

# SMRP Pupil premium strategy 25/26 & Review of 24/25

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Mary Redcliffe Primary
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2024
Date on which it will be reviewed	November 2026
Statement authorised by	Christina Brugger
Pupil premium lead	Meg Stacey
Governor / Trustee lead	Ant Couzens

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,377.92
Recovery premium funding allocation this academic year School Led Tutoring Grant	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,377.92

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that every pupil—regardless of background, prior attainment or personal circumstance—receives the high-quality teaching, pastoral support and targeted provision needed to thrive academically, socially and emotionally. We recognise that disadvantage can present multiple, layered barriers to learning, including lower prior attainment, weaker early communication and language skills, SEMH needs, exposure to ACEs, and reduced readiness to learn.

As an inner-city primary school, we serve a diverse and highly mobile community with varying levels of socio-economic hardship, limited access to early learning experiences, and a wide range of cultural and linguistic backgrounds. Many disadvantaged pupils begin school with lower starting points in communication, vocabulary, social development and emotional regulation. Additionally, our PP pupils have a noticeable attendance gap and attend school considerably less than their peers, reducing access to learning and deepening barriers over time.

Our Pupil Premium strategy prioritises:

- **High-quality teaching** based on evidence-informed practice (Rosenshine’s Principles, TLAC).
- **Early and sustained communication and language development** to support early reading and curriculum access.
- **Targeted academic interventions** addressing gaps rapidly and effectively.
- **Support for SEMH, trauma-informed practice and readiness to learn**, improving regulation, behaviour and engagement.
- **Improved attendance and punctuality**, supported by early intervention, our family link worker, strong collaboration with the EWO, and our daily walking bus.
- **Wider enrichment and cultural capital opportunities** that broaden experiences and promote aspiration.

Our intention is that disadvantaged pupils not only catch up but excel—achieving highly from their individual starting points and developing the knowledge, skills and character required for future success.

## Challenges

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

Challeng e number	Detail of challenge
1	<p>Low attainment across year groups and key assessment points</p> <p>Persistent gaps between PP and non-PP pupils in R/W/M; slower progress for disadvantaged pupils.</p>

2	<p>Low communication and language skills on entry</p> <p>PP pupils frequently enter EYFS with delayed vocabulary, oral language, attention, listening and narrative skills.</p>
3	<p>Low attendance and high persistent absence for PP pupils</p> <p>PP pupils attend considerably less than their peers, reducing access to teaching and continuity of learning.</p>
4	<p>High SEMH needs, ACEs and low readiness to learn</p> <p>Many disadvantaged pupils present with emotional dysregulation, trauma-linked needs, instability or ACEs that impact engagement, behaviour, resilience and daily readiness to learn.</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
Improved attainment for PP pupils	PP pupils meet or exceed progress targets; attainment gap narrows year-on-year.
To improve academic outcomes across the school	PP children to be broadly in line with expected standards at EYFS (GLD); Year 1 phonics, KS1 and KS2 reading, writing and Maths and the multiplication test in year 4
Improved oral language and vocabulary	Increased proportion of PP pupils meeting ELG in C&L; improved vocabulary use across subjects.
Attendance to continue to improve	Attendance for our PP children to be broadly in line with National averages. The number of persistent absentees will reduce. The number of lates will have reduced.
Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at SMRP.	Children will be able to talk about opportunities and experiences they have had at school and have the cultural capital necessary to succeed in their next phase of education.
Improved SEMH, wellbeing and readiness to learn	Fewer behaviour incidents; more time-in-class; positive pupil voice about wellbeing and regulation.

Disadvantaged children show greater engagement and self-regulation.	Disadvantaged pupils demonstrate positive learning behaviours within lessons. Children are ready to learn and have strategies to self-regulate.
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £56,037.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching – Rosenshine &amp; TLAC Embedded Practice</p> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Instructional coaching cycles for all staff.</li> <li>• Daily review; explicit modelling and worked examples; small steps.</li> <li>• Frequent checks for understanding and responsive adjustments.</li> <li>• TLAC strategies: Cold Call, No Opt Out, Right is Right, Stretch It.</li> <li>• Consistent behaviour expectations enabling full participation.</li> </ul> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>• Improved instructional clarity and pupil engagement.</li> <li>• Stronger progress and reduced attainment gaps.</li> </ul>	High-quality teaching has the greatest impact on disadvantaged pupils (EEF).	1,2
Learning Support Assistants to target in class support through quality first teaching and feedback.	EEF –DELTA Project- ‘Use TAs to supplement what teachers do, not replace them’ The preparedness of LSAs also relates to their ongoing training and professional development. LSAs should be trained	1,2,4

	<p>so they fully understand the principles of the approach and the techniques required to apply it.</p> <p>“The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.”</p>	
Revised lesson structure for all lessons based on pedagogical understanding.	Rosenshine promotes the use of guided practice, independent practice, and designing tasks so that students achieve a high success rate. The I do, we do, you do approach helps students to experience success at every stage. The gradual release of responsibility helps students to continue being successful throughout the guided practice (we do) and independent practice (you do).	1
<p>Revising of English curriculum to ensure it is age and stage appropriate for learners, resources support communication and language in EYFS and new GR scheme in KS2.</p> <p>Use of SHREC approach in EYFS.</p>	<p>The writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary foundational knowledge and skills that underpin these.</p> <p>Make sure that the curriculum takes full account of the foundational knowledge and skills outlined in the national curriculum that pupils need in reading, writing and spoken language to carry out more complex tasks; provide sufficient high-quality opportunities to practise these key components in the planned curriculum</p> <p>March 2024- Telling the story: the English education subject report.</p> <p>Telling the story: the English education subject report - GOV.UK</p>	1,2,

Implementation of Number Sense in EYFS, KS1 and embedding it in LKS2 (incl. training for teachers and leaders).	<p>Number Sense proven impact: Schools taking part in our two-year pilot increased their average MTC scores from 19.9 out of 25 before using the programme, to 22.8 out of 25.</p> <p><a href="#">Research Principles informing NSM Number Facts®   Number Sense Maths</a></p>	1
Implementation of new handwriting schemes (ULS across the school)	<div>Develop pupils' transcription and sentence construction skills through extensive practice</div> <ul style="list-style-type: none"> <li>• Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</li> <li>• Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</li> </ul> <p>March 2024- Telling the story: the English education subject report.</p> <p><a href="#">Telling the story: the English education subject report - GOV.UK</a></p> <p>Most schools do not give pupils enough teaching and practice to gain high degrees of fluency in spelling and handwriting.</p>	1
Implementation of explicit teaching and guided practice in writing in EYFS following the LSP writing progression and exemplar writing units.	<p>There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills</p> <p><b>Explicit vocabulary</b> teaching strategies have been shown to be effective, both alone and in combination with <u>implicit</u> vocabulary teaching strategies</p> <p><a href="#">EEF   Communication and Language</a></p>	1,2,

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

Budgeted cost: £73,577.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication &amp; Language Interventions (EYFS + KS1)</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>• early language intervention programmes.</li> <li>• Tiered vocabulary instruction across curriculum subjects.</li> <li>• Dialogic story time, structured talk routines and modelling.</li> <li>• Enhanced EYFS provision supporting language-rich interaction.</li> </ul> <p>Intended Impact:</p> <ul style="list-style-type: none"> <li>• Stronger vocabulary and comprehension.</li> <li>• Improved early reading and writing outcomes.</li> </ul>	<p>Early oral language is foundational for reading and learning (EEF Early Language).</p>	<p>1,2</p>
<p>Y6 split into 3 classes with one class based on nurture considered approach (e.g. soft starts,..)</p>	<p>Smaller Classes</p> <ul style="list-style-type: none"> <li>• Enhanced teacher–pupil interaction: Evidence from the EEF Teaching and Learning Toolkit shows that reducing class size from around 30 to below 20 allows teachers to employ more varied and responsive teaching strategies, delivering higher-quality feedback and minimising disruptions. These interactions are linked with improved academic outcomes and behaviour, translating to around</li> </ul>	<p>1,2,3,4</p>

	<p>+1 month of additional progress per year on average. [educatione...ion.org.uk]</p> <ul style="list-style-type: none"><li>• Tailored instruction &amp; focused learning: UK research (e.g. UCL Institute of Education) indicates that smaller classes especially benefit pupils with lower attainment, increasing engagement and enabling deeper differentiation to meet individual learning needs.</li></ul> <p>Nurture-Based Support</p> <ul style="list-style-type: none"><li>• High-impact social and emotional gains: Nurture groups leverage EEF’s evidence-based strategies—such as meta-cognition, self-regulation, and behaviour interventions—all of which are known to deliver significant academic and emotional benefits. These approaches can yield an average of +8 months’ progress for participants. [nurtureuk.org], [educatione...ion.org.uk]</li><li>• Targeted well-being provision: According to Nurture UK and EIF, small-group nurture settings rooted in attachment theory foster emotional security, improved behaviour, and resilience. Teachers report noticeable enhancements in emotional understanding, self-regulation, and classroom engagement—crucial outcomes for successful mainstream integration. [educatione...ion.org.uk]</li></ul> <p>Synergy of Reduced Class Size + Nurture Provision</p> <p>By combining smaller classes with nurture-based support, the school enables:</p> <ul style="list-style-type: none"><li>• Intensified individual attention: Staff can monitor learning, social-emotional needs, and well-being more closely—delivering bespoke support to every child.</li><li>• Comprehensive development: Integrating academic scaffolding with social-emotional learning promotes both intellectual progress and personal development.</li><li>• Early intervention: Nurture provision provides a safe space to address challenges before they escalate, ensuring affected pupils can rejoin the main class with confidence and readiness.</li></ul>	
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<p>Targeted intervention to support PP children through pre-teaching/catch up and further interventions.</p>	<p>‘The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning’ – Daniel Sobel – Narrowing the Attainment Gap.</p> <p>Through following the DELTA project and EEF guidance on ‘Making the best use out of teaching assistants’ we will use TAs to improve quality first teaching, deliver effective interventions and develop children’s skills such as independence. “The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.” EEF</p> <p>“There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.” EEF. “Evidence indicates that one to one tuition can be effective, providing approximately +5 additional months progress on average.” - EEF</p>	<p>1,2,3</p>
<p>Behaviour Intervention support</p>	<p>Figures from the DFE, pupils who receive FSM are more likely to receive permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behavior. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social, emotional skills.</p> <p>EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>4</p>
<p>Nurture Interventions and introduction of school-wide routines and expectations to make the learning environment predictable for learners.</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when 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 were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>EEF Teaching and Learning Toolkit</p>	<p>4</p>

Delivery of regular phonics interventions across EY/KS1 and KS2.	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF Teaching and learning Toolkit + 5 Months</p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” – EEF</p>	1,2
Reading Volunteers from Ablaze	<p><i>National Literacy Trust</i></p> <p>Levels of reading enjoyment were found to be weakest for children from disadvantaged backgrounds, with over 60% of children on Free School Meals saying they don't enjoy reading in their free time. We know from recent exam data [2022 KS2 attainment data, gov.uk] that over a third of children on Free School Meals are leaving primary school without reaching the expected level of reading, and with poverty rates rising this number is in danger of increasing. A widening attainment gap means that even more children could fall behind their more affluent peers in their education and literacy skills, which can go on to have a lifetime impact.</p>	1,2

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

Budgeted cost: £80,762.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged children have SEMH support to enable them to access learning.</p> <p><b>Whole-school practice</b></p> <ul style="list-style-type: none"> <li>Trauma-informed and relational behaviour approaches.</li> <li>Predictable routines and co-regulation strategies.</li> </ul>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. +4 months</p> <p>EEF- Parental engagement +3month</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when 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 were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p>	4

<p><b>Targeted support</b></p> <ul style="list-style-type: none"> <li>• mentoring, small-group SEMH work.</li> <li>• Play therapy/counselling where available.</li> <li>• Check-ins for vulnerable pupils.</li> </ul> <p><b>Nurture and readiness approaches</b></p> <ul style="list-style-type: none"> <li>• Morning nurture groups / soft starts.</li> <li>• Breakfast club for PP pupils.</li> <li>• Regulation spaces for proactive and supported emotional regulation.</li> </ul> <p>-Bridge -Supervision</p>	<p>EEF Teaching and Learning Toolkit</p>	
<p>Improve attendance for our DA children and support them in readiness to learn with Walking Bus and breakfast club.</p>	<p>“Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.” EEF</p>	<p>3</p>
<p>Full time FLW to support families, transition and increasing engagement of families.</p> <p>Close partnership with the EWO for targeted casework and escalated intervention.</p>	<p>“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. Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months).” – EEF.</p>	<p>3,4</p>

<p>Extra-curricular opportunities – to provide access to sport, music and singing opportunities.</p> <p>Funding trips and after school clubs so children can experience a range of cultural experiences.</p> <p>Educational visits</p> <p>Clubs</p> <p>Year 6 Camp</p>	<p>“Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” - EEF.</p> <p>“There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. This is based on core academic attainment, but physical activity has important benefits in terms of health, wellbeing and physical development too.” - EEF.</p>	3,4
Bristol Sport Mentoring Programme	<p>“There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. This is based on core academic attainment, but physical activity has important benefits in terms of health, wellbeing and physical development too.” - EEF.</p>	3,4
<p>Welfare support</p> <p>e.g. clothing, toothbrushes</p>	<p>Maslow's Hierarchy of Needs</p> <p>The most basic category of needs that humans have are physiological. These are our survival needs, and the first things we need to achieve before we move on towards more complex and aspirational needs in life. Our physiological needs include our bodily requirements like sleep, food and water as well as the basics of shelter and clothing. If we lack any of these needs, we need to fulfill them before we can be motivated to pursue other needs.</p>	3,4

**Total budgeted cost: £ £178,133,00**

## **Part B: Review of outcomes in the previous academic year**

### **To improve academic outcomes across the school**

Despite some positive developments, the anticipated outcomes of the Pupil Premium strategy have not been fully realised. Accelerated progress for all eligible pupils has not yet been secured, and this remains a key priority.

- **Attendance:** There is evidence of improvement for a number of pupils, with some achieving sustained gains in attendance.
- **Behaviour and Emotional Regulation:** Analysis of behaviour data demonstrates a reduction in incidents of dysregulation, indicating progress in supporting pupils' social and emotional needs.
- **Mobility:** High levels of pupil mobility have significantly impacted continuity of provision, with several pupils joining and leaving during the academic year. This has presented challenges in sustaining progress.

Following this review, actions for the next academic year have been strengthened. School leaders, in partnership with the academy trust, will provide intensive support and robust monitoring to ensure that interventions are implemented with fidelity and that impact is maximised.

- Continued work with the English Hub to ensure consistent teaching of phonics and rigorous assessment ensures interventions are well matched to children's gaps.
- LSAs are deployed effectively. Morning and afternoon meetings ensure all staff have time together.

### **To ensure all new arrivals to school have sufficient and targeted support in accessing the curriculum**

- By May 2024 we had 68 new arrivals and 34 new arrivals had left by May. Large numbers joining and leaving the school with little notice.
- Growth Funding bid successful and allowed for increased staffing to run interventions and extra support for new arrivals and families. Children made significant progress in EAL interventions, more confident to apply English and speak in full sentences.
- Successful welcome event to engage families and close working with Schools of Sanctuary
- Updated policies and procedures in place
- Introduction of new interventions- Racing to English-children made good progress in intervention.
- Quality training with Better Bilingual and SLT completed EAL Champions Course

### **Attendance to continue to improve**

- Whole school attendance was 93%. DA attendance still currently still below the rest of the school but still being targeted.
- Attendance between T1-T4 increased slightly for PP children
- Large amount of movement in the school with new arrivals moving to new areas but not getting school place immediately-this had large impact on attendance of DA.

- Walking bus was offered daily to walk children to school for breakfast club to ensure children are at school on time and have breakfast and ensuring they are ready to learn. 20-30 children attending walking bus daily-majority are DA.
- CPOMS used to monitor attendance and punctuality of identified children; phone calls and parent meetings set up to tackle consistent lateness and non-attendance.
- Continued work with our EWO to engage families with attendance.

**Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at SMRP.**

- All DA children accessed trips and visits as part of curriculum for example SS Great Britain and Caerleon. Deep dives show these opportunities give children experiences to support their learning.
- DA children have accessed extra curricula clubs including netball, Bristol sports clubs and languages
- Holiday club at Windmill Hill City Farm for DA children has been well attended throughout all holidays.
- 24 DA children accessed Farm Club weekly throughout the year as part of enhanced curriculum offer for DA
- All DA children in year 4 and 6 completed Bike ability Training
- 12 DA children attended 3x days at Belmont Estate –outdoor learning provision – increased confidence

**The SEMH needs of children are comprehensively met, and disadvantaged children show greater engagement and self-regulation.**

- 12 DA children attended 3x days at Belmont Estate –outdoor learning provision – increased confidence
- Pupil interviews and behaviour survey shows children understand ZOR and find ZOR tables useful. It helps them to understand own and others behaviour.
- Support from Bridge for targeted pupils and families has meant children are more able to access learning and in class teaching.
- Supervision for staff working with high-needs children has supported children and ensured consistent approaches. Support for DA families has enabled children to have SEMH needs met, particularly through lock downs where support was virtual.
- Whole school SEMH plans to support children to use the ZOR to self-regulate
- Children consistently use the ZOR to understand their emotions and the ZOR tables are used when children recognise they need to regulate.
- SEMH interventions are used across the school targeting DA children to support them to understand their emotions and strategies to regulate themselves.

## Pupil premium strategy outcomes

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

## Externally provided programmes

Programme	Provider
Evaluate Mentoring	Bristol Sport
Outdoor Learning Provision	Belmont Estate learning team
Play Therapy	Bridge Counselling Service

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a