

Redbourn Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Redbourn Primary School
Number of pupils in school	(Years R-6) 358 (19.12.25)
Proportion (%) of pupil premium eligible pupils	15%
Proportion of EYPP eligible pupils	55 children:19.12.25 (5/18 children: 28%)
Academic years that our current pupil premium strategy plan covers	2023-2024, 2024-2025, 2025-2026
Date this statement was published	30.11.2023
Date reviewed	18.12.2025
Date of next review	19.12.2026
Statement authorised by	FGB Chair, Karen Morley
Pupil Premium Lead	Tracey Couch
Governor	Sarah Moriarty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025/2025)	£83,325
Recovery Premium Funding (£0 for academic year 2024/25)	£0
Child Looked after/Post Looked after	£2,570 (1 child)
Post Looked After – Out of County	£0

Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£85,895

Part A: Pupil premium strategy plan

Statement of intent

In 2025/26 there is a £1,145 increase in PPG funding allocated to the school compared to the previous year.

Our aim is to use the pupil premium funding to counter disadvantage and diminish the difference in progress and achievement between vulnerable pupils and their peers. This funding helps to remove barriers to learning so that all our pupils reach their full potential and are able to fully engage in our curriculum and school life. The 2023/4-25/26 strategy is planned by the Pupil Premium Lead & Headteacher and implemented by the whole school staff with guidance from the PPG Lead, Headteacher and Senior Leadership Team (including SENCO).

Provision will be made through:

1. Teaching and Whole School Strategies

We recognise the key to success for all children is high quality teaching, adapted to suit individual needs. This will be achieved by ensuring teachers are supported to keep improving through a programme of training and through access to high-quality schemes and resources. CPD focusing on behaviour for learning, subject leadership and subject specific training for all staff is key. In addition, a focus on adaptive teaching will be key to ensuring all pupils' needs are met. This will ensure strategies to close achievement gaps between groups and individuals are an integral part of every lesson and are planned for across the curriculum. Monitoring, feedback and support will ensure that there is a clear focus on well-planned and adapted lessons that include and challenge *all* pupils.

2. Targeted academic support

For some pupils, there is a need for additional, specifically focused provision, above and beyond high quality teaching, in order to close a gap in knowledge or understanding, or to support an emotional or mental health need if it is creating a barrier to learning. This provision will take the form of a range of interventions. Interventions can be in a small group or one-to-one, could involve additional teaching time or pre-teaching and will also support additional needs such as phonics, speech and language support and SEND. Teachers will use robust assessment to ensure that support is targeted to individual needs and that progress is closely monitored.

3. Wider strategies

In addition to the strategies above, a range of other strategies will contribute to success at school: improving attendance to ensure pupils are not missing-out on learning;

promoting positive behaviour to ensure all pupils are able to learn; supporting the development of social and emotional skills so pupils feel safe, happy and able to learn; delivering pro-social experiences to build confidence, resilience and emotional agency; providing access to trips and experiences to support learning and develop cultural capital; building parental engagement and support of the school.(Research proves that parents' interactions with school play a key role in the success of their children's education and we strive to develop this area.- EEF 2015)

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment (updated for 2025/26)</p> <p>A significant proportion of pupils are falling behind their peers in reading, writing and maths and therefore a gap is highlighted.</p> <p>For Autumn 2025 (whole school data Yr1-6)</p> <p>49% PP on track for ARE in Reading (47% in summer '25) 20% Writing (30in summer '25) 39% Maths (34% in summer '25)</p> <p>Compared to: 73% not PP on track for ARE in Reading 53% Writing 76% Maths</p> <p>Autumn '24 data: 39 % PP on track for ARE in Reading (38.9% in summer '24) 22% Writing (27.8% in summer '24) 35% Maths (32.8% in summer '24)</p> <p>Compared to: 69% not PP on track for ARE in Reading 52% Writing 68% Maths</p>

	<p>Poor language skills, including a limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Impact on reading and writing).</p> <p>Additional SEND difficulties.</p>
2	<p>Attendance and punctuality (updated for 2025/26)</p> <p>Absence and persistent absence are higher for PP pupils. Attendance is 85.861% PP compared to 96.54% Not PP. 37.04% persistent absentees compared to 6.56% not PP.</p> <p>Punctuality – late start reduces the time in school and leads to unsettled start to the day. 42.59% PP v 18.4% not PP. (data as of 1.9.25-19.12.25)</p> <p>01.09.24 Attendance: 84.89% PP compared to 96.56% Not PP. 39.66% persistent absentees compared to 8.26% not PP. Punctuality: 47.73% PP v 12.97% not PP.</p>
3	<p>Behaviour</p> <p>Tracking of behaviour shows that poor behaviour choices are more frequently made by PP pupils than non PP.</p> <p>The majority of adult support and intervention related to behaviour is provided for children in receipt of PP.</p> <p>Tracking shows that some PP pupils have poor SEMH and cannot articulate their needs or self –regulate their emotions.</p>
4	<p>Lack of Cultural Capital</p> <ul style="list-style-type: none"> • Limited experiences. Limited opportunities to visit other places to extend educational outlook. • Unable to engage in residential and school trips due to financial constraints. Because of this, pupils are unable to participate fully in the learning, which precedes and follows these activities. • Lack of participation in school clubs due to cost. • Exacerbated by additional financial challenges caused by rising fuel bills and the increased cost of living.
5	<p>Health and fitness</p> <p>Some PP pupils arrive at school without having eaten breakfast, or arrive eating a non-nutritious food. This can lead to poor concentration, poor behaviour and disengagement from learning.</p>

	<p>100% of the parents who do not access the school meal ordering system correctly, qualify for FSM. Without support, their children would receive a jacket potato every single day instead of the main hot meal options. This leads to distress and poor behaviour choices. Meanwhile, MSA observations report higher instances of processed foods and a lack of vegetables or fruit in PP pupils who bring a packed lunch.</p> <p>A high proportion of children who are resistant to participating in PE lessons and/or are not as able to complete laps of the Daily Mile track due to poor fitness are in receipt of PP grant.</p> <p>Tracking shows higher absence for illness in PP than not PP.</p>
6	<p>External factors 1: Parental engagement</p> <p>Tracking shows parents of PP pupils are less likely to book parents' evening slots and more likely to miss appointments that are booked. Parents of PP pupils are less likely to have read emails or messages about key school events & trips.</p>
7	<p>External factors 2: Bereavement</p> <p>The death of two pupils at our school, 8 months apart (in 2022) continues to impact on some children's mental health, wellbeing and ability to take on learning in certain areas of the curriculum. Parents and teachers also impacted.</p> <p>(2025) Increased anxiety related to bereavements in pupils in some classes</p>

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
<p>Attainment</p> <p>Whole school KS1 reading attainment to improve in line with National figures by 2024-25 and Herts figures by 2025-2026</p>	<ul style="list-style-type: none"> • 84% of pupil premium children were not on track for Age Related Expectations in in reading, writing and Maths September 2023. • KS1 ARE Reading: PPG = 16.7% Non PPG= 70.5% • KS1 ARE Writing: PPG = 33.3% Non PPG = 77.3% • KS2 ARE Reading: PPG = 20.3% Non PPG = 69% • KS2 ARE Writing: PPG = 15.6% Non PPG = 60.6%

<p>Whole school Phonics screening to remain above 80% with an aim of 90% by 2025-26</p> <p>KS1 writing attainment to improve in line with National figures by 2024-25 and Herts figures by 2025-2026</p> <p>KS2 reading attainment to stay at least in line with National figures in 2023-24 and equal or surpass Herts figures by 2024-2025 and beyond</p> <p>KS2 writing attainment to improve in line with National figures by 2025-26</p>	<p>TARGETS:</p> <p>By summer 2024: 33% ARE R&W for PPG students (38.9% R & 27.8% W in summer '24)</p> <p>By summer 2025: 45% ARE R&W for PPG students (48%R & 31% W in summer '25)</p> <p>By summer 2026: 50%ARE R&W for PPG students</p> <p>Where SEND is an additional factor, CAPPS tracking will show at least expected progress in R & W for PPG pupils.</p> <p>Green: Target met Red: Target not met</p>
<p>Teaching</p> <p>Teaching & learning to be graded Good or better at next Ofsted inspection.</p>	<ul style="list-style-type: none"> • SLT monitoring schedule set up. • Monitoring will scrutinise: fidelity to schemes; adaptations and reasonable adjustments being made; useful feedback being given. • Monitoring will find: an increased focus on accurate and specific vocabulary; clear sequences of learning; accurate assessment being used effectively. • Timeline: 2022-23 new Phonics and English schemes introduced; 23-24 embedding new schemes; 24-25 longer-lasting impact on progress and attainment seen. Further training where necessary throughout. • Ofsted March 2025 found Quality of Education to be Good
<p>Attendance</p> <p>Children attend school more regularly</p> <p>Children arrive before 8.55am</p>	<ul style="list-style-type: none"> • Embed and promote updated attendance policy (Policy updated 2023-24 to reflect new statutory guidelines.) • Parental engagement and feedback regarding attendance communications improves/reduction in complaints. Reduction noted and some positive feedback received. • Whole school average attendance above 95% by summer 2024 (94.93%) • Whole school average attendance above 96% by summer 2025 (94.76%)

	<ul style="list-style-type: none"> • Whole school average attendance continuing an upward trend for 25-26 academic year. • Attendance to improve from '22-23 average 86% to at least 90% for PPG by Summer 2024 (86.74%) • at least 93% by 2025 (84.6%) • At least 96% by 2026 • Unauthorised attendance for PPG to reduce from 5.1% at Summer 2023 to 4% for PPG by Summer 2024 (4.36%) • 3% by 2025. (5.7%) • 2% by 2026 • Decrease number of times 'late' for PPG – currently average 47.73% compared to 12.97% non PPG (69%) • Work with parents as needed to support them to improve child/ren's attendance. • Rates of attendance demonstrate increasing trend over time. • Liaise regularly with school attendance officer and work with Traveller Liaison Officer.
<p>Behaviour Behaviour is not a barrier to learning Embed use of Therapeutic Approach (Formerly STEPS) Continue training of staff to use STEPS effectively.</p>	<ul style="list-style-type: none"> • Update behaviour policy following external review (by Jan 2024) <p>Use of Thinking sheets consistent throughout school by end of Summer 2024</p> <p>Monitoring to highlight fewer incidents of difficult and dangerous behaviour and therefore reduction in suspensions for high-profile pupils.</p> <p>Monitoring will show staff are aware of the school policies for safeguarding and behaviour and put them into practice.</p> <p>Termly CPD to support the development of positive behaviours for learning in all pupils. To include support staff, not just teachers.</p> <p>Tracking will show pupils can name trusted adults and who they would go to for help.</p>
<p>Increased Cultural Capital</p> <p>Improved access to extra-curricular activities</p>	<ul style="list-style-type: none"> • PP funding used to support PP pupils to access trips and enrichment activities in school. • Tracking will show a higher proportion of PP pupils access and engage in wider learning opportunities. • Pupil voice will show an improved ability to discuss age appropriate knowledge about places/topics/events • PPG lead to liaise with Sports Premium lead to ensure this is promoted within sporting enrichment activities.
<p>Health & Fitness</p>	<ul style="list-style-type: none"> • Tracking to show an understanding of the importance of diet and exercise and the impact on mental and physical health.

Improved access to extra-curricular activities	<ul style="list-style-type: none"> Tracking to show children feel able to ask for food if hungry (new permission doc must be signed by parents first) Improved access to sports clubs – working with Sports Coach, by 2024/5 have allocated spaces on all afterschool sports clubs available at a reduced rate or free, for pupils in receipt of PPG
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Activity in the period covered by the strategy

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

Teaching (CPD, recruitment and retention)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Monster Phonics: a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Purchase of books and supporting materials and resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Ongoing training for Phonics lead and release time for them to train others, including support staff and 1-to-1 support after monitoring by SLT found further training required and/or desired by staff.</p> <p>Ofsted inspection report, 2022: Leaders should put in place a rigorous reading programme and provide suitable training and resources for staff to teach reading confidently and well</p> <p>Ofsted inspection report 2025: Quality of Education: Good</p> <p>“Phonics teaching helps children in early years get off to a strong start.</p>	1,2,3,6

	<p>Well-trained teachers have the expertise they need to teach sounds precisely.”</p> <p>“The school has designed a curriculum that is clearly sequenced and structured. It starts in early years, providing strong foundations for future learning”</p>	
<p>Purchase of ‘Literacy Tree’</p> <p>An English scheme to support Writing, Reading and spelling.</p> <p>Purchase of books and supporting materials and resources.</p>	<p>Recommendations 4-7 of EEF Improving Literacy in KS1 report and 1-6 of EEF Improving Literacy in KS2 document are covered by the content of this scheme.</p> <p>The scheme covers writing from Reception to Year 6, Reading from Year 2 and Spelling from Year 3. [All other reading and spelling is covered by the SSP (Monster Phonics) – see above]</p>	1,2,4,6
<p>Subject Leadership training</p> <p>Subject leaders work with peers from 2 other primaries and 1 secondary to share ideas and best practice.</p> <p>New to subject’ leaders sent on training as and when appropriate.</p>	<p>Ofsted inspection recommendation, 2022: Leaders should ensure new subject leaders receive the training and support they need to introduce teachers to the specifics pupils should learn.</p> <p>SLT follow EEF recommendation to ‘ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice’ (EEF Effective Professional Development Guidance Report) when selecting courses.</p>	1,4,5
<p>Mentoring/ Coaching</p>	<p>Use of former headteacher to advise and support SLT and PL team to prioritise and direct their support and target monitoring, feedback and CPD where most needed within the school.</p>	1
<p>Specialist teaching (2 days a week)</p>	<p>Specialist music & French teacher employed to ensure quality music lessons taught in KS2 and to ensure language learning is of a high quality – following feedback from some staff that these were areas that they were less confident to teach.</p>	1,2,4

	Potential scope to increase or share expertise and train other staff in future years (24-25/25-26)	
<p>SLT support</p> <p>Whole staff training and development:</p> <ul style="list-style-type: none"> • Behaviour management • Formative Assessment • Assessment for Learning • Releasing whole year-group staff together for Pupil Progress meetings with range of SLT present to guide discussion and actions. • Monitoring and quality feedback on specific areas of teaching: vocabulary, sequences of learning & assessment. 	<p>This support specifically required to ensure quality-first teaching.</p> <p>Staffing model allows SLT to be out of class to focus on quality teaching, curriculum development and monitoring of the implementation of new schemes, designed to improve outcomes.</p>	1,2,3,4,5,6,7
<p>SENCO support</p> <p>Specific time supporting teachers to ensure pupils in receipt of PPG are appropriately planned for and adaptations made.</p> <p>Training provided to teachers linked to assessment.</p> <p>CAPPS assessment introduced and training provided.</p> <p>Whole staff behaviour training with behaviour lead.</p>	<p>Use of expertise is stated as one of 7 key ingredients of effective SEN support</p> <p>Progress tracking is another Effective SEN support (Education and Training Foundation)</p> <p>Staff feedback is positive.</p>	1,2,3,4,5,6,7

Targeted academic support (tutoring and one-to-one support structured interventions)

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pupil conferencing</p> <p>Two experienced part-time teachers working additional hours with targeted children on pupil conferencing.</p> <p>Training for all teaching staff on pupil conferencing</p>	<p>EEF highlights the effectiveness of pupil feedback given at the appropriate time in the appropriate manner.</p> <p>Fergus & Young, 2001 discuss research showing the impact of pupil conferencing on improving pupil outcomes in writing.</p>	<p>1,3</p>
<p>Daily Monster Phonics interventions</p>	<p>Part of the SSP programme dictates that intervention work is completed on the day of the lesson.</p>	<p>1</p>
<p>Targeted teaching: Maths and English sessions delivered by DHT & AHT to Yr 5 & 6.</p> <p>Smaller Groups mean more attention for each child.</p> <p>Specifically focus on areas of development, resulting in progress to close attainment gap.</p>	<p>Small group work recognised by EEF as having a moderate impact for low cost.</p>	<p>1,3</p>
<p>Resourcing & staffing ALPS (Alternative Learning Provision Site) Safe space for children who need time to regulate in the morning, or benefit from time learning outside of a busy classroom environment, either to support learning needs, or behavioural needs. Benefit to these children and the learning of all others who may be disrupted if the pupil remains in own classroom at certain times.</p> <p>Encourage attendance if children feel comfortable with coming in to school.</p> <p>Provision of tailored curriculum in The ALPS, to improve relevance to specific children.</p>	<p>One-to-one tuition is recognised as expensive but having moderate impact. EEF</p> <p>Targets:</p> <p>2023-24 – fully establish the ALPS after early teething problems due to shared usage in 2022-23.</p> <p>24-25: booking and use for specific one-to-one and small group tuition, based on children’s needs.</p> <p>25-26: Meta-cognition & self regulation training for specific staff working 1-to-1. Increased regular training for support staff, focusing on building on Ordinarily Available Provision and Adaptive Teaching training given to teaching staff.</p>	<p>1,2,3,7</p>
<p>Support staff extra hours</p> <p>TAs targeting maths and English, addressing gaps in pupils’ learning and addressing</p>	<p>Teaching support staff interventions are shown to provide moderate impact by the EEF.</p>	<p>1,2,3,7</p>

them during timetabled sessions	As SEMH is often one of the barriers to learning for pupils receiving interventions, pupil voice and parent feedback tells us that working with trusted adults and having quality time with trusted adults is as beneficial to the wellbeing of the children as the actual academic input.	
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Wider strategies (related to attendance, behaviour, wellbeing and confidence)

Budgeted cost: **£21,545**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Harpenden Plus Partnership Membership of Harpenden Partnership Plus to provide counselling support, art therapy, music therapy, family support work, TAF support and family workshops.</p>	Professional bodies support many children in receipt of PPG to be regulated, calm and in a better position to attempt their learning.	1,2,6,7
<p>Office support Dedicated time to monitor and track attendance and meet regularly with Attendance Champion, headteacher and HCC Link Attendance Officer (AIO). Target parents of eligible pupils from EYFS to KS2 to apply for PP funding. Support parents with other completion of forms/applications/admissions Inform of events/trips etc that families miss</p>	<p>EEF states that quality parental engagement can lead to an improvement of +4 months across a year for relatively small cost. While this is not a specific parental involvement programme, specific work completed by the Office to support children in receipt of PPG and their parents, fits under several innovations tested, such as:</p> <ul style="list-style-type: none"> • Parent texting • Tailoring communications to encourage positive dialogue about learning • Regularly reviewing how well the school is working with parents and identifying areas for improvement. 	1,2,4,5,6,7

<p>information about due to personal circumstances including literacy levels and poor technology skills.</p>		
<p>Free clubs</p> <p>Choir KS2 Allowing children to improve singing skills and give back to community by fundraising and performing at local residential homes.</p> <p>Year 3 Recorder lessons in small groups throughout Year 3 and Recorder club for Year 4/5 allowing children to continue with music lessons provided as part of curriculum the previous years.</p> <p>Sports coaching by year-group during lunchtimes. Children attend with qualified coach to encourage fitness, develop sportsman ship, improve opportunities for participation and resilience to defeat.</p>	<p>Social Mobility Commission: An Unequal Playing Field refers to the likelihood of children going on to further education if they participate in clubs when at Primary and Secondary School. It references the importance of building social skills and confidence by participating in extra-curricular activities.</p> <p>Cultural Learning Alliance research (2017) points to students from low income families being more likely to vote, get a degree, volunteer and attain better in English and Maths if participating in structured arts activities.</p> <p>Culture and Sport Evidence (CASE) review found that taking part in structured arts activities could increase children’s cognitive ability test scores by between 16% and 19%</p> <p>Aim to include further morning clubs and lunch clubs in 2023-24 and 24-25 as staffing allows. Staff skills audit and volunteer questionnaire for Jan '24 to inform this.</p>	<p>1, 2, 3,4,5,7</p>
<p>Trips & extra-curricular events</p> <p>Ensure all PP pupils are encouraged to attend and participate in enrichment activities, wider opportunities, residential visits, educational visits, Bikeability training,</p>	<p>Social Mobility Commission: An Unequal Playing Field refers to the likelihood of children going on to further education if they participate in clubs when at Primary and Secondary School. It references the importance of building social skills and confidence by participating in extra-curricular activities.</p> <p>Cultural Learning Alliance research (2017) points to students from low</p>	<p>1,2,3,4,5,6,7</p>

<p>Crucial Crew (life skills) and trips. These will extend their personal experience and cultural capital and ensure important safety messages are heard.</p>	<p>income families being more likely to vote, get a degree, volunteer and attain better in English and Maths if participating in structured arts activities. Culture and Sport Evidence (CASE) review found that taking part in structured arts activities could increase children’s cognitive ability test scores by between 16% and 19% Sutton Report: Subject to background, 2015 refers to students performing better at GCSE when participating in school outings, visits to museums and galleries and by reading at home.</p>	
<p>Maintaining nurture rooms Support children who have SEMH/behavioural difficulties to be ready for learning through: Resourcing & maintain the room, created 2022. Staffing the room</p>	<p>Our own observations and data show us that using this room and other areas created, is allowing specific students to be more successful with learning. Specific students having this break-out space to use when necessary is also allowing peers to learn in the classroom more effectively with less interruption. Individualised instruction is found to have moderate impact for low cost.</p>	1,2,3,6,7
<p>Membership fee paid to the Redbourn Food bank. (for any PPG family who requests it) Membership grants access to a ‘supermarket’ where £5 will buy at least £25 worth of food.</p>	<p>Centre for Research on Wider Benefits of Learning refers to countless research linking poor diet to a reduction in cognitive skills, poor growth and difficulty with concentrating. Meanwhile EEF is conducting research in to the benefits of Free School Meals, due for publication 2025.</p>	5
<p>Year 6 SATS breakfast To encourage all children to arrive in school on time during this key week. Emotional support from teachers and TAs (all present). Ensuring all children have eaten something before the tests.</p>	<p>(See above re: diet and cognition) In-house evidence: Since inaugural SATS breakfast (2 years ago): 6 phone calls home have been made to check attendance due to pupils not arriving for the SATS breakfast – all arrived in time for the papers. 1 pupil completed all papers – not expected to do so – by regulating with peers first and having an</p>	1,2,3,5,6

<p>Early warning of possible absence.</p>	<p>additional stock of breakfast at hand throughout.</p> <p>Anecdotal comments from parents and children that SATS week 2022 was the ‘best week of school cause of breakfast’ or that their child was ‘so excited to come in and see friends they forgot about the tests.’</p> <p>Feedback from Yr6 teachers and governors overseeing the week that the children seem so calm and relaxed.</p>	
<p>Creation of Breakfast Club</p> <p>Carried from last year and on hold until summer, 2024 minimum: lack of budget last year, recruitment and safe provision of food relating to allergies and hygiene have led to delay.</p> <p>Encourage attendance, promote punctuality, improve breakfast nutrition, enable greater flexibility for low-income working parents, promote new friendships.</p>	<p>Centre for Research on Wider Benefits of Learning refers to countless research linking poor diet to a reduction in cognitive skills, poor growth and difficulty with concentrating.</p> <p>Internal data shows at least 5 children who are regularly dysregulated at school are not eating a nutritious, healthy breakfast before attending.</p> <p>Conversations with several professionals asking if we can offer a breakfast club</p> <p>This is still an aim, so remains on the strategy</p>	<p>1,2,3,5,6</p>

Total budgeted cost: £88,172.25

Part B: Review of outcomes in the previous academic year (2024/2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- PP pupils were financially supported to attend:
Bikeability: Road cycle safety
Crucial Crew: Life skills (fire safety/knife crime/safety around water/effects of drugs.alcohol etc)
Swimming lessons (Yr 4 curriculum)
Educational Visits
Residential trips
Netball Club

Children have been able to access related learning upon return to school. Following participation in trips. Improved sense of belonging; being part of the class. Personal experiences and awareness of life beyond Redbourn extended. Teachers report improved self-esteem and higher levels of engagement for pupils who have been on an educational visit. Children building 'trusted adult' relationships with staff running or attending these trips and clubs.

Attendance:

- General trend of improved attendance and parents communicating more and staying in touch when children are absent. Data shown above in Attendance section. For children in receipt of PPG this trend is not reflected.
- School working with several multiple-child families in receipt of PPG with attendance challenges.
- Several notable term-time holidays taken by families with previously good attendance.
- Half-termly letters sent to all families regarding their own children's attendance. There has been a drop in complaints regarding the contact. Increase in communication from three hard to reach families when absences do occur.
- Phone calls home resulted in fewer children missing out on discos and non-uniform days, where parents would previously have missed the written communications sent out.
- Coffee mornings to be cancelled temporarily in 2025-26 due to number of GRT families currently on role due to catastrophic event within community. This has

led to a number of dual registered families or displaced families, which is impacting numbers on role and attendance.

- Parents were supported by attending meetings with relevant adults including behaviour lead, SENCO or class teacher.
- Parental involvement increased – began to see a shift in attitude towards attendance by some adults.
- In response to further feedback, an email is now privately sent at end of July to any pupil with 100%, recognising the achievement.
- Children are asking about school attendance in assembly and approaching the attendance lead in the playground when their class has 100%.
- New attendance regulations communicated to all parents, visible on website and reflected in updated attendance policy.

	Attendance	Authorised absence	Unauthorised absence
1.9.22- 28.11.22	94.43%	4.67%	0.9%
1.9.22 – 31.07.23	94.67%	3.95%	1.37%
1.9.23- 28.11.23	95.46%	3.35%	1.19%
1.9.23 – 31.07.24	94.93%	3.71%	1.35%
1.9.24- 28.11.24	95.18%	3.93%	0.89%
1.9.24 – 31.07.25	94.71%	3.79%	1.5%
1.9.25 – 28.11.25	95.06%	3.47%	1.47%

- Monitoring showed good fidelity to SSP and teachers and children interested and excited to embed the scheme.

- Attainment results listed in section above: general upward trend in data, however writing remains a focus and target for all teachers and teaching. English team are working on a strategy for this academic year.
- EYFS: GLD in 2023 lower: PSED lower than in 2022 due to significant SEN. EYFS focus in 2024-25 to target PSED. GLD in 24-25 was 67% - up from 53% in 23-24.
- Increase in phonics screening check pass from 51% in 2022 to 86% in 2023 and maintained at 80% in 2024. In 2025: 75%: reflective of low GLD at end of this cohort's Reception year and a significant proportion of the year group with ASD diagnosis or on the pathway for ASD assessment.)
- Significant increase in ARE% for Yr 6 SATS writing: 40% to 74% and combined from 40 to 67%
- Support from SLT and training: strong teaching staff retention continued in 2024-25: more staff aware of schemes, systems and policies – monitoring showed an improvement in teaching quality across many classrooms in the second half of 2022-23 and in to 2023-24.
- Support staff retention challenges: transport links to the village make recruiting non-drivers impossible unless they live in the village. Two members of support staff left the profession for jobs with higher earning potential. Several others left to be closer to home.
- Support for pupils with SEMH/behavioural difficulties through:
 - Continued development and resourcing of nurture spaces
 - Behaviour/emotional literacy training for key support staff
 - Support staff released to attend support meetings for children with teachers and parents
 - Results: specific children spending more time in class; reduction in pupils on part-time timetables; Behaviour Lead called to fewer, lower-level behaviour incidents.
- Pupil Conferencing beginning showing some impact. Further training given however, teachers cite a reduction in support staff and lower than desired resilience for independent written work in whole class, as barriers to fully embedding conferencing. Some pupils could talk about how it has helped them to improve their writing, but not all. Further discussion around implementation to continue in 2025-26 (staff questionnaire & pupil voice).
- Pupil Premium Pledges not re-visited in 24-25, but are being re-introduced in 25-26 and will be monitored more closely. To be displayed in staffroom.
- Music & French teacher: Pupil voice from PPG pupils shows an engagement in these lessons where pupils feel 'the same level' as peers. French Festival Day is enjoyed by Yr 5 pupils. Good confidence builder for 2 pupils in receipt of PPG who took part. Teachers feel workload is aided by not having to plan/teach subjects they feel less secure about teaching. These sessions also provide PPA at the same time, so colleagues can discuss any pupils or planning more easily.

- Large uptake of KS2 choir (free) - children positive about singing in a group. Performed at several Christmas events and grew in confidence each time.
- (2024-25)New craft club run by a teacher: invite only and specifically for children in receipt of PPG. Attended by 12 pupils. Improved attendance, particularly on that day for two families attending. Improved relationship with school, close bond formed with the teacher as a trusted adult, new friendships made and opportunity to enjoy resources not necessarily available at home. Is continuing in 2025-26
- Drama club (started Summer '25 and continuing this year) – 1 PPG pupil given funded place.
- Recorder club (free) added (2024-25), with children in receipt of PPG actively invited to join.
- Every child participated for free in a curriculum enrichment theme day, linked to their year group's learning. No charge from school – funded through PTA and PPG
- Breakfast provided for Yr 6 children in SATS week, with class teachers in attendance to encourage attendance, prompt arrival, sufficient nutrition and a calm start to the day: No late arrivals for PPG students. Pupils, teachers and visiting governors reported satisfaction with this event.
- Sports: football matches umpired by teachers at lunchtimes to teach fair play and teamwork. Fewer disputes and more pupils playing together.
- This year –girls' football coach allows further access to sport at lunchtime. Netball coach: 1 PPG pupil invited to attend for free. Played in a match to represent school. This will continue through 2025-26 with others invited where desired.