendance plans for PP pupils below 95%; include quick parent contact protocols and incentives.
- Continue enrichment and metacognition/oracy work to build confidence and language—link texts and vocabulary across subjects.

6) Curriculum sequencing & assessment

- Review curriculum maps to ensure progressive vocabulary and grammar coverage, and weekly reasoning sequences in Maths.
- Use half-termly gap analyses to adjust planning; ensure misconceptions are addressed the same week.

7) Family partnership

- Offer targeted parent workshops (reading at home, fluency games, spelling strategies) with take-home resources; follow up with phone calls/text reminders to increase attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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 funding.