

Redwood 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 outcomes for disadvantaged pupils last academic year.

School overview – September 2025

Detail	Data
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lyndsey Shepherd Headteacher
Pupil premium lead	Lyndsey Shepherd Headteacher
Governor lead	Lisa Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£366,460
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£366,460

Part A: Pupil premium strategy plan

Statement of intent

Redwood is a large multi-cultural school in the heart of Derby. We value the uniqueness of all our pupils and children are encouraged to be proud of themselves, their culture, religion and heritage. 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 strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 disadvantage attainment gap and at the same time will 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 aim is to equip ALL children to be lifelong learners and responsible and active citizens, by providing them with the skills and attitudes needed for this. Our school values help children SHINE and we, at Redwood, believe that these values support the children in our care to achieve their very best, irrespective of their starting point in life.

To support our SHINE values, every child at Redwood has a passport of experiences that, throughout their school life with us, will enable them to participate in a range of activities that include, amongst many other things; putting on a play, visiting London, making a den, visiting the seaside and having a sleepover at school! Children also meet a range of people who don't work at Redwood during their time with us. These include people who work for Rolls-Royce, NHS workers, university staff, workshop leaders and sports leaders - all designed to raise aspirations for all.

Challenges

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

Challenge number	Detail of challenge
1	Emotional health and wellbeing of pupils and their families Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils and their families is poorer as a result of factors such as: financial difficulties, family circumstances, limited engagement with health services eg health visitors etc.
2	Limited enrichment/family engagement experiences including limited access to resources at home Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities and limited engagement with home learning. Many families do not have access to technology or books along with basic resources in some cases.
3	Raising attainment in Reading and Writing

	Our assessments show that pupils enter school with limited language skills and vocabulary. Many are not 'phonics ready' and need support to accelerate their progress in Reading and Writing throughout EYFS and Key Stage 1.
4	Maintaining high levels of attendance for vulnerable families As a result of our rigorous systems and procedures, our attendance data indicates that attendance among disadvantaged pupils has been approx. 1%-2% lower than for non-disadvantaged pupils. It is essential these systems are maintained to ensure continued good levels of attendance.
5	Low aspirations Due to Redwood being situated in an area of significant deprivation, including issues with crime and gang culture on the local estate, our observations of pupils indicate that they often have low aspirations. Pupils do not always have an understanding of the range of career opportunities available to them in the future or the wider world beyond Sinfen.
6	Limited language acquisition of pupils, particularly those entering Nursery/Reception Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ➤ qualitative data from student voice, student and parent surveys and teacher observations; ➤ quantitative data from Boxall Profiles of pupils accessing social and emotional support;
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Outcomes in EYFS demonstrate progress in Communication and Understanding.
Improved outcomes for PP pupils in the Early Years	GLD outcomes in 2026/2027 show that at least 65% of PP children reach the expected standard.
Improved outcomes for PP pupils in Phonics, Writing and Maths	Outcomes in 2026/2027 show that: <ul style="list-style-type: none"> ➤ In the Y1 Phonics Screening Check, PP pupils achieve at least in line with pupils nationally;

	<ul style="list-style-type: none"> ➤ In Y6 in Reading, Writing and Maths assessments, PP pupils achieve at least in line with those nationally.
Pupils have access to a range of enrichment activities which builds on their cultural capital	Monitoring shows that our comprehensive programme of enrichment opportunities have taken place and PP children have all had access to these activities.
Parents are engaged in school life and understand ways to support their child's learning at home	<p>Parents/carers are given regular opportunities to come into school to share and celebrate the learning which is taking place. This is evidenced by improved and sustained attendance at 'Loyalty' events.</p> <p>Qualitative data shows that:</p> <ul style="list-style-type: none"> ➤ Parents understand the curriculum being taught in school; ➤ They know how to seek additional support with their child's learning.

Activity in this academic year (2025-2026)

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: £34,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health training for staff to support the emotional needs of all pupils including: ELSA training Drawing and Talking therapy training	EEF Toolkit: Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.	1
Staff CPD across the year for all staff during staff meeting time and INSETs focusing on key SIP areas of: phonics, writing, wider curriculum development, use of technology in the classroom	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' (The EEF Guide to the Pupil Premium, 2019). We know that high-quality teaching makes the difference for all pupils, especially our most disadvantaged (Sutton Trust, 2011) so this is key to our PP strategy. In order to offer	3, 6

	such high-quality teaching and learning, we know that all our staff need to be highly qualified, given time to reflect and research and continually develop their practice in order to secure professional excellence.	
Recruitment and retention of staff to support effective career development and roles. For example, through NPQs, HLTA courses	Highly effective teaching has the biggest impact upon pupils' learning (Sutton Trust, 2011) and so ensuring that our most skilled and experienced staff stay within the profession is vital to enhancing pupils' outcomes, especially if we are to buck the trend of 33% of teachers leaving the profession after 5 years. Therefore, offering a range of different career pathways, qualifications and roles specific to the interests and strengths of our practitioners is integral to us at Redwood.	3
Deploy additional staff for focused intervention in EYFS to improve GLD outcomes for disadvantaged pupils.	EEF Toolkit: Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	3
Deploy an additional teacher for supporting learning in Y6 to improve outcomes for disadvantaged pupils	EEF Toolkit: Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	3

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

Budgeted cost: £258,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality English and Maths small group interventions which close the gaps in children's learning are to be delivered by teachers (covered by TA2s).	EEF Toolkit: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	3
To provide Y6 booster groups, free revision materials for pupils and	EEF Toolkit: Small group tuition has an average impact of four months' additional progress over the course of a year.	3

supporting Y6 attendance through Breakfast Clubs.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	
Deploy additional staff in Nursery to ensure accelerated acquisition of communication and language skills.	EEF Toolkit: On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	6
Additional home visits for vulnerable pupils in Nursery and the cost of additional resources such as 'Bedtime book bags' for PP pupils	EEF Toolkit: On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	6
Talk Boost language and communication intervention programme delivered to PP pupils across school	EEF Toolkit: On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	6
Learning Mentors and outside agencies (eg Bridge the Gap) provide effective emotional support for children and their families to overcome barriers to learning.	EEF Toolkit: On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	1
Ensure effective support for pupils and families who are New to English through providing additional home visits, family learning and deploying staff to work with pupils to accelerate their language development.	EEF Toolkit: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	6
Deployment of Teaching Assistants in KS1 to support language development and phonics through specific intervention programmes eg Precision Teaching	EEF Toolkit: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	3, 6
Physical Literacy Intervention programmes	Physical development is crucial to pupils' wider development from the maintenance of	3, 6

	<p>healthy body weight, development of bones and muscles as well as personal, social and cognitive skills. (EEF, Early Years Toolkit). The physical act of handwriting plays a huge role in this and if pupils are unable to do this fluently due to physical development difficulties, this will impede their overall ability to make progress in the content of their writing. We know that this affects a significant proportion of our pupils with 'up to 30% of children potentially experiencing handwriting difficulties, so it is important to carefully monitor and plan appropriate support and intervention. Such children are likely to benefit from individualised instruction, but it is important to identify the specific issue before planning further support.' (EEF, Preparing for Literacy)</p>	
<p>Provide PP pupils with a bag of six books linked to areas of study to develop their background experiences and a love for reading.</p>	<p>EEF Toolkit: By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	2

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

Budgeted cost: £70,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium uniform vouchers	EEF Toolkit: Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	2
Ensure PP parents are fully engaged in school life and are able to support their children at home eg through loan of devices	EEF Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as	2, 5

	children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.	
Ensure the attendance of disadvantaged pupils remains high through the employment of an attendance officer to monitor individual pupils and provide incentives for good attendance and punctuality.	DfE Improving School Attendance Sept 2021: Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. Make sure these systems are inclusive and appropriate for all pupils.	4
Funded breakfast club places	Our Pastoral team identify children who would benefit from a place within Breakfast Club based on their knowledge of children and families. We know that children are more likely to learn effectively if they have had access to a healthy breakfast. (EEF, Working with Parents to Support Children's Learning, 2018)	2, 4
To assist with funding costs of trips/career-related learning/visits/visitors or music lessons for PP children requesting support.	EEF Toolkit: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.	2, 5

Total budgeted cost: £362,812

Contingency £3648

Part B: Review of outcomes

Pupil premium strategy outcomes 2024-2025

This details the impact that our pupil premium activity had on pupils from our intended outcomes.

Intended outcome	Success criteria	Review																				
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ➤ qualitative data from student voice, student and parent surveys and teacher observations; ➤ quantitative data from Boxall Profiles of pupils accessing social and emotional support; 	<p>EYFS PSED data shows that there have been significant increases for PP children in all 3 strands: Self Regulation, Managing Self and Building Relationships. Identification and targeted support for children to ensure that their wellbeing is improved through their own abilities to regulate their behaviours and build relationships with those around them has led to the following progress:</p> <table border="1"> <thead> <tr> <th>PP PSED</th> <th>2021-2</th> <th>2022-3</th> <th>2023-4</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>SR</td> <td>78.8</td> <td>85.7</td> <td>88.5</td> <td>83.9</td> </tr> <tr> <td>MS</td> <td>81.8</td> <td>85.7</td> <td>92.3</td> <td>100</td> </tr> <tr> <td>BR</td> <td>81.8</td> <td>100</td> <td>100</td> <td>90.3</td> </tr> </tbody> </table> <p>By targeting these areas of learning and giving children the tools to manage their own wellbeing through PSED, likelihood of sustainability is increased.</p> <p>In addition, there is positive evidence of progress for pupils attending Nurture provision or accessing 1:1 support from our Pastoral Team. Boxall Profile data shows improvements in key areas of emotional health and wellbeing and pupils are returning to class after successful short-term interventions. Data from parent surveys shows an overwhelmingly positive response to the support provided for not only pupil emotional health but also family support through initiatives such as the clothing/food hub, parent groups etc.</p>	PP PSED	2021-2	2022-3	2023-4	2024-2025	SR	78.8	85.7	88.5	83.9	MS	81.8	85.7	92.3	100	BR	81.8	100	100	90.3
PP PSED	2021-2	2022-3	2023-4	2024-2025																		
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Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>EYFS: targeted vocabulary acquisition and application through Literacy as well as within continuous provision resources, play and adult interaction has led to improved Speaking data for PP pupils (2021-22: 57.1% achieving Expected level, 2024-5: 90.3% achieving Expected level). The enabling environment, incorporating elements of the Curiosity</p>																				

		<p>Approach using authentic resources to inspire discussion, encourages children to use the vocabulary and abilities to converse specifically taught within Literacy, Plan, Do, Review and PSHE sessions.</p> <p>Beyond EYFS, there is strong evidence of improved oral language and vocabulary skills for pupils through accessing intervention such as Speech Link and Talk Boost. Staff have received high quality training in delivering programmes to improve oral language skills and there is an effective system in place for referring those who need further support through Speech and Language.</p>
Improved outcomes for PP pupils in the Early Years	GLD outcomes in 2026/2027 show that at least 65% of PP children reach the expected standard.	<p>Outcomes in EYFS continue to be driven by the level of additional need and mobility within the cohort. This year, 55% of all pupils met the expected standard. In 2025, 47.1% of PP pupils in EYFS reached the expected standard compared to 51.4% of PP pupils nationally.</p> <p>The improvements are a result of deploying additional staff in Early Years Foundation Stage to support the development of communication and language amongst all pupils alongside effective staff CPD to ensure all practitioners are engaging in meaningful interactions with pupils. Resources have also been invested into developing an outstanding learning environment which enables children to take risks, develop fine and gross motor skills and encourages their vocabulary.</p> <p>Assessments such as Language Link allow for targeted language support within an enabling environment by trained and skilled staff. A curriculum which has been developed to link learning together and allow children to make sense of the world around them through targeted vocabulary coupled with high quality experiential learning ensures that all children, but particularly PP children, can make accelerated progress within Communication and Language as the cornerstone of all other learning.</p>
Improved outcomes for PP pupils in Phonics, Writing and Maths	<p>Outcomes in 2026/2027 show that:</p> <ul style="list-style-type: none"> ➤ In the Y1 Phonics Screening Check, PP pupils achieve at least in line with pupils nationally; ➤ In Y6 in Reading, Writing and Maths assessments, PP pupils achieve at least in line with those nationally. 	<p>In 2025, 65.4% of PP pupils met the expected standard at the end of Key Stage 2 in Writing compared to 59% nationally. In Reading, 76.9% of disadvantaged pupils met the expected standard compared to 63% of disadvantaged pupils nationally. 84.6% of PP pupils reached ARE in Maths compared to 61% of pupils nationally.</p> <p>The school has shown a sustained improvement in outcomes for PP pupils at the end of Key Stage 2 as a result of: effective CPD for staff, deploying additional staff to support teacher-led interventions, funding after-school booster groups, providing high-quality pastoral support so that pupils are ready to learn, attendance interventions where needed.</p>

		<p>In Phonics, 68.8% of Y1 PP pupils passed the Phonics Screening Check compared to 68.1% of disadvantaged pupils nationally. 79.4% of non-PP pupils passed the check compared to 85.1% of non-disadvantaged pupils nationally. All staff have undertaken two days of RWI training and we are now working with the Flying High English Hub to further improve our Phonics provision.</p>
<p>Pupils have access to a range of enrichment activities which builds on their cultural capital</p>	<p>Monitoring shows that our comprehensive programme of enrichment opportunities have taken place and PP children have all had access to these activities.</p> <p>Evidence shows increased participation in extra-curricular activities from disadvantaged pupils.</p> <p>Monitoring of online homework shows that PP children are accessing remote learning.</p>	<p>A comprehensive programme of enrichment events are built into the Redwood curriculum to enable pupils to benefit from experiences which add to their 'cultural capital'. PP funding has been used effectively to ensure that pupils do not have financial barriers to access these opportunities and all trips/visitors are subsidised with further personalised adjustments being made where appropriate.</p> <p>PE leads ensure that PP pupils have fair access to extra-curricular activities and allocates spaces in clubs accordingly.</p> <p>In parental surveys, 98.4% of parents said the school supports their child's wider personal development by providing additional opportunities such as trips, visitors, pastoral support.</p> <p>PP pupils have the opportunity to loan out a device to support out-of-school learning and teachers report varying levels of engagement with tasks from pupils. Apps and website subscriptions have been purchased to support learning at home.</p>
<p>Parents are engaged in school life and understand ways to support their child's learning at home</p>	<p>Parents/carers are given regular opportunities to come into school to share and celebrate the learning which is taking place. This is evidenced by improved and sustained attendance at 'Loyalty' events.</p> <p>Qualitative data shows that:</p> <ul style="list-style-type: none"> ➤ Parents understand the curriculum being taught in school; ➤ They have the necessary skills to support remote learning; ➤ They know how to seek additional support with their child's learning. 	<p>There is evidence of high levels of parental engagement in school activities through Loyalty events across a range of subjects. Over 200 parents attended 5 or more engagement events across school over the course of the last academic year.</p> <p>In the most recent parent survey (October 2025), 99.7% of parents who responded said that the school provides them with the necessary information to be able to support their child at home. 99.7% of parents said they were happy with how the school communicates how their child is doing and provides information about the curriculum.</p>

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Providing small group intervention support to address any gaps in their learning. Funding enrichment opportunities such as school trips.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have been provided with pastoral support to meet their emotional needs and have had access to subsidised enrichment activities such as visits to raise their aspirations and broaden their horizons eg Y5 residential trip