

Pupil premium strategy statement [Red Hall Primary School] 2023/2024, 2024/2025, 2025/2026

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	203
Proportion (%) of pupil premium eligible pupils	68%
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)	2023 -2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Julie Davidson
Governor lead	Andrew Buckton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,828.
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£189,828

Part A: Pupil premium strategy plan

Statement of intent

Demography and School Context

Red Hall Primary School is an average sized, one form entry, Local Authority maintained Primary School on Red Hall in Darlington. From September 2021, our school expanded to incorporate, an alternative provision which has space for 16 full time pupils with EHCP's with a primary identified need of Social, Emotional and Mental Health.

Deprivation (IDACI report created November 2025) Updated figures

According to the Income Deprivation Affecting Children Index 2025 we know that **80%** of our pupils (162 of our pupils) live within the top 10% most deprived areas in England (this is a decrease of 6% since 2019)

The key factors that affect our families are; low income, education, employment and crime.

Common barriers to learning for our children can be: less support at home, poor language and communication skills, social, emotional and mental health difficulties and attendance and punctuality issues. There may also be complex family situations with emotional well-being needs not being met, that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

At Red Hall Primary School, we aim to:

Ensure that the teaching and learning opportunities that we provide, meet the needs of all the pupils. Provide pupils with appropriate provision, support and intervention to enable them to achieve age related expectations.

Target support for emotional health and well-being to those pupils and families who require this additional support by providing intensive pastoral support for pupils and their parent/carers, removing barriers to learning.

Improve the attendance of disadvantaged pupils in school.

Invest in our pupils having access to wider opportunities that support and engage them in education. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We also recognise that not all pupils in receipt of Pupil Premium will be socially disadvantaged and that some pupils in our school may be socially disadvantaged and may not qualify for Pupil Premium. We therefore reserve the right to allocate the funding to support any group of pupils the school itself has identified as socially disadvantaged.

We aim to do this through:

- Additional 1-1 and small group learning support
- Paying for activities such as; educational visits and residential to enrich children's first hand experiences that can be used to support learning within and beyond the classroom.
- Support the funding of specialist learning equipment.
- Behaviour and nurture support during lunchtimes by providing play activities to engage and promote social development.
- Ensuring quality first teaching is experienced by all of our children.

- To allocate a teaching assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- Emotional Well Being support services.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require. All the approaches used, by our school, will be evidence based and specific to the needs of our school community and the children within it.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of our disadvantaged pupils is significantly below their peers in Reading, Writing and Maths. The majority of our children enter our Early Years significantly below age related expectations. This includes poor language and communication skills and knowledge and understanding of number. Children need to be able to make more than average progress year on year to match the achievements of their peers.
2	Attendance remains below National and we have a high number of children who are persistent absentees which impacts on progress and attainment. Families choose to take holidays during term time due to the difference in cost, which enables them to have holidays.
3	The impact of the pandemic is ongoing and Covid has left a lasting legacy on the children at Red Hall with increased numbers of pupils demonstrating a complex range of needs including social, emotional and mental health and communication and language,
4	Parents/Carers own experiences of education were not always positive therefore parental and family engagement in children's learning is limited. This was heavily impacted during covid and work the school completed prior to this, building relationships with parents and carers around school was affected.
5	Due to the high levels of deprivation many children within our setting have limited life experiences beyond the local estate and opportunities for enrichment and building cultural capital are limited.

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
The quality of teaching and learning in school is good across the curriculum.	Data will evidence that pupils eligible for Pupil Premium are making at least expected progress to close the achievement gap.

	The number of disadvantaged children in line with national expectations will increase.
Improved attainment in reading for our KS1 disadvantaged pupils.	The number of disadvantaged pupils not achieving expected in Phonics Screening test is reduced by 25%. (49% achieving)
Improve reading in reading, writing and maths outcomes for KS2 disadvantaged pupils.	The number of disadvantaged pupils not achieving expected standard in reading, writing and maths is reduced. (53%, achieving)
Children within the EYFS eligible for Pupil Premium will make progress in line with other pupils within our setting.	Vulnerable children within EYFS are identified early so that the attainment difference doesn't increase as they move through the school. Disadvantaged children engage in all extra curricular and enrichment activities. Engagement rates are high and experiences impact positively upon outcomes for disadvantaged pupils.
Attendance for disadvantaged pupils improves.	Attendance is in line with national averages for Pupil Premium. Overall attendance and the number of persistent absentees is at least in line with the national average.
Parental engagement within their child's education improves.	Relationships between home and school are positive and impact positively on outcomes for children. Parents/carers engage with opportunities to support learning beyond the school day. Parents/carers receive multi agency support where/when this is required.
Improved emotional well-being among pupils/parents and carers.	Families are supported to reduce barriers to children's achievement. Families have access to a range of support services. Evidence gathered from pupil and parent voice school observations are positive.
Children from Red Hall will have a breadth of experiences that enable them to contextualise their learning.	School will deliver an engaging, broad and varied curriculum. Pupils will learn the skills and knowledge they require to be academically successful. Learning opportunities will be enhanced with visitors/trips to make learning memorable. Pupils will identify that they enjoy school and have the key skills they require to make progress. Subject leaders will enhance learning opportunities across the year, both whole school and class specific.

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: £ 149, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consolidation of phonics programme across the school and further purchase of new resources.</p> <p>All staff in school to be re- trained in the programme</p> <p>Partnership work with Westgarth English Hub to further improve the quality of Phonics teaching across the school.</p>	<p>Phonics data needs to improve. Last year we focused on improving provision through the Early Years Phonics programme to ensure children moved into KS1 ready to progress. This academic year we are focusing on re-training all staff to a high standard and ensuring teaching and learning for Phonics is strong. An opportunity to work with Westgarth English Hub has allowed us to do this.</p> <p>EEF evidences the impact upon outcomes for pupils. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read. (Phonics EEF +5 months)</p>	1, 2, 3. 4
<p>Funding allocation towards CPD for teachers and teaching assistants focused on consistency within teaching and learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>(EEF+7 months)</p>	1
<p>Teaching Assistant support in every class for English and Maths to assist with effective delivery of attainment grouping.</p> <p>Additional Teaching Assistant supporting children within EYFS</p>	<p>Extra adult support is essential to ensuring all groups are supported and challenged where necessary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>(Teaching Assistant interventions EEF +4 months)</p>	1,3

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

Budgeted cost: £16, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention in KS1 and KS2 by trained teaching assistants	(Phonics EEF +5 months)	1
Allocation of funding towards a range of IT subscriptions supporting learning e.g. <ul style="list-style-type: none"> • TTRS • Widget • Emelie • Class Dojo 	<p>A number of pupils' attainment in Maths and Reading is below age-related expectations. Technology plays a key part in enabling children to practice skills and has the potential to increase quantity and quality of practice that pupils undertake both at home and in school. The use of technology can increase retention of key ideas and knowledge and can engage and motivate learners</p> <p>EEF: Using Digital Technology to improve learning. Guidance Report Click here for Guidance Report</p>	1, 3. 4. 5

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

Budgeted cost: £ 48,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast is available for all pupil premium children at zero cost ensuring that they have a good start to the school day and encourages high levels of attendance	<p>Evidence shows that extending the school day and providing the children with a positive start to their school day can impact upon pupil progress.</p> <p>Children who have had a substantial breakfast will be ready for classroom learning and more regulated.</p>	5
Provision and support for our families to enrich the cultural capital and to ensure no child is disadvantage at our school.	<p>All pupils gain cultural experiences to enhance their curriculum experience by: Theatre visit for all pupils Children experience a variety of memorable experiences, visits and visitors as their 'hook into learning' Support with uniform etc. Engagement with learning is improved. Communication skills are developed, leading to vocabulary development to support writing. (Arts Participation EEF +3 months)</p>	4,5
Child and family wellbeing lead role working with parents/carers and engaging them in Early Intervention for a range of needs including, mental health support, financial, parenting. Working alongside a range of external agencies.	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> <p>EEF + 4months</p>	3,4
Additional Lunchtime Support to provide high quality games	<p>There is a positive relationship between play and early outcomes. Due to the National Pandemic concerns have arisen regarding the physical health and social skills of our disadvantaged children and we need to support and teach our children how to work collaboratively and the skills of play.</p>	1,2,3,5

<p>and activities to engage pupils</p> <p>Additional resources to support play based learning and continuous provision throughout the school.</p>		
<p>Review the attendance strategies we have in place to ensure there is a robust and clear plan for tackling children who are persistently absent.</p>	<p>The Government states 'for the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided.'</p> <p>The Government states 'that a way to manage and improve attendance effectively is to develop and maintain a whole school culture that promotes the benefits of high attendance'.</p>	<p>5</p>
<p>Desty Mentor Training for one staff member</p>	<p>Due to the high number of pupils in our school who receive Pupil Premium + funding as they are LAC, we now have a trained Desty mentor who works with our LAC children on the Desty programme which supports children to develop self-confidence, social skills and emotional resilience.</p>	<p>3,5</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024/2025

In EYFS our disadvantaged pupils are below disadvantaged pupils nationally with only 50% of them achieving a Good Level of Development and there continues to be a gap of 23%.

In Phonics we have successfully narrowed the gap between our school Pupil Premium Children and National Non-Pupil Premium to 9%. this academic year. With the performance of disadvantaged children being similar to or better than disadvantaged pupils nationally

In the Year 4 Multiplication Check we have successfully narrowed the gap between our school Pupil Premium Children and National Non-Pupil Premium to 0.9%

At Key Stage 2 the gap has continued to widen for our combined Reading, Writing and Maths and our disadvantaged pupils are below disadvantaged pupils nationally.

Attendance continues to be a challenge for our school and a priority for improvement, as we work towards reducing the number of pupils in our school who are persistently absent, however this is in line with the national picture.

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
TT Rockstars	Maths Circle
Curriculum Data Tracking and Analysis	The School Data Company
Emile	Emile education
Class Dojo	

Further Information

In 2023/24 we worked closely with Children North East on Poverty Proofing our school. We have used this training and feedback from pupils, parents and carers, to support us in identifying and overcoming a range of barriers that our most deprived children face within school. This in turn influences our Pupil Premium Strategy.