



**The Redeemer**  
Church of England  
Primary School

## **Pupil Premium Annual Review 2024 – 2025**

**Completed September 2025**

### **Overview**

During the 2024–2025 academic year, The Redeemer Church of England Primary School continued to implement a broad and evidence-based approach to supporting disadvantaged pupils. Our strategy focused on removing barriers to learning, developing staff expertise, and enhancing the educational and personal experiences of all pupils in receipt of Pupil Premium Grant (PPG) funding.

### **1. High-Quality Teaching & Curriculum Development**

#### **Curriculum Specialists and Subject Leadership**

Curriculum specialists and subject leaders were allocated dedicated time to monitor, track, and develop their subject areas. This allowed for:

- SLT meeting and supporting Curriculum Leaders.
- Curriculum Leaders sharing expertise with other schools
- Regular reviews of Curriculum Overviews and where needed adjustments to planning and teaching sequences to improve engagement and depth of

#### **Professional Development and Evidence-Based Teaching Strategies**

Targeted professional development was provided to teachers and support staff, with a focus on embedding evidence-based approaches to teaching and learning. This included:

- **Whole-School WalkThrus Programme:** Twice every half term, a joint staff meeting is held with both Teachers and Teaching Assistants. These sessions are timetabled using twilight hours taken from an INSET Day, enabling a consistent and ongoing focus on whole-school *WalkThrus* strategies. This has been hugely successful in

ensuring consistency of practice, improving classroom delivery, and aligning teaching approaches across phases.

- **Training in Phonics:** All classroom-based staff received training in the teaching of phonics to ensure consistency and excellence in early reading.
- **CPD for Teaching Assistants:** Additional professional development was provided to enhance their skills and knowledge, enabling them to effectively support teachers in reducing learning gaps and ensuring high-quality classroom provision for all pupils.

## 2. Targeted Academic Support

### Intervention Lead Appointment

The appointment of a dedicated Intervention Lead provided structured and consistent support across school. Working closely with class teachers and the assessment team, the lead delivered bespoke interventions focused on:

- Reading fluency and comprehension.
- Maths Reasoning and Arithmetic Support
- Support for pupils taking statutory assessments
- Test techniques

### School-Led Tutoring

- **47 Pupil Premium pupils (59%)** accessed school-led tutoring in 2025.
- Sessions focused on phonics, reading fluency, and key mathematical skills.
- External data has shown that school led tutoring has had a positive impact.

### Morning Groups

- Small-group sessions ran twice weekly (8:30–9:00 a.m.) in Reading and Maths. (Autumn & Spring)
- **55% of PPG pupils** participated in these early-morning interventions.
- Sessions provided pre-teaching opportunities to improve confidence and provide key knowledge prior to the session.

## 3. Wider Opportunities & Personal Development

### Attendance Interventions

The Attendance Intervention Team has continued to work closely with our most vulnerable and disadvantaged families to address barriers to attendance and punctuality. Over the course of the year, the team has worked intensively with **seven families**, focusing on building positive relationships, providing transport support, and ensuring that pupils are consistently in school and ready to learn.

This proactive approach has contributed to an **overall school attendance rate of 96.7%**, reflecting strong whole-school engagement and the impact of targeted support.

Currently, **40 pupils are identified as persistently absent**, some of these belong to the seven families receiving ongoing support from the Attendance Team and others are receiving check in's from the Attendance Team. In addition, **one pupil is classed as severely absent** and continues to receive focused intervention and pastoral assistance to improve their attendance and engagement.

### **Family Liaison & Well-Being Support**

The **Family Liaison Worker** strengthened the bridge between home and school by:

- Offering targeted emotional and behavioural support to pupils. Including Lunch Time ELSA Groups.
- Coordinating referrals to external agencies and well-being partners.
- Supporting parental engagement through workshops and one-to-one sessions.

### **Breakfast Club**

- **53% of PPG pupils** attended the subsidised Breakfast Club regularly.
- The club provided a nutritious start to the day alongside one-to-one reading opportunities.
- Pupils attending Breakfast Club demonstrated improved readiness for learning and punctuality.

### **Sports & Societies**

- **96% of PPG pupils** participated in extracurricular activities through *The Redeemer Sports & Societies* programme.
- Priority access and reserved spaces ensured all pupils could benefit from sports, arts, and leadership opportunities.
- Engagement in clubs contributed to improved social confidence, teamwork, and aspirations.

### **Keyboard Lessons (KS1)**

- All **17 KS1 PPG pupils (100%)** accessed free keyboard tuition.
- Lessons developed musical skills, confidence, and performance opportunities.

### **Trips and Wider Experiences**

Some PPG pupils were supported to attend educational visits\*, enrichment days, and community events. These experiences helped strengthen cultural capital, align learning to real-world contexts, and enhance engagement with the curriculum.

\*This is provided where parents/carers request additional support.

## **4. Strengthening Home–School Partnership**

We continued to prioritise positive relationships with parents and carers by:

- Providing learning workshops, Open Afternoons and regular updates on pupil progress through Parents Evening x2/Reports x1
- Offering guidance on supporting learning at home.
- Maintaining open lines of communication through Class Dojo, parent meetings, and pastoral support channels.