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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	Sileby Redlands Community Primary
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 - 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Estelle Ewing
Pupil premium lead	Mollie Baines
Governor / Trustee lead	Nick Salter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 129,684
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129,684
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

At Sileby Redlands, we are dedicated to ensuring that all disadvantaged pupils make significant progress, enabling them to leave primary school having exceeded their individual targets.

Recognising the challenges faced by many of our pupils, we have implemented rigorous systems for the early identification of disadvantaged learners. This proactive approach allows our school community to allocate resources strategically, ensuring the greatest possible impact on their educational journey. Throughout the academic year, we undertake comprehensive Pupil Progress reviews and robust moderation processes, focusing on identifying specific gaps in pupils' skills and knowledge. This targeted analysis empowers staff to deliver tailored interventions that address the unique needs of each child.

We acknowledge that the effective use of Pupil Premium funding must be guided by the principles of equity, inclusivity, and adaptability. Accordingly, we prioritise support for disadvantaged pupils with the highest level of need, while extending assistance to other pupils where appropriate, fostering a collaborative and inclusive learning environment.

Our strategies are subject to continuous review and refinement to ensure alignment with pupils' evolving needs. Our overarching aim is to provide a strong foundation that supports pupils at critical milestones, including the Year 1 Phonics Check, Key Stage 1 assessments, the Year 4 Multiplication Check, and end-of-Key Stage 2 achievement. We strive to ensure that disadvantaged pupils keep pace with their peers and achieve expected standards. In addition, we offer guidance and signposting to external agencies that provide essential financial and wellbeing support, recognising the significant influence these factors have on a child's learning experience.

Our commitment to supporting disadvantaged pupils is reflected in the strategic deployment of Pupil Premium funding. For example, we employ an Emotional Literacy Support Assistant (ELSA) to deliver interventions that address life's challenges, promoting emotional wellbeing and academic resilience.

We have prioritised key areas of development, recognising their fundamental role in a child's educational success. For instance, phonics knowledge is closely linked to reading for pleasure, a strong predictor of future academic achievement. Similarly, a secure understanding of multiplication is essential as pupils progress through upper Key Stage 2 and beyond, underpinning competence across a range of mathematical concepts.

By focusing on these critical competencies, we aim to equip pupils with the skills and knowledge required to thrive in secondary education and beyond, thereby

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Low baseline entry for disadvantaged pupils into Year 1. The current Year 1 children were born during the national lockdown and continued to have disrupted social interactions due to local lockdowns in the Leicestershire area. This has significantly impacted their social skills and resilience when becoming familiar with the routines and expectations expected in school.
2	Assessments, observations, and pupil discussions indicate that disadvantaged pupils typically experience greater challenges with phonics compared to their peers, which adversely affects their progression as readers. Research conducted by the Education Endowment Foundation (EEF) highlights that phonics has a demonstrably positive impact on learning outcomes, with an average gain of +5 months, supported by extensive evidence. Phonics is recognised as a critical component in the development of early reading skills, particularly for children from disadvantaged backgrounds.
3	Low levels of resilience in disadvantaged pupils. Our assessments and observations indicate that education and wellbeing of many of our disadvantaged pupils continue to show (diminishing) impact by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations
4	Pupils and their families have social and emotional difficulties which impact children's ability to engage with lessons. Low-income families and families living below the poverty line are under increased stress in the home.
5	Lack of parental engagement- A review by the UK Department for Education highlighted that parental engagement has a large and positive effect on children's learning ¹ . This includes activities such as learning at home, school-home communication, and involvement in school activities.

Intended outcomes

Intended outcome	Success criteria
Phonics	Maintain percentage of disadvantaged children passing Year 1 phonics check at at least 75%
Increase understanding of mathematical processes through exploration abstract, visual and physical representation.	Increase percentage of disadvantaged children achieving the ARE standard in mathematics.
Reading, Writing and Maths	Maintain percentage of Disadvantaged children reaching Combined ARE at KS2 SATS to at least 75%
SEMH	Increased awareness of own emotions and increased strategies to regulate these.

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)

Cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development in mastery based phonics teaching.	<p>Provide ongoing training and professional development in mastery approaches for phonics. Mastery education enables teachers to ensure that a concept is well understood before moving on to the next, reinforcing the building blocks of phonics systematically.</p> <p>Provide ongoing training and professional development in the use of abstract, visual and manipulatives within mathematics sessions to enhance pupil understanding.</p>	1, 2, 3, 4, 5
Coaching and Mentoring	<p>Implement a coaching system where teachers are paired and collaboratively explore the use of educational research to further enhance their teaching practice. This ongoing support can help teachers apply their learning in the classroom, fostering a supportive environment for development.</p> <p>Phonics coaching: Phonics lead to provide coaching for adults delivering phonics will have a significant outcome on results for disadvantaged pupils.</p> <p>Evidence: Mentoring and coaching have been shown consistently to support the professional growth of teachers and the attainment of their pupils (Education Endowment Foundation).</p>	1,2,3,4
Use of Classroom Support interventions	<p>Redlands uses well planned interventions by classroom support to address the needs of disadvantaged pupils.</p> <p>Evidence by the EEF shows that utilising this strategy has an average impact of increasing learning by 4 months progress.</p>	1, 2, 3, 4
Curriculum resources	<p>Phonics: Enhance phonics resources: Invest in high quality, engaging phonics materials.</p> <p>Emotional Regulation: SaLT and Zones of regulation materials and resources.</p>	1, 3, 4

	High quality resources can support teachers in delivering content more effectively.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain targeted phonics intervention is prioritised for disadvantaged pupils. (Use of Read, Write, Inc)	Small group phonics sessions: Implement small group interventions that focus on phonics. These sessions can use tailored strategies to suit the needs of the group, allowing for differentiated teaching that addresses varied learning needs among disadvantaged pupils. According to EEF, small group tuition is effective, potentially providing an additional four months of progress.	1, 2 & 3
Targeted Interventions for Literacy and Numeracy:	Utilising well-designed intervention programmes that specifically focus on literacy and numeracy skills, which are critical building blocks for academic success.	1,2,3
Deployment of Teaching Assistants	Trained teaching assistants can deliver structured interventions within the classroom, closely aligned with the main instruction, shown to make a positive impact when well-implemented (EEF).	1,2,3,4
Children that require support from the ELSA are identified by staff. Interventions are then designed to support the children's needs.	Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year... being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores..." - EEF Social and Emotional Learning findings The ELSA provides sessions that are tailored to meet the needs of each pupil. Interventions are running on a 1:1 basis or in a group.	1,2,3,4,5

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

Budgeted cost: £60,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase pupil wellbeing and resilience	<p>Redlands has a mixed demographic of pupils and ensuring that those from disadvantaged backgrounds are emotionally able to cope with challenging learning tasks will enable all pupils to make the best possible progress.</p> <p>Social and emotional interventions have an impact of an average of 4 additional months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,4
Parent and Carer Workshops	<p>Organise workshops for parents and carers to educate them about phonics, reading and mathematics.</p> <p>Provide workshops/ online recorded sessions and resources for parents to help them understand the methods used in phonics, the teaching of mathematical concepts and how to support their children's at home. Effective parental engagement can be pivotal in reinforcing learning and ensuring practice outside school hours.</p> <p>Evidence: Engaging parents in the educational processes can enhance pupil achievement and emotional well-being (Education Endowment Foundation).</p>	5
Work alongside children's families to ensure that there is increased support in school and in the home.	<p>Demand from families wishing to access this support has continued to rise. The FSA also plays a significant role in safeguarding children and monitors attendance. The FWA assists in ensuring families are being included and communicated with during the process of improving support for pupils.</p>	1.2, 3
Subsidising Trip Expenses	<p>Directly allocate funds to subsidise the costs of trips and visits for disadvantaged pupils, ensuring all</p>	5

	students have access to these learning opportunities without financial burden.	
Free extra curricular club allocation	One club per term will be free of charge for all Pupil Premium children.	5

Total budgeted cost: £ 129,684

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During the 2024–2025 academic year, the implementation of targeted Pupil Premium strategies has resulted in significant improvements in both academic attainment and social-emotional development for disadvantaged pupils.

Academic Achievement

End of Key Stage 2 outcomes demonstrate a marked improvement in combined Reading, Writing and Maths (RWM) attainment. The proportion of Year 6 pupils achieving the expected standard rose from 59% to 87.5%, reflecting the effectiveness of focused interventions and quality-first teaching.

Phonics outcomes also improved, with 78% of Pupil Premium children passing the phonics screening check, ensuring strong foundations for reading and literacy development.

In mathematics, 66% of pupils passed the Multiplication Tables Check (MTC). While this represents progress, it remains an area of challenge due to the high proportion of pupils with Special Educational Needs and Disabilities (SEND) within Year 4. Targeted MTC interventions proved successful for many pupils; however, further work is required to strengthen broader mathematical understanding across this cohort.

Social, Emotional and Mental Health (SEMH)

A key priority this year was embedding the Zones of Regulation approach to support emotional literacy and self-regulation. All teaching staff received comprehensive CPD, including a one-hour AOS session, CPD led by the Deputy Headteacher and a 20-minute recap during the Inset Day. A full suite of lessons and resources was provided for every year group, and introductory lessons were delivered universally. To reinforce these strategies, visual displays were installed in all classrooms, the school hall, the community room and the PE area ('cage'), creating a consistent and supportive environment for pupils.

Overall Impact

The combined effect of these academic and SEMH initiatives has been highly positive. Disadvantaged pupils have made substantial progress in core subjects, and the school has strengthened its capacity to support emotional wellbeing. Continued focus will be placed on developing mathematical fluency

and sustaining SEMH practices to ensure long-term success.

