



Pupil Premium

The Redeemer CEP Pupil Premium Strategy 2023 – 2026

Three-Year Strategy Cycle

Schools are expected to create a three-year strategy.

This means schools:

- Identify key barriers to learning
- Plan longer-term approaches and interventions
- Set measurable outcomes
- Review impact annually

Although the strategy covers three years, schools must:

- Review and update it every year
- Publish the updated statement on the school website annually

Pupil Premium Strategy Review 2023–2025

Successes to Carry Forward into the New Pupil Premium Strategy

Over the last three years, The Redeemer has continued to develop a strong and increasingly effective approach to supporting disadvantaged pupils. Through a combination of high-quality teaching, targeted interventions, pastoral support and wider opportunities, we have worked to ensure that pupils in receipt of Pupil Premium are supported both academically and personally. Below is a review of the most successful aspects from the Pupil Premium Three Year Strategy that will be carried forward into the new cycle for 2026 – 2029.

1. High Quality Teaching & Professional Development

Successes

- Curriculum Leaders allocated dedicated monitoring and development time.
- Strong collaboration between SLT and Curriculum Leaders.
- Whole-school CPD carefully planned and sequenced.
- WalkThRus programme embedded across school.
- Joint Teacher and Teaching Assistant CPD sessions introduced.
- Increased consistency in teaching approaches across phases.
- Staff developed greater curriculum knowledge and understanding of progression.
- Evidence-informed practice embedded through EEF guidance and external support.
- Curriculum Leaders increasingly sharing expertise with other schools.
- Improved staff confidence and classroom practice.

2. Teaching Assistant Development

Successes

- Regular Teaching Assistant CPD delivered throughout the year.
- Training led by English, Maths and Phonics Leads.



- Joint Teacher and TA training strengthened consistency.
- Improved deployment of support staff across school.
- Increased confidence and subject knowledge amongst Teaching Assistants.
- Improved quality of classroom support and intervention delivery.
- Better alignment between classroom teaching and intervention support.

3. Targeted Intervention & Academic Support

Successes

- Appointment of a dedicated Intervention Lead.
- Interventions closely linked to formative and summative assessment.
- Morning intervention groups established to support pre-teaching and catch-up.
- Increased participation in tutoring and intervention sessions.
- Targeted support provided for: Reading fluency, Comprehension, Arithmetic, Mathematical reasoning, Phonics and Test preparation.
- Interventions became more structured and responsive to need.

4. Phonics & Early Reading

Successes

- Whole-school phonics training for all classroom-based staff.
- Consistent approach to phonics teaching across school.
- Regular phonics monitoring and coaching from the Phonics Lead.
- Additional phonics interventions implemented for targeted pupils.
- Half-termly phonics assessments used to identify gaps quickly.
- 1:1 reading support provided for pupils below age-related expectations.
- Improved Year 1 Phonics Screening outcomes.
- Increased progress for Year 2 and Year 3 pupils retaking the screening.

5. Teaching Assistant Development

Successes

- Regular Teaching Assistant CPD delivered throughout the year.
- Training led by English, Maths and Phonics Leads.
- Joint Teacher and TA training.
- Improved deployment of support staff across school.
- Improved quality of classroom support and intervention delivery.
- Better alignment between classroom teaching and intervention support.



6. Pastoral Support, SEMH & Wellbeing

Successes

- Family Liaison Worker provided targeted support for pupils and families.
- ELSA support and nurture provision embedded.
- Lunch time ELSA groups introduced.
- Early Help support strengthened.
- Increased access to SEMH interventions.
- Strong partnership working with external agencies.
- Stronger relationships developed between home and school.

7. Attendance & Family Engagement

Successes

- Attendance Team worked closely with vulnerable families.
- Attendance monitoring systems strengthened.
- Tailored attendance support provided for targeted pupils.
- Positive relationship building with families prioritised.
- Transport support provided where needed.
- Whole-school attendance initiatives introduced.
- Strong overall attendance maintained.
- Improved communication through: Class Dojo, Parent meetings, Workshops, Open afternoons.

8. Enrichment Opportunities & Wider Experiences

Successes

- Priority access to clubs for Pupil Premium pupils.
- High participation rates in extracurricular activities.
- Redeemer Sports & Societies provision expanded.
- Keyboard tuition provided for KS1 Pupil Premium pupils.
- Increased access to leadership opportunities.
- Increased participation in sporting, musical and cultural activities.
- Wider opportunities strengthened pupils' cultural capital.
- Strong engagement in the wider life of the school.