

# Pupil Premium Strategy Statement – Rednal Hill Infant 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	218 (excl Nursery)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anna Pendleton
Pupil Premium lead	Anna Pendleton
Governor / Trustee lead	Isabel Yu and Rev Chalmers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 153,007 (financial yr)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <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>	£ 153,007

## Part A: Pupil premium strategy plan

### Statement of intent

*Our aim is to use pupil premium funding to maximise academic progress for each disadvantaged child in our school.*

*In order to achieve this aim, we need to look beyond the immediate learning barriers a child may experience in order to understand their broader, lived experience. Therefore, this plan aims to support good attendance and effective parent partnerships as well as forming a significant part of our drive to promote children's well-being and self-belief in order that our young children are more able to self-regulate and then can develop meta-cognition. By promoting good learning behaviour, we can better ensure children access our broad curriculum and develop the basic knowledge and skills they need to succeed.*

*We know our children and their needs, and we plan the use of PP funding carefully to maximise its impact. The key challenges outlined below form the basis of our rationale. This thinking and the allocation of funding is backed up by national research. The Education Endowment Fund (EEF) confirms that small group work based on collaboration and feedback and focusing on key numeracy and literacy skills (especially phonics and comprehension) is a proven strategy. Pre-tutoring and same day or next day catch up is planned and delivered in line with well-established and current pedagogy and alongside planned interventions. These strategies are underpinned by experienced, high quality teaching and support staff. Quality first teaching within a purposeful and broad curriculum also ensures subjects such as art are used as a vehicle to drive pupil engagement and application of skills. Our Enquiry Learning approach in KS1 facilitates the deepening of knowledge alongside retrieval of key facts. Our curriculum is constructed to prioritise language and active learning. Speech and language scaffolding is embedded in all subjects and especially in targeted interventions and supported by a consistent Speech and Language Therapist. Active learning ranges from participation in purposeful, coherent learning sequences through to use of the daily track, Forest School and outdoor learning.*

## Challenges

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

Challenge number	Detail of challenge
1	Speech and language skills which are a barrier to accessing the curriculum
2	Low levels of basic literacy, including oracy skills compared to their peers
3	Low levels of basic numeracy skills compared to their peers
4	Poor self-regulation and meta cognition strategies compared to their peers
5	A narrower set of life experiences compared to their peers
6	Lower attendance on the whole than non-pupil premium children

## 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
1.Children are able to communicate effectively with a broad age appropriate vocabulary	Children's speech and language skills do not hinder them accessing the curriculum in an age-appropriate way
2.Children read at age related expectations and are able to write a paragraph in a range of genres by end of KS1	Sustained progress resulting in Reading and Writing ARE for disadvantaged children
3. Children use the 4 operations and apply this to a range of strands	Sustained progress resulting in Maths ARE for disadvantaged children
4.Children are ready to learn and have self-belief	Self-regulation and metacognition is evident across the school
5.Children demonstrate improved school values	Children have an improved understanding of citizenship and the opportunities within the wider world
6. Pupil Premium children attend school more regularly	Persistent absenteeism falls for Pupil Premium children

## 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: £ 13,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>SLT to continue to ensure the learning environment in all classes, across the curriculum is accessible for children with the barriers our disadvantaged children present with. Practical resources, relevant drivers and a focus on collaboration will be seen.</p> <p>The Assistant Head is focussed specifically on our pupil premium teaching and learning offer. 5% of her time is funded through the PP grant</p>	<p>EEF research concludes that alongside a deep knowledge of our children and the barriers they face, the opportunities to revisit and discuss prior learning in a range of situations is invaluable. Our curriculum is driven by experience and stimulus to widen a child's lived experiences to enable them to make links within their learning. It allows children to cement their learning and develop more efficient strategies when tackling subsequent challenges. Small group sessions give more reluctant learners opportunities to share their ideas and to listen and act on feedback. This promotes a positive approach to learning behaviours, building self-confidence and achievement.</p> <p>Experienced member of staff with a wealth of knowledge will work alongside teachers to team teach, support and hold the staff team to account in terms of our Pupil Premium offer. Adapted curriculums and individual provision will be consistently used and impact evidenced.</p> <p>Retrieval and interleaving will be embedded across the curriculum and ensure disadvantaged children know more and remember more. Kagan structures will be embedded in classroom routines, along with heavily adapted curriculum for those with complex needs. Oracy will be a priority.</p>	<p>1 2 3 4 5</p>

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

Budgeted cost: £ 123,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm is used across EYFS and Year One to access language development and to target support where it is most effective.</p> <p>Teachers and TAs to continue to upskill themselves to support speech and language needs and deliver targeted support both in class and to small groups/1-1 sessions across the school. This work is carefully planned with phonics teaching to maximise impact.</p> <p>A Speech and Language Therapist (SALT) provides CPD and targeted delivery to pupils. (one day a week funded SALT)</p>	<p>Oral language interventions are proven to be highly effective in terms of improving children's pace of progress (EEF). As a school we know from previous work that our children need consistent and long-term speech and language support. Our curriculum is designed alongside this targeted support to maximise opportunities to build communication and language skills.</p> <p>All children in EYFS are screened when they enter school and are rag-rated against their age expectations. Analysis leads to SALT referrals and targeted support within the environment, led by experienced and trained TAs. Target children are rescreened and provision adapted as a result. The success criteria is for the vast majority of children to be at the expected language acquisition level for their age.</p> <p>Balance System has also been introduced alongside our in-house offer.</p>	<p>1 2 3</p>
<p>Experienced TAs in every class and Sports Coach (all partially funded by PP), with a holistic approach, to provide targeted support to disadvantaged children. The strategies used range from individual pre-tutoring, same day catch up and additional reading/phonics sessions through to team teaching in class and small group work.</p>	<p>EEF research concludes that giving children time to process instructions, pre-tutoring and retrieval of key facts in a small group setting encourages rapid progress. Our experienced staff have the confidence and skills to model metacognition skills, to adapt teaching points to be more practical and to use physical activity to motivate pupils and clarify key learning. Good attachment and consistently high expectations encourages collaboration and raises self-belief. This targeted work is planned within the whole class learning objectives and ensures small group work is fed back into whole class learning.</p> <p><b>Specific interventions-</b> across the school our <b>SALT</b> assesses children with identified need children and these specific targets are actioned <b>in 1-1 sessions at least 3 times a week</b> by the same experienced TA. These targets are reviewed fortnightly within the year group and reassessed with SALT termly.</p> <p>Across the school the lowest 20% of readers are targeted 3 or more times a week with 1-</p>	<p>1 2 3 4</p>

	<p>1 reading sessions, with a consistent, experienced TA. These children are referred to as <b>'Valuable Readers'</b></p> <p>The number of children in each phonics group is reduced due to having support staff capacity.</p> <p><b>'Keep up'</b> phonics intervention happens 3 times a week in KS1 where progress is measured using the whole school Little Wandle phonics programme.</p> <p>Within this targeted group, children who do not read at home also receive 1-1 'home reading' time at least twice a week.</p> <p>In Key Stage One, daily writing sessions are supported by a consistent additional member of <b>support staff</b> in each class to provide tailored, targeted support to narrow attainment gaps through retrieval and overlearning. Progress is measured formatively each week by the TA leading the group, and half termly by classteachers and phase lead to reshape provision.</p> <p>In Y2, maths has been identified as a weaker area on our SDP. An experienced member of staff has been redeployed in the mornings to support the delivery of maths to predominantly pupil premium children. This <b>additional member of staff</b> supports in each Y2 maths lesson, targeting specific children to 'keep up'.</p> <p>Across the school, <b>TAs have specific groups</b> (majority PP) which they target throughout each day. This focus ranges from specific same day catch up through to nurture groups to settle and re-orientate children to develop effective learning behaviours. These interventions are measured in class data analysis as well as formatively and in reduced incidents of dysregulation.</p> <p>In Reception <b>Wellcomm screening</b> is followed up by individualised support by individualised plans. <b>EYFS Phonics 'keep up'</b> interventions are held 3 times a week as a minimum.</p> <p>The additional staff in each class support our children to develop <b>self-regulation</b> strategies through the use of emotion coaching and consistent classroom routines. This in turn contributes to children making sustained progress.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>A systematic approach to attendance will be sustained</b> by Senior Office Manager and administrator (partially funded by PP) working very closely with Head and SENDCo with a particular focus on disadvantaged children and their families, and persistent absentees.</p> <p>Updated BCC guidance around managing attendance to be followed, including Support First and penalty notices under the 2024 enforcement documentation. This two pronged, clear and support based approach to prioritise persistent absentees.</p>	<p>Unless children are in school they cannot access the curriculum so attendance is key. Our aim is to empathise, listen but never tolerate low attendance. Hard to reach families may have complex needs and require long-term support based on positive relationships and partnership with school. First day absence actions are key, as are Early Help offers and a consistent approach. Families often need support to prioritise attendance in amongst other barriers. Persistent Absenteeism is more of a priority than ever and requires a whole team approach, led by SLT, and this falls within our Early Help offer.</p> <p>The attendance lead tracks attendance using a rag rated system, which is reviewed weekly. Children whose attendance stagnates for more than a half term are put onto a more individual, case study approach and a member of SLT is allocated to support the child's attendance through our Early Help offer. This may include attendance meetings, Family Support or School Nurse referrals, nurture sessions for the child and support in class. Where necessary, concerns are escalated to agencies such as The Birmingham Children's Trust.</p> <p>Improved attendance is celebrated with weekly attendance stickers and half termly certificates as a clear signal to children and families that attendance has improved.</p>	<p>All as if they are not in school they cannot benefit from our curriculum</p>

**Total budgeted cost: £145.779**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Review of 2024-25*

#### *EYFS*

*In house, end of year data shows the percentage of children achieving GLD overall remains in line with last year's school data at 57%. There has however been a small rise in the number of PP children achieving GLD and specifically an 11percentage points rise in PP boys achieving GLD. Progress I strong across both PP boys and girls and the gender gap between these two groups reduced (to 4 percentage points), a narrower gap than between non PP boys and girls. The gap between PP and non PP has narrowed in all areas of learning, the most significant being maths where the gap reduced by 33 percentage points.*

*Targeted areas such as gross motor, listening and understanding, comprehension and number saw the highest numbers of children achieving the ELG. Although writing overall is not the strongest area, it is higher overall than previous years.*

#### *Phonics Screening Check*

*Progress in phonics across the school has been strong when measured from individuals and group starting points. In house CPD and staff commitment has ensured consistent, accurate delivery and regular evaluation to maximise progress. Most PP children started from a lower baseline, but accelerated progress has resulted in PP and non PP girls achieving the same standards as a group (89% pass rate). The gap between PP and non PP boys had narrowed to 10 percentage points by end of the year.*

#### *End of KS1 data*

*Reading- a focus on Greater Depth has resulted in 3 PP children achieving the higher standard. The previous year there were zero PP children at this standard. 36% of PP children made accelerated progress and 60% achieved the Expected standard. AS PP progress has increased, so has non PP so gaps have remained mainly unchanged.*

*Writing-this continues to be the weakest area and will continue be a priority for next year. Although only 37% of PP children achieved ARE as opposed to 80+% of non PP, a significant group of PP children will transfer to the Junior school as Working Towards Plus and have been highlighted as a target group for Year 3 staff. Progress from Reception baseline is strong (and slightly more PP children made accelerated progress during KS1 than non PP) but there have been significant changes to the cohort and 56% of the year group are now PP and pupil movement has not benefited standards.*

*But progress from individuals starting point is strong and pupil self-confidence evaluated to have improved.*

*Maths- a similar picture as for writing. 20% of PP children made accelerated progress over KS1 but less (51% as opposed to 89%) achieved ARE. Maths received less intervention funding and this year's data has resulted in careful analysis and a coordinated plan for 2025-26. 2 PP children achieved Greater Depth.*

*(NO LA or NATIONAL DATA IS AVAILABLE AS YET.)*

*Absence- attendance continues to require a coordinated and sustained effort, led by SLT and supported by PP funded office staff. Overall pupil attendance was around 94.5%. Persistent absence is below national data at 7.3% for KS1, but the majority of this group are PP children. Safe and well checks back up daily contact and legal processes are followed alongside a robust positive system aiming at engaging with hard to reach families and unpicking the underlying barriers to attendance and accessing regular education.*

## 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)

*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***

**The impact of that spending on service pupil premium eligible pupils**

