

# Pupil premium strategy statement – Redhill Academy

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 and how we intend to spend the funding in this academic year.

## School overview

Detail	Data
Number of pupils in school	1586
Proportion (%) of pupil premium eligible pupils	20.18% (25.14% years 7 – 11)
Proportion (%) of pupil premium plus eligible pupils	1.3% (1.6% years 7 – 11)
Date this statement was published	November 2021
Date on which it will be reviewed	Next review will be October/November 2026
Statement authorised by	M. Hardy
Pupil premium lead	G. Clarke
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£354785</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Redhill Academy, our aim is that every pupil—regardless of background or barriers—makes strong progress and achieves high attainment across the curriculum. Our Pupil Premium strategy focuses on enabling disadvantaged pupils to reach their full potential, including those who are already high attainers.

High-quality teaching, as highlighted by the Education Endowment Foundation (EEF), is central to our approach. We prioritise equipping teachers with the skills and knowledge to deliver challenging, accessible curricula that allow all learners to thrive. This benefits disadvantaged and non-disadvantaged pupils alike.

In reviewing our 2024–25 strategy, we identified poor attendance as a key barrier to progress. Persistently absent learners remain our greatest challenge, so we have adopted a more coordinated approach to improving attendance. Alongside this, we continue to uphold high standards of behaviour and attitudes, recognising these as essential foundations for learning.

To address underachievement swiftly, we have strengthened our data analysis processes, giving teachers and faculties the tools to identify gaps and implement targeted interventions. While this has led to improvements, we remain ambitious and will sustain and refine this approach further.

Our strategy also seeks to enrich the experiences of disadvantaged pupils, ensuring access to co-curricular and enrichment opportunities that promote wellbeing and personal development. We have relaunched our offer with a strong focus on participation from disadvantaged students.

We adopt the EEF's tiered approach, recognising that priorities may shift over time. Our Pupil Premium strategy is fully aligned with, and embedded within, our School Improvement Plan.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Due to a range of factors, many of our disadvantaged learners are not making the same rates of progress as their peers. These factors include average reading and comprehension levels, behaviour and sanctions (Both last year and YTD PP students account for approximately 50% of our more serious sanctions including “withdrawal from lessons, withdrawal from the Academy and suspensions), engagement in lessons (evidenced through lesson observations) and poorer rates of attendance (2024-25 – Non-PP attendance was 98.03% compared to 87.07% amongst PP students).</p> <p>In 2025, our PP students achieved an A8 score of 40.67. Nationally PP students achieved an A8 score of 34.9, so our data supports that we are performing comparatively well with our PP students. However, our non-PP students achieved an A8 score of 53.43. This shows that despite the wide range strategies been used, a gap remains between our PP and our non-PP students.</p>
2	<p>The percentage of PP students achieving grades 4+ and 5+ in English and Mathematics is still lower than their non-PP peers (4+ &amp; 5 + in English and Maths gap of 25%).</p>
3	<p>Literacy and numeracy – a large number of our lower attainers are from financially disadvantaged backgrounds. There is a whole school focus on reading (Accelerated Reader Programme and DEAR time).</p>
4	<p>Pastoral – PP students frequently present with pastoral issues such as: difficulties with social skills, incorrect uniform or equipment, lack of support at home, don’t eat breakfast, poor attendance and lateness, low aspirations and anger management issues. Consequently, a number of our strategies are aimed at providing social and emotional support.</p>
5	<p>Homework, revision and organisation – issues with knowledge retention and recall can often explain the underperformance of this group in summative assessments.</p>
6	<p>Attendance – there remains a stubborn attendance gap between PP and non-PP students. If outcomes for financially disadvantaged students are to improve then this gap will need to be closed.</p>
7	<p>Attendance to co-curricular activities amongst our PP students is historically lower than our non-PP students.</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
A	Reduce the attainment gap between our Pupil Premium and non-Pupil Premium students	Currently our non-PP students are performing well when compared to national average. However, the A8 gap of 12.76 points is an area we need to further improve. We believe that a major factor impacting this attainment gap is the higher rates of persistent absence that exists amongst some of our disadvantaged students.
B	Close the gap between our PP students and National non-disadvantaged students on the 4+ and 5+ in English and Mathematics measure.	Success will be a year-on-year increase in the number of PP students that achieve the 4+ and 5+ measures, with the target to drastically reduce the attainment gap between PP and non-PP students.
C	Ensure the proportion of PP students entering the EBacc (and obtaining the Standard and Strong passes) moves towards the national data for non-disadvantaged students.	Last year 48.1% of our PP students have entered the EBacc suite, showing our high aspirations for all our students. Success for Redhill will be to continue to increase the rate of entry of our PP students onto the EBacc suite of subjects.
D	Increase the uptake of co-curricular activities by PP students. Ensure participation in these events / opportunities is captured.	At Redhill we want all students regularly attending co-curricular clubs, with the aim of ensuring rates of attendance amongst our PP students mirrors that of their non-PP peers.

E	Close the gap in attainment between PP boys and their female peers	The aim is to significantly reduce the attainment gap between PP boys and their female peers. Last year girls had an A8 score of 43.05 compared to 37.46 amongst our boys.
F	Continue to improve the attendance of PP students.	A sustained reduction in the rates of absence amongst all students, but especially amongst our PP students. Last year our PP students had an attendance percentage of 87.07% compared to 93.08% amongst non-PP students.
G	Continue to support the social, emotional and behavioural needs of our PP and more vulnerable learners.	All students that require additional social, emotional and behavioural mentoring and support, will have regular access to it.

## 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: £ 154,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reducing class sizes through recruitment of additional teaching staff</p> <p>Through extra teaching and mentoring capacity in Maths and science (aim to provide the same in English again in future months), we aim to provide many of our disadvantaged students with regular targeted intervention.</p>	<p>The EEF Toolkit strand, Reducing Class Sizes acknowledges that ...</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>And goes onto to say that....</p> <p>reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <p>As Redhill very much focuses CPD around developing teaching and learning practice, the evidence supports the strategy to overstaff in the key core subjects to raise attainment.</p>	<p><b>Desired Outcome:</b> <b>A, B, C, E, F, G</b></p>
<p>Continued Professional Development- The Redhill Lesson</p>	<p>The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, makes continual reference to the importance of quality first teaching.</p> <p>“We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom”.</p>	<p><b>Desired Outcomes: A, B, C, E, F</b></p>

	The CPD at Redhill will therefore focus on developing T&L practice, specifically relating to proven practice related to explicit instruction, modelling, checking for understanding, scaffolding and memorisation and recall.	
ECT programme - Continue to offer a range of ITT opportunities and support those teachers who are new to the profession.	The high-quality ECT programmes allow the Academy to recruit and train the most promising teachers in the region. These staff will work with our PP students and deliver a positive classroom experience.	<b>Desired Outcome: A, B, C, E, F, G</b>
Recruitment and retention of our best staff	<p>Last year, and again this year, there has been a middle leader who was given a one-year secondment to the Senior Leadership Team.</p> <p>Opportunities and rewards such as these allow the Academy to retain our best staff, ensuring the best quality of education, student personal development, student behaviour and attitudes and leadership.</p>	<b>Desired Outcome: A, B, C, E, F, G</b>
Expanding the Senior Team	The senior team has expanded in recent years with the appointment of an additional Assistant Headteacher to lead on PP and the introduction of the SENCO to the SLT team. The appointments were made to ensure we are consistently focused on maximising the educational rigor and outcomes for our most disadvantaged learners.	<b>Desired Outcome: A - G</b>

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

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition focusing	Last year we provided many of our students with small group intervention with a subject specialist. The aim is to support the learning that is taking place with their assigned classroom teacher. In many cases this involved	<b>Desired Outcome:</b>

<p>on Maths and science, and across Sixth Form.</p> <p>Continue to provide additional literacy and numeracy support to students in all year groups</p>	<p>students been removed from lessons to work with a member of staff in a small group, but sometimes the mentor would support the learning of the students in lessons.</p> <p>The vast majority of students this additional mentoring capacity was assigned to were pupil premium students. However, we extended the support to any underperforming student that we feel would benefit from some additional small group mentoring.</p> <p>The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, widely acknowledges that tutoring is one of the most effective tools for supporting rapid pupil progress, and the evidence supports that it's a highly effective means of raising attainment amongst lower attaining and disadvantaged students; the students hardest hit throughout the pandemic.</p>	<p><b>A, B, C, D, E, F, G</b></p>
<p>Reading interventions</p>	<p>We have a graduated reading intervention programme to support our struggling readers.</p> <p>After initial reading assessments, we carry out phonics screening assessments for students with a RA below 7. We then deliver the No Nonsense Phonics programme (DfE validated programme of synthetic phonics) for the students identified whose RA is below 7 and are struggling with decoding. This is delivered by a Phonics trained TA or English teacher.</p> <p>We also deliver the Rapid Plus Reading programme for struggling readers with a RA of 6.6 to 9.6, EAL students and students with SEND. This is delivered in small groups during a reading lesson with an English specialist or a trained TA.</p> <p>For our struggling readers, who have a RA below their calendared age, we offer Reciprocal Reader as an intervention during their reading/English lesson. This will be delivered by a TA, English teacher or one of our Sixth Form Reading Ambassadors.</p>	<p><b>Desired Outcome:</b> <b>A, B, C, D, E, F, G</b></p>

	<p>We have adopted Reciprocal Reader across the whole-school as a strategy to support all of students with their comprehension skills.</p> <p>The EEF toolkit summarises recommendations for improving literacy in secondary school and our reading interventions are planned and developed with these recommendations.</p> <p>All students in year 7 and 8 have an accelerated reader lesson once per week. We also offer accelerated reader to our year 9 students in sets 4 and 5.</p>	
<p>Holiday revision programmes e.g., Easter Revision</p> <p>These will continue to target year 11 Pupil Premium students in all GCSE subjects.</p>	<p>The EEF Teaching and Learning toolkit recognises that although high cost, summer schools, or holiday revision sessions more broadly, have a high level of impact (3+ months) in terms of student progress.</p>	<p><b>Desired Outcome:</b> A, B, C, E, F, G</p>
<p>Providing subsidised and free resources for students to improve attainment.</p>	<p>The EEF's evidence-based focus on setting homework, recognised that many PP students lack a quiet space at home from which to learn, as well as sometimes having less access to suitable resources (i.e., revision materials).</p> <p>Providing our PP students with these resources, and by supporting students to effectively use these resources, will hopefully improve student engagement in purposeful revision.</p>	<p><b>Desired Outcome:</b> A, B, C, E, F, G</p>
<p>Faculty Intervention</p>	<p>These strategies are effective at identifying underperformance and providing timely support.</p>	<p><b>Desired Outcome:</b></p>

<p>Meetingsa / RIP / Targeted Intervention</p>	<p>Faculty Intervention meetings and our weekly SLT Rapid Improvement Plan meetings (RIP meetings) are data driven (data derived from assessments) and designed to target those that are underperforming in specific subjects.</p> <p>The EEF evidence supports this smaller group and data targeted approach has been good practice to enable all students to make good progress.</p> <p>The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>These interventions should be targeted at specific pupils using information gathered from assessments.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	<p><b>A, B, C, E, F, H, G</b></p>
<p>SISRA Analytics</p>	<p>Sisra is a data analysis tool used by SLT and teachers, enabling staff to drill into the data of a class, or entire cohorts, to identify areas requiring intervention.</p> <p>At Redhill we continually use data to inform our student intervention, including targeted intervention strategies outlined above.</p>	<p><b>Desired Outcome: A, B, C, E, F, G</b></p>
<p>Class Charts</p>	<p>We have recently introduced the use of ClassCharts into our daily practice to ensure we are better able to track and monitor behaviour and also share homework with parents and students.</p> <p>In terms behaviour, Redhill prides itself on maintaining high standards in the way students conduct themselves. At Redhill we aim to develop strong relationships with students and parents, to ensure we understand all our learners. We also teach our learners the correct behaviours and have strong systems to manage misbehaviours.</p> <p>To enable our staff to report instances of poor behaviour in lessons, or elsewhere on the school premises, we use an IT programme called ClassCharts. The programme enables us to quickly identify and respond to poor behaviour in an effective manner. In addition, the programme allows us to monitor and track student behaviour, which enables us to act decisively and implement our escalatory sanctioning system.</p>	<p><b>Desired Outcome: A, B, C, E, F, G</b></p>

	<p>The guidance report published by the EEF “Improving Behaviour in Schools” discusses the need for schools to have a consistent approach to promoting positive behaviours amongst young people, and it identifies the importance of an effective use of consequences and monitoring of data, amongst the most important factors to promoting positive behaviour.</p> <p>Like Redhill, where we used the Tom Bennett model of promoting positive behaviour, the EEF article states that: -</p> <p><i>“It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it. This includes staff training, effective use of consequences, data monitoring, staff and student surveys and maintaining standards.”</i></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1694686210">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1694686210</a></p> <p>In addition to reporting, tracking and monitoring behaviour, Class Charts is also our method of informing students and parents about homework.</p> <p>The EEF teaching and learning toolkit explains that when homework is effectively planned and linked to the learning in the classroom, that it can have a significant impact on student progress (5+ months).</p> <p>At Redhill Academy we strongly agree that homework is an essential component of our students learning and development. We therefore utilise Class Charts to provide clear guidance and clarify the expectations of homework, as well as allowing all students and parents to keep an accurate log of homework and deadlines.</p>	
Supporting Year 9 students with the Pathways process	At Redhill we thoroughly believe that students require support when selecting their pathways. This year all year 9 students will meet with a senior leader to discuss their pathways. They will also be given the opportunity to meet with the career’s advisor.	<b>Desired Outcome:</b> <b>A, B, D, E, G</b>

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

Budgeted cost: £ 135,285

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Restructuring of the House Team</p> <p>Appointment of 5 House Support Assistants</p>	<p>We have increased capacity amongst our pastoral teams so we now have 6 Heads of House, 6 Assistant Heads of House and 3 House Support Assistants. This additional capacity has enabled more support for PP students.</p> <p>Throughout the research relating to the impact of COVID on young people and barriers is presented for disadvantaged learners, the impact on academic progress is significant. The research equally refers to the impact on the social and emotional development of our young people who are disadvantaged.</p> <p>The House Team restructure has provided additional provision to Heads of House, so they are better able to support the social and emotional well-being of our students, as well as monitor and target attendance.</p>	<p><b>Desired Outcome s: H, G</b></p>
<p>Student Support Centre interventions.</p>	<p><b>Mentoring and check in's</b> – “Mentoring” and “check-ins” is a fluid interaction that reacts and is tailored to the individual needs of some of our more vulnerable learners. Often this will take the form of one to one a behavioural mentor support.</p> <p>Since the pandemic we introduced check-in's to ensure we could support as many students as possible for a wide range of reasons including, bereavement, anxiety, behaviour, academic support or issues outside of school.</p> <p>Intervention groups - Our SSC run intervention groups covering the following topics:</p> <ul style="list-style-type: none"> <li>• <b>Life at Redhill (Transition)</b></li> <li>• <b>Behaviour Intervention group</b></li> <li>• <b>Controlling emotions</b></li> <li>• <b>Careers support</b></li> <li>• <b>Resilience</b></li> <li>• <b>Well-being</b></li> </ul>	<p><b>Desired Outcome : A - G</b></p>

Our SSC run Intervention groups run for roughly 4 to 6 weeks and support students with a range of SEMH needs. They are led by an experienced team of behaviour mentors.

Since the pandemic, and the resulting increase in students experiencing difficulties with their mental health, we have introduced additional well-being support. In addition, we have also introduced transition groups to provide additional transition to new year 7's. The other listed strategies are also new and were introduced post pandemic due to the change in some student's behaviours. The additional support has enabled us to better meet the increased, and more varied needs of our more vulnerable students.

**Intensive behaviour support** – Our SSC team work especially hard to build strong bonds with our more vulnerable learners so they can better understand and support them. The team aim to offer intensive behaviour support which focuses on prevention strategies. This includes educating our learners on how best to respond in situations they ordinarily find challenging. This involves controlling emotions and increasing student aspirations to support the students and help them to develop life skills. Staff within the Student Support Centre enforce these strategies when supporting in-class with students. The staff are timetabled to support in lessons with these learners as well as regularly looking at hotspot lessons to reinforce strategies to those students.

School counsellor – As a school we also employ an external school counsellor who provides expert therapy for students for a range of SEMH needs. Since the pandemic we have increased this capacity by increasing the number of days that this counselling support can be offered, reducing our reliance on external services.

Nottingham Forest Premier League Inspires Programme – As a school we have partnered with Nottingham Forest FC to secure the services of a Premier League Inspires Mentor for the entirety of the 2024/25 academic year, and we continue to offer this programme in the current academic year. The mentor comes into school one day a week and completes targets intervention sessions with referred students. These interventions include mentoring, resilience work, challenging perceptions, respect, and decision making. The sessions are

	<p>delivered to specific students to support with behaviours being displayed within school to prevent escalations occurring.</p> <p>The EEF recognises the importance of social and emotional learning alongside developing students' academic and cognitive learning skills. The EEF also recognises that interventions focused on developing social and emotional learning are especially effective when working with more disadvantaged learners, the number of whom have increased since the pandemic. The following extract taken from the EEF toolkit related to Social and Emotional Learning Strategies, particularly supports the work of our Student Support Centre.</p> <p><i>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term</a></p>	
<p>Rewards and Incentives</p>	<p>At Redhill we recognise the importance of rewarding students that regularly demonstrate the correct behaviours and attitudes. We therefore regularly celebrate the achievements of our students through a broad range of incentives (Award/celebration events, house points, vouchers, queue jumps, certificates, etc.).</p> <p>We've also introduced a new attendance incentive where students who regularly attend school are placed into a prize draw. The initial student voice on the new incentive scheme has been very positive.</p> <p>The book by Tom Bennett, Running the Room, largely focused on routines, rules, conformity and relationships. Throughout, Tom Bennett continually explained that routines and behaviours should be developed alongside strong behaviour and reward/incentives systems.</p>	<p><b>Desired Outcome : A - G</b></p>

Homework Club	<p>Homework club is available after school and students are recommended to attend if homework is becoming an issue.</p> <p>The EEF Teaching and Learning toolkit relating to the impact of homework on educational progress recognises and suggests that “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).”</p> <p>The Redhill Academy homework club is set-up to support disadvantaged students, but more broadly any students that would benefit from this provision.</p>	<b>Desired Outcomes: A, B, C, E, F</b>
Transport and Uniform Support	<p>At Redhill Academy, we very much used the Tom Bennett model to re-establish routines and improve behaviour. We believe that uniform plays a pivotal role in establishing a strong foundation to develop these strong behavioural norms and routines. We therefore aim to support families with uniform. Where students come to school with missing items of uniform, we provide students with these items. Invariably, some uniform is not returned so we continually replace our clothing and footwear stocks so we can offer all students (regardless of size) any item of clothing they arrive to school without.</p> <p>Where appropriate, we will also provide financial support to ensure that our more vulnerable students attend school on time (funding transport), and that they have the resources to fully engage in their lessons.</p>	<b>Desired Outcome : A, B, E, G</b>
Mentoring Programme	<p>Academic mentoring with all Year 11 students will continue. This a scheme whereby all year 11 students are assigned to a member of staff to meet with weekly so that they can be supported throughout their final year.</p> <p>The EEF, A Tiered Approach to 2021 widely acknowledges that tutoring is one of the most effective tools for supporting rapid pupil progress, and the evidence supports that it’s a highly effective means of raising attainment amongst lower attaining and disadvantaged students; the students hardest hit throughout the pandemic.</p>	<b>Desired Outcome: A, B, C, E, F, I</b>
Music Lessons	<p>All PP students are given the opportunity to take free music lessons.</p> <p>The literature warns of the need to maintain a broad and balanced curriculum, especially for those students classified as disadvantaged.</p> <p><i>“As we fully know, the pupils hit the hardest by a narrowed curriculum will be our disadvantaged pupils. They may not</i></p>	<b>Desired Outcomes : G</b>

	<p><i>have the same access to the range of experiences or resources that allow this learning outside of school - and they need it if we are to really ever address the attainment gap.”</i></p> <p><a href="https://www.hertsforlearning.co.uk/blog/post-covid-recovery-getting-pupils-back-track">https://www.hertsforlearning.co.uk/blog/post-covid-recovery-getting-pupils-back-track</a></p> <p>Ensuring all students have the opportunity to access free music lessons will enable all students to engage and develop in these enriching opportunities.</p>	
Full time Attendance Officers	<p>It is widely acknowledged that the pandemic has increased attendance inequalities in schools, and we have experienced a disparity in the rates of attendance of our PP students when compared to their non-PP counterparts.</p> <p>By employing two attendance officers, we will better be able to monitor the attendance of PP students and put in place strategies to reduce absence / persistent absence for this group.</p>	<b>Desired Outcome : A - J</b>
CPOMS	<p>According to OFSTED, the number of child protection referrals dramatically reduced during the first lockdown. Although it has since increased, Spielman said this has not yet returned to previous levels. This has raised fears that abuse could be going undetected.</p> <p><a href="https://www.theguardian.com/society/2020/dec/01/pandemic-has-left-legacy-of-child-abuse-and-neglect-ofsted-warns">https://www.theguardian.com/society/2020/dec/01/pandemic-has-left-legacy-of-child-abuse-and-neglect-ofsted-warns</a></p> <p>Using CPOMS enables us to monitor the welfare and safeguarding concerns, so we can record the instances properly and act swiftly to keep students safe.</p>	<b>Desired Outcome : G</b>
Alternative Provision	<p>A small number of our students will continue to attend Alternative Provision. These students are expected to make strong progress in the subjects they study.</p>	<b>Desired Outcome: A, B,C, E , F,</b>
Careers Advisor	<p>The EEF article ‘investigating ways to improve careers education for disadvantaged pupils’ suggests that “There is a risk that a lack of good quality careers education will disproportionately impact students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures.”</p> <p>Employing an experienced careers advisor will enable Redhill to provide timely careers advice to all students from financially disadvantaged backgrounds.</p>	<b>Desired Outcome: A, B ,C, E , F,</b>

Co – Curricular Provision	<p>Similar to our commitment to ensure all our disadvantaged students have access to free music lessons, we also feel strongly that all students, regardless of background, should have access to a broad range of enriching activities.</p> <p>The Redhill Academy will continue to offer a diverse co-curricular program (our 2023 – 24 programs currently have over 80 clubs that Redhill students can access).</p> <p>PP students will be actively encouraged to access these, and their attendance will be monitored. Participation in the DofE programme will remain free for this group.</p>	<b>Desired Outcome : F</b>
Trips and Visits	<p>The Redhill Academy have committed to support funding of PP students with trips, so we can encourage more students to attend. Where trips are directly linked to the curriculum (e.g., the geography field trip, drama trip to Nottingham Playhouse), the Academy have decided to heavily subsidise trips for PP students, as we believe it's vital to support the student's personal development.</p>	<b>Desired Outcome : A, B, C, D, E and F</b>

**Total budgeted cost: £ 354,785**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. The figures are based on 2025 GCSE Examination results.

#### Contextual overview

Despite the vast range of evidence-based strategies used to close the gap in attainment between our PP and non-PP students, disparity in attainment remains. When looking at the national data, our struggle mirrors the national picture.

Our commitment however is to ensure all students, regardless of context, make excellent progress, and we have implemented new systems and interventions to further support this key whole school priority.

Our historical data suggests that students who attend Redhill Academy more than 95% of the academic year (whether PP or non-PP) make good progress. This is evidenced when we look at the headline data from 2023 compared by rates of attendance, where PP students who attended school more than 95% of the time achieved a P8 score of -0.01 (broadly in line with the average rates of attainment for all students nationally). When you drill down further, the PP students whose attendance was above 90% achieved a P8 score of 0.00 (in line with average attainment nationally) and those above 80% achieved a P8 score of -0.06 (Only marginally lower than the average student nationally). This data supports our belief that students who regularly attend Redhill Academy school, whether PP or non-PP, make good progress.

We are however not satisfied with this, and we are striving to ensure that all our students make good levels progress. We have therefore increasingly focused our attention to improving rates of attendance by ensuring a systematic and coordinated approach. The increased focus ensures that any student with a lower-than-expected level of attendance (below 95%) has an assigned member of staff who is responsible for monitoring their attendance, setting attendance targets, and communicating with parents to challenge poor attendance.

<p><b>Reduce the attainment gap between our Pupil Premium and non-Pupil Premium students</b></p>	<p>The average attainment of our Pupil Premium (PP) students remains lower than that of our non-PP students. In 2025, non-Pupil Premium students achieved an Attainment 8 (A8) score of 53.43, which is above the national average. In comparison, our Pupil Premium students attained an A8 score of 40.67. However, this is still higher than the national average for Pupil Premium students, which was 34.9.</p> <p>Although our PP students outperform their peers nationally, we recognise the need to continue working hard to innovate, provide targeted support, and raise the aspirations of our most disadvantaged learners. Our data shows that the attainment of our PP cohort was significantly impacted by a small group of persistent poor attenders.</p> <p>One of our key priorities this year will therefore focus on improving attendance rates for all students, with a particular emphasis on our most disadvantaged learners.</p>
<p><b>Close the gap between our PP students and National non-disadvantaged students on the 4+ and 5+ in English and Mathematics measure.</b></p>	<p>There remains a gap between the attainment of Pupil Premium (PP) and non-PP students. For the <b>5+ measure</b>, 53.5% of non-PP students achieved this benchmark compared to 27.8% of PP students. A similar gap exists for the <b>4+ measure</b>, with 75.4% of non-PP students achieving it compared to 50% of PP students.</p> <p>However, our PP students have shown improvement compared to 2024. Last year, 27% of PP students achieved the 5+ measure, and 43% achieved the 4+ measure. This year, both measures have improved—particularly the 4+ measure—demonstrating positive progress</p>
<p><b>Ensure the proportion of PP students entering the EBacc moves towards the national data for non-disadvantaged students.</b></p>	<p>In the summer of 2022, 20% of our Pupil Premium (PP) students entered the EBacc suite of subjects. This increased to 32% in 2023, then to 39% in 2024, and further to 48.1% in 2025. The local authority and national average for all pupils is 40%, meaning our PP entry rates are now broadly in line with these benchmarks.</p>

	<p>This demonstrates our strong ambition and commitment to providing a challenging and aspirational curriculum for our disadvantaged learners.</p>
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<p><b>Increase the uptake of co-curricular activities by PP students. Ensure participation in these events / opportunities is captured.</b></p>	<p>According to the data that has been collated throughout this year, 20% of those attending co-curricular are PP students. This is relative to the percentage of PP students here at Redhill Academy.</p>
<p><b>Close the gap in attainment between PP boys and their female peers</b></p>	<p>The national picture shows a gap in attainment between boys and girls, with the disparity being even greater among Pupil Premium (PP) students. Our data reflects this trend. At Redhill, PP girls achieved an Attainment 8 (A8) score of <b>43.05</b>, whereas PP boys achieved <b>37.46</b>. This highlights the need to focus more closely on supporting our disadvantaged boys.</p> <p>However, it is important to note that our PP students overall continue to outperform PP students nationally, where the average A8 score is <b>34.9</b>.</p>
<p><b>Continue to improve the attendance of PP students.</b></p>	<p>Rates of attendance among Pupil Premium (PP) students remain lower than those of their non-PP peers. At the end of the 2024–25 academic year, non-PP students had an attendance rate of <b>93.08%</b>, compared to <b>87.07%</b> for PP students. This disparity reflects a national trend.</p> <p>While we are not satisfied with these attendance rates—particularly for PP students—we are encouraged by the progress made. Attendance among PP learners improved by more than <b>3.5%</b> compared to the previous year, which represents a positive step forward.</p>

## Externally provided programmes.

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

<b>Programme</b>	<b>Provider</b>
SISRA Analytics	Use of SISRA to identify underperformance and direct targeted interventions.
Class Charts	The system enables us to better track and record behaviour (positive and negative). The system is also used as a means of communicating with parents. All students and their parents have access to a Class Charts app so they can observe some behavioural updates and details of relating to homework.
Ed Class and Ed Lounge	Software packages the Academy uses when students are unable to attend for prolonged periods of time.
CPOMS	An online system which allows the Academy to accurately record welfare and safeguarding concerns and actions.