

Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	Red Lane Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	67% 267 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Lisa Whittaker
Pupil premium lead	Rhian Driver
Governor / Trustee lead	Margaret Tuckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£390,556
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£390,556

Part A: Pupil premium strategy plan

Statement of intent

Children at Red Lane Primary (disadvantaged or not) will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. We are committed to ensuring that all pupils, regardless of their background, achieve well.

Our primary objectives for using Pupil Premium funding are:

- **Improving Academic Achievement:** To raise the attainment levels of disadvantaged pupils in all areas
- **Enhancing Learning Opportunities:** To provide additional resources, experiences, and support that enrich the learning environment and engage pupils.
- **Supporting Well-being and Attendance:** To address any barriers to learning, including social, emotional, and mental health needs, and to improve attendance rates.
- **Encouraging Parental and Community Involvement:** To foster strong partnerships with families and the local community to support pupil learning and development.

We acknowledge the direct link between our Pupil Premium children and those with SEND needs. 42% of children who are pupil premium are also SEND and all teachers work very closely with SEND Coordinator and families to ensure a holistic approach to meeting children's needs.

Challenges

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

Challenge number	Detail of challenge
1	Low and delayed speech, language and communication skills Younger pupils enter with limited use of spoken language, vocabulary and unclear diction. Listening and attention skills are underdeveloped.
2	Delayed and poor social and emotional skills Pupils have low self-esteem, resilience, self-regulation and understanding of social norms. This results in difficulty forming positive relationships, managing emotions and resolving conflict.
3	Limited/narrow life experiences Pupils have had few life experiences and exposure to the world outside the immediate local area. This affects their language development and can restrict their understanding of the world, social skills, and curiosity. This lack of exposure can hinder their ability to engage in diverse activities, grasp new concepts, and relate to peers, impacting their overall learning and growth.
4	Limited and lack of readiness to learn Pupils can be tired, lack organisation, be hungry and are unsure of boundaries. Low attendance and punctuality. Some parents can have low aspirations for their children and a low value of education due to their own negative experiences in education. Some parents are unsure of how best to support their children with learning as education has moved on since they went to school. Low parental engagement.
5	Exposure to high numbers of Adverse Childhood experiences and trauma

	Pupils experience trauma and adverse experiences. These often don't meet the threshold for social care involvement but can result in, emotional distress, high levels of aggression and difficulties with impulse control, difficulties with concentration and difficulties maintaining positive relationships and social interaction and communication.
6	Unidentified developmental delays Some pupils begin Nursery and school with unidentified developmental delays from outside agencies and some parents' lack of awareness of what to expect when.

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
In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD) with a focus on Communication and Language, Personal, Social and Emotional Development and Literacy.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth standard in reading, writing, SPAG and mathematics	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees.	Attendance gap closed with in school non-pupil premium pupils and national non-pupil premium. Number of persistent absentees reduces.
To close the gap in pupils social and emotional development.	To enable all pupils to be at right time development socially and emotionally.
To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.	All SEND pupils make at least expected progress by the end of the year.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions where needed to support them making progress. All pupils make progress on the Thrive assessments.

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: £156,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase teacher to child ratio in Year 6 in order to support the needs of pupils both academically and socially.	EEF toolkit indicates that reducing class size +3 months impact on learning	1, 2, 4 & 6
Provide cover for staff to undertake NPQ.	EEF Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.	2,3,4,5,
Thrive assessment for all pupils in order to identify relevant objectives for whole class action plan supporting the teaching of PSHCE.	EEF indicates that social and emotional interventions can impact +4 months on pupils learning.	2 & 6
Read, Write Inc training and workshops for staff.	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Read Write Inc development for all EYFS, KS1 and for some Y3 pupils.	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Use of LBQ to motivate and support pupils learning.	EEF indicates that digital technology can impact on pupils learning by +4 months.	1
Professional development for all staff to ensure quality first teaching. ECM-Schoot	EEF identifies good evidence for improving teaching quality through CPD	1, 2, 3, 4, 5 & 6
Reading plus used to develop reading fluency, vocabulary and comprehension through a	EEF indicates moderate impact for digital technology (+4 months).	1,4,6

personalised programme of development.		
Package of SEND training from outreach experts for all staff	Research from the Education Endowment Foundation (EEF) shows that high-quality professional development (PD) is one of the most effective ways to improve teaching quality and boost pupil outcome	1,2,4,5,6
Package of Positive Regard training to support pupil behaviour	Research from the Education Endowment Foundation (EEF) shows that high-quality professional development (PD) is one of the most effective ways to improve teaching quality and boost pupil outcome	2 & 5
Speech and language screen and interventions in place for all pupils using wellComm toolkits.	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months) Pupils provided with immediate access to Speech and Language Therapy.	1 & 6
All year 3 pupils learn to play a musical instrument by a specialist teacher.	EEF indicates that arts participation impacts on pupils learning by +2 months.	3
Enrichment-Small group activities that enrich pupils' life experiences, interests and motivation.	Pupils can have limited spoken language and vocabulary so enriching activities and opportunities can provide enhance pupil vocabulary. EEF indicates that arts participation impacts on pupils learning by +2 months. Social and emotional interventions by +4 months and sports participation by +2 months.	2, 3 & 4
Variety of Digital Technology used to enhance learning across the curriculum. Activities to support home learning -Spag.com -Phonics Play -Spelling Shed -My Maths -TT Rockstars	EEF indicates moderate impact for digital technology (+4 months). Technology supports learning within the classroom (LBQ) The purchased software provides opportunities to continue learning at home and to provide further opportunities for parents and carers to become involved in children's learning.	4
To provide motivational workshops and support to	Additional experiences can enrich the motivation of pupils learning in their social and emotional development.	2

reinforce social and emotional learning		
Bright Leaders – learner to leader in Y4&5 to develop social skills and personal leadership	EEF indicates that social and emotional interventions can impact +4 months on pupils learning.	
Provision of dance club to widen experiences for pupils and develop talents	Additional experiences can enrich the motivation of pupils learning in their social and emotional development.	3

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

Budgeted cost: £109,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing 1:1 and small group support for pupils identified with specific delayed social and emotional developmental needs.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2, 5 & 6
Providing reading/ phonic Interventions for identified pupils throughout school.	EEF indicates that early literacy approaches can impact on pupils learning by +4 months.	1
Behaviour Support Service to support identified pupils, families and school in managing and improving behaviour.	EEF indicates moderate impact for behaviour interventions (+3 months)	2 & 4
Provision of specialist behaviour worker to deliver intervention and parental workshops.	EEF indicates moderate impact for behaviour interventions (+3 months) Specialist services to support pupils and their families. Pupils receive timely diagnose.	2,4,5,& 6
Educational Psychologist to support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils	Specialist services to support SEND pupils and their families.	1, 2 & 6
A Speech therapist is employed for 1 day per	EEF indicates moderate impact for oral language interventions (+5 months) and high	1 & 6

week to provide specialised targeted support for identified pupils.	impact for communication and language approaches in the Early Years (+6 months) Pupils provided with immediate access to Speech and Language Therapy.	
1.5 SENCO to ensure swift identification and provision for SEND pupils	School achieve timely diagnoses and support for pupils. Dedicated SEND service to support pupils/teachers and families.	1, 2, 3, 4, 5 & 6
Woodbridge Outreach	Specialist services to support SEND pupils and their families.	1, 2 & 6
Listening service	Specialist service to provide talking support for pupils with trauma and need	2 & 5

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

Budgeted cost: £127,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing social and emotional support and intervention programmes in the Hub for all KS2 pupils.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2 & 6
Creating a Hub-a quiet and safe place that allows pupils to calm down, have interventions and allows for small group interventions. Providing social and emotional support and intervention programmes in the Hub for all KS1 pupils.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2 & 4
To provide a bespoke programme for Y4 & Y6 pupils to engage in learner to leader by Bright Leaders.	Additional experiences can enrich the motivation of pupils learning in their social and emotional development.	2&3
Programme of live music and arts events – Alfa to provide live music and performance experiences	EEF indicates that arts participation impacts on pupils learning by +2 months.	3
To provide parent workshops to enable	Parents are sometimes unsure of how to best support their children with school work	4

parents to know more on how to best support their children with their learning.	and activities. Supporting parents could allow pupils to consolidate learning and practice new skills.	
To provide breakfast for all pupils in order to increase pupil concentration and learning capacity.	Children require a healthy breakfast to begin the school day effectively.	4
Subsidising of school trips.	Additional experiences can enrich the cultural capital for pupils, extending their vocabulary and enabling increased learning connections and motivation.	3 & 4
Under 3s and Preschool for pupils of families with qualifying benefits.	EEF indicates high impact for an earlier starting age (+6 months)	1, 2, 3, 4, 5 & 6
Provision of specialist behaviour worker to make assessments and referrals and deliver parent support.	EEF indicates moderate impact for behaviour interventions (+3 months) Specialist services to support pupils and their families. Pupils receive timely diagnose.	2,4,5,& 6
An attendance officer to increase attendance and punctuality	School has a higher rate of pupils/families with persistent attendance issues and punctuality issues.	4

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 2025 to 2026 academic year.

Intended outcome	Evaluation of intended Outcome
In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD) with a focus on Communication and Language, Personal, Social and Emotional Development and Literacy.	Good Level of Development (GLD) - School: 53% Bolton: 68% National: 72% - Not disadvantaged: 56% Disadvantaged: 52% - FSM eligible: 52% - Disadvantaged gap: 4pts (school) vs 20pts (Bolton) vs 21pts (National) — notably narrower than peers Communication & Language - Not disadvantaged: 67% Disadvantaged: 61% Personal, Social & Emotional Development (PSE) - Not disadvantaged: 70% Disadvantaged: 65% Physical Development - Not disadvantaged: 70% Disadvantaged: 58% FSM eligible: 58% Literacy - Not disadvantaged: 56% Disadvantaged: 55% FSM eligible: 55% Maths - Not disadvantaged: 56% Disadvantaged: 52% FSM eligible: 52%
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check	Phonics Screening Check – 2026 Year 1 (cohort: 57) - School: 65% Bolton: ~80% National: 81% - Not disadvantaged: 61% Disadvantaged: 67% - Disadvantaged gap: -6pts (school) — disadvantaged pupils outperformed their peers this year, contrasting with Bolton (+14pts) End of Key Stage 1 (cumulative, including Year 2 retakes) - School: 84% Bolton: 84% National: 81% - Not disadvantaged: 77% Disadvantaged: 87%

	Disadvantaged gap: -10pts — again disadvantaged pupils outperformed non-disadvantaged peers
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth standard in reading, writing, SPAG and mathematics	- Reading: School -11pts (disadvantaged pupils ahead) vs Bolton +21pts vs National +22pts (wide reversal of the national/Bolton pattern) - Writing: School -8pts (disadvantaged ahead) vs Bolton +19pts vs National +19pts - Maths: School +14pts vs Bolton +17pts vs National +20pts - RWM combined: School -11pts (disadvantaged pupils outperforming non-disadvantaged) vs Bolton +19pts vs National +22pts Headline takeaway: At KS2, Red Lane's disadvantaged pupils are performing in line with or above their non-disadvantaged peers in reading, writing, and RWM combined — a markedly different (and positive) pattern compared with Bolton and national trends, where disadvantaged pupils typically trail by ~19–22 points. Maths shows a more typical (though slightly smaller than Bolton/national) disadvantaged gap.
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees.	Disadvantaged – 91.5% Non-disadvantaged – 94.6% Systematic procedures for tackling attendance with a tiered system of intervention. This includes personalised plans for all persistent absentees. Ofsted fully scrutinised all efforts and deemed the school goes above what can be reasonable expected but supports the school in challenging parents stringently.
To close the gap in pupils social and emotional development.	The Hub/Hive remain instrumental in supporting pupils' additional needs alongside the class based Thrive provision. Specialist workers support families and pupils with intervention as well as assessment of need. 100% of pupils in AP are disadvantaged. They have reintegrated into mainstream classroom.
To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.	All class teachers and TAs are aware of pupil needs and each child has an intervention or work pack to support their learning with regard to their area of need. Close working with external agencies has ensured provision is matched to need and adapted as necessary. The school continue to refer for assessment and diagnosis as swiftly as possible within the constraints of service availability.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	The Hub and Hive remain instrumental in supporting pupils' additional needs alongside the class based Thrive provision. Provision such as soft starts to the day and also parental support through family Thrive ensures pupils receive consistent care and boundaries between home and school. School continues to provide breakfast for pupils in order to address basic physical need before addressing social and emotional need and learning.

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

Programme	Provider
TT Rock Stars	Maths Circle
LBQ Subscription	LBQ
Read Write Inc	Oxford
Reading Plus	Reading solutions
White Rose Maths	White Rose
Wellcomm	GL assessment
Mastering Number	NCETM

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We use the Service Pupil Premium Grant funding to ensure our service children receive the highest quality of education to enable them to become active, socially responsible citizens of the future. Our intention is that all children, irrespective of their background or the challenges they face make good progress and achieve high attainment across all subject areas. The focus of our strategy is to support service family children to achieve that goal. Children from military backgrounds, often require additional support during particularly challenging times. At Red Lane Primary School it is our aim to ensure they have access to a wide range of resources and interventions to support them in reaching their full potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. The school supports 1 pupil with funding. In the last year funding was used heavily subsidise a residential visit to London. In addition, the pupil received 1:1 tuition from a TA to support learning
The impact of that spending on service pupil premium eligible pupils
The pupil accessed the residential trip and made expected progress in all areas of the curriculum.