

# Redmoor Academy Pupil Premium Strategy Statement 2023+

This statement details our school's use of pupil premium (and recovery 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	991
Proportion (%) of pupil premium eligible pupils	26.3% (261 students)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2023-26
Date this statement was published	20th December 2023 Updated with Impact Statements; 20th December 2024 20th December 2025
Date on which it will be reviewed	20th December 2026
Statement authorised by	Matt Nicolle
Pupil premium lead	Jessica Pickering
Governor / Trustee lead	Vicky Davison

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 279,885
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>	£279,885

# Part A: Pupil premium strategy plan

## Statement of intent

At Redmoor Academy, we continue to strive and provide targeted support for our disadvantaged students to achieve the same outcomes and experience the same opportunities as their non-disadvantaged peers. We aim to sustain or improve the positive gains made during the previous strategy to narrow the gap between disadvantaged and non disadvantaged students further.

We have high expectations and aspirations for all of our students, irrespective of their background and the challenges they face. Our school demonstrates a culture of collective responsibility to ensure that all members of staff are aware of their accountability in ensuring the best possible outcomes for these students. We want all students to move successfully and confidently onto the next stage of education.

We will address the challenges that prevent each disadvantaged pupil from attaining in line with their non-disadvantaged peers by identifying their individual needs and barriers to learning and putting in bespoke measures to reduce them. These barriers are addressed through a range of academic, pastoral and enrichment opportunities. Our overarching objectives are:

- to continue to narrow the progress and attainment gaps between disadvantaged and non-disadvantaged pupils so that outcomes for disadvantaged students are in line with, or better than, their non-disadvantaged peers.
- to improve attendance of disadvantaged students and reduce persistent absence.
- to develop the literacy provision for all students with the aim to improve skills in oracy, writing accuracy and access to academic reading.
- to support our students' physical and emotional health and wellbeing to enable them to access learning.
- to address the barriers to learning for our disadvantaged students to provide them with equity of experience and opportunities to help them have high aspirations for their future education and careers.
- to participate in the wider curriculum and develop their cultural capital.
- to improve parental and carer engagement of our disadvantaged students.

Our approach will be responsive to common challenges and individual needs. It is rooted in robust diagnostic assessment, not assumptions on the impact of disadvantage and based upon the key principles identified by the [EEF Guide to Pupil Premium](#). This encompasses strategies which evidence shows have the greatest impact on student progress as evidenced by the [EEF Teacher's Toolkit](#). All stakeholders will focus on these key priorities to ensure that they are implemented effectively. These strands can be seen throughout the Pupil Premium strategy plan and also feed into our whole school and departmental improvement plans. The key principles of our strategy plan are focused on:

1. Teaching & learning

<ol style="list-style-type: none"> <li>2. Targeted academic support</li> <li>3. Wider strategies</li> </ol>
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## Challenges

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

Challenge Number	Detail
1. Progress and Attainment	Although the gap between our disadvantaged and non disadvantaged students has narrowed consistently and significantly in recent years, progress and attainment of PP students still remains lower than that of non PP students and remains a focus as the national gap is currently the widest it has been since 2011.
2. Attendance	Our attendance data last year indicates that attendance among disadvantaged pupils has been between 0 - 8.7% lower across the year groups in key stages 3 & 4 for non-disadvantaged pupils. 8.6% of disadvantaged pupils have been 'persistently absent' with higher numbers being in key stage 4. 1.46% of disadvantaged students have been late compared to 0.74% with their peers. Our assessments and observations indicate that absenteeism and punctuality is negatively impacting disadvantaged pupils' progress.
3. Literacy Skills	Assessments, observations and discussion with pupils indicates that disadvantaged pupils generally have lower reading ages than peers. On entry to year 7 last year, 56% of our disadvantaged pupils arrived below age-related expectations compared to 35% of their peers. This gap persists during pupils' time at our school. Underdeveloped literacy skills in oracy, vocabulary, reading and writing impacts their progress in all subjects and on overall outcomes.
4. Emotional and Mental Wellbeing	As reflected nationally there continues to be a rise in the number of students suffering with poor mental and emotional wellbeing post pandemic. This has a negative impact on attendance and engagement and ultimately on outcomes for these students.
5. Cultural Capital	Many are still disadvantaged by the pandemic by the lack of cultural capital that many have experienced. Data shows their participation in extracurricular activities and enrichment opportunities remains below that of their non- disadvantaged peers. In addition to this some disadvantaged students do not benefit from rich or diverse experiences or opportunities to help them have high aspirations for their future careers. Most students have not accessed higher education settings to broaden their horizons for the next steps in their education.
6. Parental Engagement	Data and observations indicate that parental/carer engagement with school events is lower for disadvantaged students than non-disadvantaged. Ranging from 14.5% - 42.8% less than non disadvantaged students and worryingly higher in key stage 4. Some families require extra information, support and guidance to help their child learn and make progress.

7. Climate & Culture for Learning	Our observations suggest many disadvantaged pupils display poor intrinsic motivation and passivity when faced with challenging classroom practice, homework and revision. Students need to see the value in full participation and engagement as well as take accountability in their work.
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## 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 outcomes for all PP students with a focus on English & maths.	Attainment and progress outcomes for disadvantaged students is in line with non disadvantaged students and nationally by 2026. Disadvantaged students gain 9-4 & 9-5 EM in line with national figures. The gap between Attainment 8 and Progress 8 scores of disadvantaged students and non disadvantaged students continues to narrow each year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and persistent absentees.	To sustain attendance above the national average. The overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 6%.
Improved literacy and oracy skills among disadvantaged pupils enabling them to fully access the curriculum.	Reading ages of disadvantaged students to be in line with their non disadvantaged peers and at age related expectations. Students can fully access curriculum literacy activities including 'proof reading,' and 'Academic Reads.' Improvement is observed through engagement in lessons and work scrutiny.
To achieve and sustain improved emotional and mental wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2026 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pastoral student voice, student and parent surveys and teacher observations</li> <li>• Reduced amount of mental health referrals</li> <li>• Attendance figures &amp; disadvantaged students making progress in line with their peers.</li> </ul>

Build aspirations and positive engagement by providing a variety of opportunities for all students to access learning opportunities both in and outside of the classroom, build capital culture and provide students with post 16 and further education experiences.	Tracking of participation in extracurricular and enrichment opportunities show a high level of disadvantaged student engagement and is in line with engagement of their peers. Effective careers provision and experiences ensures students are well prepared for post-16 pathways.
Staff are proactive in building and sustaining relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning and progress.	Parent/carer's voice is positive regarding their child's education and they will feel that they are more able to help and support their child to achieve. Attendance and the engagement of the parents/carers of disadvantaged students at school events both online and face to face is in line with that of other students.
All students demonstrate intrinsic motivation in lessons.	Observations demonstrate classroom practice ensures full student participation, engagement and accountability. Teacher reports show a higher percentage of students are demonstrating a positive attitude to learning in classwork and homework suggesting that students are producing high quality work. Reward points achieved by disadvantaged students for 'excellent piece of work' and 'homework is completed well and on time' is in line with their peers.

## Activity in this academic year

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

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

Budgeted cost: £128,523.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Senior leader as Strategic lead for PP / LAC and PLAC students to ensure PP strategy is implemented and PP funding is used effectively with the greatest impact	Successful schools 'have clear, responsive leadership' (DFE Supporting the attainment of disadvantaged students: articulating success and good practice) EEF Implementation guide states that 'school leaders play a central role in improving education practices through high quality implementation' by 'defining both a vision for, and standards of desirable implementation'.	1-6

<p>Recruitment and retention of an experienced UPS Maths teacher with TLR responsibility for Progress.</p>	<p><b>Quality First teaching</b> Leaders of more successful schools emphasise the importance of 'quality teaching first'. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p>	<p>1</p>
<p>Appointment of whole school Literacy coordinator to lead Literacy strategy.</p>	<p><b>Reading comprehension ( + 6 months impact)</b> 'Reading comprehension strategies are high impact... Alongside phonics it is a crucial component of early reading instruction'. (EEF Toolkit)</p> <p><b>Oral language intervention ( + 6 months impact)</b> 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. 'Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment' (EEF Toolkit)</p>	<p>3</p>
<p>Funding of 12 hours of explicit Literacy and Oracy teaching in Years 7 and 8 ( 1 hour per week per tutor group)</p>	<p><b>Reading comprehension ( + 6 months impact)</b> <b>Oral language intervention ( + 6 months impact)</b></p>	<p>3</p>
<p>CPD on metacognition and self regulation</p>	<p><b>Metacognition and self regulation (+7 months)</b> 'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.' (EEF Toolkit)</p>	<p>6</p>

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

Budgeted cost: £48,727.97

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Targeted tutoring in English and Maths via NTP and 1:1 staff tutoring to support disadvantaged students in Years 10 and 11 who are at risk of not achieving their target in English or Maths	<b>Small group tuition(+4 months impact)</b> ‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better’ (EEF Toolkit)	1
Appointment of Maths intervention assistants to support disadvantaged students in Years 7-11 who are at risk of not achieving their target in Maths	<b>Small group tuition (+4 months impact)</b> ‘Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better’ (EEF Toolkit)	1
Appointment of Literacy intervention assistants for targeted support for students below their chronological reading age <ul style="list-style-type: none"><li>- Book Club</li><li>- IDL (+ IDL subscription costs)</li><li>- Literacy support</li></ul>	<b>Reading comprehension ( + 6months impact)</b> <b>Oral language intervention ( + 6 months impact)</b> <b>Small group tuition (+4 months)</b>	1 and 3
Appointment of Study Space supervisors to support disadvantaged students who struggle to complete homework due to adverse home learning environments.	<b>Homework (+ 5 months)</b> ‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).’ (EEF Toolkit)	6

<p>Subscription costs for Class charts to allow staff, students and parents to monitor behaviour, rewards and homework</p>	<p><b>Homework (+ 5 months)</b>  <b>Parental Engagement (+ 4 months)</b>  The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF Toolkit)</p> <p><b>Behaviour intervention (+ 4 months)</b>  The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.' (EEF Toolkit</p>	<p>2 and 6</p>
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £102,633.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of attendance officer (0.2 of role) to monitor attendance, build relationships with PP families and implement strategies</p>	<p>DFE 2016 found the higher the overall absence rate across KS4, the lower the likely attainment at the end of KS4.  'Overall absence had a statistically negative link to attainment.'</p> <p>'.... A robust attendance data tracking and monitoring systems in schools is important to address attendance issues.  ..This is far more effective than general approaches to improving attendance and requires strong and determined leadership. (Supporting the attainment of disadvantaged pupils; Articulating success and good practice')</p>	<p>2</p>

Appointment of a school counsellor to support students with emotional and mental wellbeing	<p><b>Social and emotional learning +4 months (SEL)</b> 'The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school' (EEF Toolkit)</p> <p>'Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes' (new EEF guidance)</p>	4
Implementation of the Flourish programme to support wellbeing and self esteem of vulnerable students in Years 7 and 8	<p><b>Social and emotional learning +4 months (SEL)</b></p>	4
Appointment of a Pupil Premium mentor	<p><b>Mentoring (+2 months impact)</b> The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.(EEF Toolkit)</p>	1,2,4,6
Appointment of Pupil Premium Behaviour support mentor	<p><b>Behaviour intervention (+ 4 months)</b> 'The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.' (EEF Toolkit)</p>	1,2 and 6
Full or partial funding of enrichment opportunities <ul style="list-style-type: none"> <li>- music lessons</li> <li>- D of E</li> <li>- educational trips and visits</li> <li>- specialist equipment for sports / music</li> <li>- REC week trips and visits</li> </ul>	<p><b>Arts participation (+2 months)</b> Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. (EEF Toolkit)</p> <p>Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP students.</p>	5

<ul style="list-style-type: none"> <li>- extra curricular activities</li> </ul>	<p>'Enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds deserve a well-rounded, culturally rich education' EEF</p> <p><b>Sports participation ( +2 months)</b></p> <p>'The overall impact of sports participation on academic achievement tends to be positive ..... However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). (EEF Toolkit)</p>	
<p>Capitation fund to provide PP students with key resources and equipment required for learning plus any other individual requirements to address barriers to learning</p>	<p>School case studies show that our PP students and their families have a range of individual barriers to their learning which are addressed on an individual basis.</p>	<p>1-6</p>

**Total budgeted cost: £279,885**

# Part B: Review of the previous academic year

## Pupil Premium strategy outcomes for our disadvantaged students 2024-25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year, the second year of our 3 year strategy.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

### 2025 Outcomes for PP students (Attainment Only)

	Attainment 8							Progress 8						
	2017	2018	2019	2022	2023	2024	2025	2017	2018	2019	2022	2023	2024	
PP	24.9 2	31.91	36.6 9	37.97	38.0 4 (34.91 Nat.)	33.43	36.35 (34.9 Nat.)	-1.51	-0.59	-0.43	-0.24	+0.06 (-0.57 Nat.)	-0.22 (-0.57 Nat.)	
Non PP	42.3 8	48.59	48.1 4	51.91	48.1 4	50.66	50.88	-0.49	0.15	0.10	0.31	+0.22	0.30	
Gap	17.4 6	16.68	11.4 5	13.94	10.0 9	17.23	14.53	1.02	0.74	0.53	0.55	0.16	0.52	

The data demonstrated that disadvantaged attainment 8 was 36.35. This has shown an improvement in results and a reduction in the gap between disadvantaged and non disadvantaged students from the previous year, bringing us back in line to pre pandemic levels. Progress 8 scores have not been recorded as this cohort did not sit SATs in key stage 2. Despite the progress 8 gap widening after a strong 2023 performance, attainment 8 in 2025 was very strong and we certainly would have reduced the gap again. Locally the attainment 8 average was 32.3 and this again demonstrates the significant gains our pupil premium students have made within the county (DfE ranking of 17 out of 43 schools), making stronger progress than their peers.

### ENGLISH & MATHS

		2017	2018	2019	2020	2021	2022	2023	2024	2025
% 9-7 EM	0	0	0	6.7	8.8	2.6	0	0	0	
% 9-5 EM	19.2	16.1	17.2	40	32.4	30.8	14.7	14.7	26.3	

% 9-4 EM	34.6	35.5	41.4	56.7	55.9	46.2	50	41.2	52.6
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English and maths at 9-5 significantly improved from 14.7% in 2024 and 2025 to 26.3% demonstrating a positive impact from year two of the three year strategy. Nationally 25.6% of students achieved English and maths and for the first time Redmoor students achieved higher than this with 32.3%.

9-4 at 52.6% is the highest level achieved by our disadvantaged students to date and demonstrates the positive impact of exam support given and taken up by students in this cohort. Nationally 43.5% of students achieved both English and maths and we exceeded this with 52.6%.

Attainment for disadvantaged students improved in every element below from results in 2024 and rose most notably in maths where 65.8% of disadvantaged students reached a grade 4 or higher from 48.6% in 2024.

	2017	2018	2019	2020	2021	2022	2023	2024	2025
English Attainment 8	5.8	7.29	8.45	10.03	8.88	8.31	8.18	7.68	7.82 (Nat 7.8)
English Progress 8	-1.65	-0.58	-0.26	0.14	-0.50	-0.33	-0.07	-0.16	
Maths Attainment 8	5.93	5.81	6.07	8.27	7.71	6.97	7.47	6.24	7.58 (Nat 6.9)
Maths Progress 8	-0.98	-0.66	-0.71	-0.29	-0.62	-0.31	0.16	-0.30	
EBacc Attainment 8	6.63	9.19	9.6	13.07	12.96	10.76	10.88	9.29	10.32 (Nat 9.9)
EBacc Progress 8	-1.48	-0.45	-0.65	-0.08	-0.27	-0.23	0.16	-0.25	
Open Attainment 8	6.55	10.03	11.42	15.67	13.06	11.99	11.51	10.22	10.59 (10.3)
Open Progress 8	-2.45	-0.69	-0.45	0.45	-0.58	-0.21	-0.04	-0.17	

Sustaining strong outcomes for our disadvantaged students remains a key priority for the school's development.

## Teaching and Learning

- The quality of teaching and learning experienced by disadvantaged students is driven by the quality of our curriculum and the Quality First teaching they receive in the classroom.
- Our school improvement plan objectives ensure that high quality classroom practice is the norm and practice continues to develop across the whole school. Formative assessment has been a key feature of this for staff this year to continue to avoid passivity in the classroom and embed good practice at checking for understanding of all students.

- Literacy continues to be a focus in our teaching and learning strategy and successful outcomes have been recorded in the Lexonik programme for disadvantaged students.

### **Targeted Academic Support**

- Last academic year 8 disadvantaged students received additional 1:1 staff tutoring in English and 6 for maths: this was offered to non-attenders, PP+ students and those requiring further support. Students attended at least 50% of their sessions and some 100% of sessions offered.
- Study Space staffing - The funding of Study Space staffing continues to allow us to extend the provision to enable more disadvantaged students to attend. This has led to a reduction in the amount of disadvantaged students who received sanctions for the non completion of homework and supported them in completing homework. This continues to provide students with a suitable working environment, access to IT, resources and teaching staff support.
- Student laptops are loaned to students without access to a computer at home to support academic studies.
- At key stage 4 students are provided with essential revision guides and equipment to support subject knowledge both in the classroom and for independent practice.

### **Attendance**

The data demonstrated that the attendance of disadvantaged students last academic year decreased by 0.5% compared to the attendance of non disadvantaged students which increased by 1.53% indicating the gap has widened in the last academic year despite all interventions and support in place. Our disadvantaged attendance is in line with the National figure of 89.4% and whole school attendance exceeds the National figure of 93.1%.

As our biggest barrier to learning, our priorities close the attendance gap have been:

- closer monitoring of attendance
- improved parental support and engagement with attendance
- student attendance plans
- 6 week attendance challenges throughout the year
- working more closely with external agencies
- increased outreach home visits
- first day absence calls for “weak” reasons.

	<b>Whole school</b>	<b>PP</b>	<b>Non PP</b>	<b>Gap</b>
<b>2019-20</b>	94.20	89.60	94.80	5.20
<b>2020-21</b>	93.30	88.70	94.20	5.50
<b>2021-22</b>	89.49	86.04	90.46	4.42
<b>2022-23</b>	91.17	88.70	91.84	3.14
<b>2023-24</b>	92.7	90.3	93.37	3.07

2024-25	93.7	89.8	94.9	5.60
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Attendance remains our key priority is raising attainment and outcomes.

### **Behaviour & Wellbeing**

Data and observations show a higher percentage of disadvantaged students are demonstrating a more positive attitude to learning in classwork and homework. Reward points achieved by disadvantaged students for 'excellent piece of work' and 'homework is completed well and on time' has improved again from last year. Effort graded A & B has also shown a positive increase.

There continues to be a number of students who are struggling with their emotional wellbeing. This is particularly so for our disadvantaged students. To support these students, our PP funding provides additional pastoral support for students. Students have been well supported by our full time in-school counsellor, and pastoral staff referrals are made through the school system. Our full time Pupil Premium mentor provides academic mentoring, leading targeted interventions, monitoring academic progress and supporting emotional wellbeing for our students. Monitoring of academic and pastoral information by SLT, pastoral, teaching and support staff allows the appropriate support of our disadvantaged students and their families.

In order to develop students' cultural capital, we have continued to use PP funding to enable students to attend a range of trips, visits for academic, careers and enrichment opportunities. All Year 8 students attended the annual London trip in which the whole year group visited a museum and the significant sites of the city to develop their cultural capital. We have continued to support arts participation and all disadvantaged students are offered the opportunity to have music lessons in one instrument of their choice. Last year 27 PP students received music lessons as part of their provision. Student engagement in enrichment opportunities is tracked and monitored and we now ensure that a fair percentage of places on trips are allocated earlier to disadvantaged families before general release.

### **Parental Engagement**

We continue to build relationships with our disadvantaged families through parents evenings and school community events. Data demonstrates that our percentage of families attending academic events improved in the last academic year at all events (meet the tutor and parents evenings) for key stage 3 except year 9 parents evening. Pre and post communication around these events from the PP team continues to be essential. Whilst year 10 events showed a decrease in parental engagement, there was an increase in year 11. Engagement with our families continues to be a focus for the next academic year.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026, as stated in the Intended Outcomes section above.