Pupil premium strategy statement – Red Marsh School

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, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	46% (53 pupils Reception to Year 11)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Mrs J.Slater
Pupil premium lead	Miss R.Dixon
Governor / Trustee lead	Mrs S Hargreaves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86040
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*	£86040

Part A: Pupil premium strategy plan

Statement of intent

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, 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.

Our strategy plan aims to address the key area that we have identified as a barrier to learning for our pupils in receipt of Pupil Premium. This area is communication.

Challenges

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

Challenge number	Detail of challenge
1	*Reduced priorities and resources to facilitate and support communication*
2	*Reduced opportunities to engage in a wide range of experiences beyond the home reducing communication and language acquisition*
3	*Reduced stability within the home creating a need to support families to provide a stable environment which enables effective communication opportunities to take place*
4	*A lack of understanding of how to support communication at home (A lack of effective communication is a barrier to all learning)*

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
The large majority of EOKS pupils will achieve at least 65% - 79% of their EOKS **personalised communication outcomes**.	Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79 % of pupil premium pupils will have achieved their personalised EOKS outcomes as outlined in their EHCP plan, for communication / interaction.

In **basic skills** i.e. cognition and learning or English 65% - 79% the large majority of KS1- KS4 pupils in receipt of pupil premium will make expected or exceed expectations.	When benchmarked against the NWSCAP progression tables, the large majority of pupils will make expected or exceeded progress in cognition and learning or English.
The progress of pupil premium pupils will be the same or similar to their peers	Comparative data analysis will identify pupil premium pupils achieve at least as well as their peers.
The large majority of EOKS pupils will achieve at least 65% - 79% of their EOKS **personalised Social Emotional and Behavioural outcomes**	Analysis of EOKS outcomes and evidence will demonstrate over 65% - 79% of pupil premium pupils will have achieved their personalised EOKS, outcomes as outlined in their EHCP plan for social emotional and behavioural targets.
Pupils in Key Stage 3 and 4 will work towards an Introductory LAMDA award.	Examination results will indicate at least ten pupils will achieve a LAMDA qualification.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: met through school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers take all opportunities to develop communication across the curriculum. Teachers are given time to liaise and develop resources with SALT and pupil premium champion.	See below	1,2,3,4

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

Budgeted cost: £71966 topped up by school budget to ensure additional TA throughout the day to support communication.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two stage communication strategies and interventions ***Cohort 1 – Universal provision for pupil premium children.*** *Increased opportunities for high quality communication and language interactions and teaching throughout the day. Facilitated through the addition of an extra TA to each class team, funded through PP grant. Increased ratio of adult to child.* **Cohort 2 – Specialist input for pupils requiring additional support to develop their personalised communication acquisition.** Facilitated by a level 3 TA – TA3 can release the teacher or support the teacher to assess, plan and deliver communication interventions; work with the child when interventions need to take place outside of class; contact SALT for additional support; create resources; train /upskill other staff to deliver interventions within the classroom	Internal data supports using PP funding to provide targeted communication strategies and interventions to support disadvantage pupils to make at least the same progress as their peers, reducing any gaps that disadvantage may create This is supported by EEF who identified oral language interventions have very high impact for very low costs based on extensive evidence	1 and 2

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

Budgeted cost: £14074. Family Worker 15 hours a week for 39 weeks

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted home school family links	EEF identifies when a parent can work directly with their child one to one this typically shows greater impact on the child's learning. Helping families to be stable enough to provide time with their child support families to provide these one to one opportunities.	1,2,3 and 4

Total budgeted cost: £86040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact
The **large majority** of EOKS pupils will achieve at least 65% - 79% of their EOKS personalised communication outcomes.	Good progress The majority of EOKS pupils 62.5% (10 pupils of 16) achieved at least 65%-79% of their EOKS personalised communication outcomes.
In basic skills i.e. cognition and learning or English 65% - 79% the large majority of KS1- KS4 pupils in receipt of pupil premium will make expected or exceed expectations.	Achieved in 2025-2026 When benchmarked against the NWSCAP progression tables: • In English 88% (14) pupils in receipt of pupil premium made expected progress or exceeded expectations, 69% (11) pupils made exceeding progress.
The progress of pupil premium pupils will be the same or similar to their peers	Achieved in 2025-2026 Education Health Care Targets **for all EOKS pupils in KS1 – KS4** demonstrated that on average, pupils in receipt of pupil premium achieve better than their peers in all four areas: Communication and Interaction, Cognition and Learning, Social, Emotional and Behavioural and Physical Development.
The large majority of EOKS pupils will achieve at least 65% - 79% of their EOKS personalised Social Emotional and Behaviour outcomes	Good progress The majority of EOKS pupils 56% (9 pupils of 16) achieved at least 65%-79% of their EOKS personalised Social, Emotional and Behavioural outcomes.
The vast majority of pp EOKS 4 pupils will apply their skills to achieve the ASDAN Transition Challenge Award Amended to: Pupils in Key Stage 3 and 4 will work towards an Introductory LAMDA award. Examination results will indicate at least ten pupils will achieve a LAMDA qualification.	Good progress No pupils sat LAMDA in Summer 2026, however pupils in Key Stage 3 and 4 will be sitting their LAMDA exams in future years.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A