

Pupil premium strategy statement 2026/27 – Redbridge Alternative Provision

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
Name of School	Redbridge Alternative Provision
Number of pupils in school	21
Proportion (%) of pupil premium eligible pupils	38.1% = 8/21
Academic year/years that our current pupil premium strategy plan covers	2025/26 2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Rubert Jonker/Sam Walters
Pupil premium lead	Rubert Jonker
Governor / Trustee lead	Dean Taylor

Funding overview

Detail	Data
Pupil premium funding allocation this academic year	£8,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8,600

Part A: Pupil premium strategy plan

Statement of intent

At RAP, we recognise that all of our pupils are at risk of underachievement due to their complex social, emotional and mental health needs, as well as the challenges they may have faced in their previous educational settings. While pupil premium funding is allocated to those who meet specific eligibility criteria, we understand that disadvantage can manifest in many forms. It is therefore essential that we consider wider strategies and targeted interventions that not only support our pupil premium cohort but also benefit any pupil the school has legitimately identified as disadvantaged.

Our overarching aim is to use pupil premium funding to remove barriers to learning, close gaps in attainment and progress, and ensure that all pupils, regardless of background or challenge, are supported to achieve their full potential. We are committed to providing disadvantaged pupils with access to high-quality teaching, carefully targeted academic support, and a broad range of personal development opportunities.

At RAP, we work closely with pupils to understand their individual needs and aspirations, and we review the impact of our strategies regularly to ensure funding is directed where it makes the greatest difference. This may include academic interventions, therapeutic and pastoral support, or wider enrichment opportunities that build confidence, resilience, and cultural capital.

Ultimately, our intention is for the use of pupil premium funding to secure positive outcomes for our pupils: improving life chances, supporting personal growth, and preparing them for successful transitions into the next stage of their education, training, or employment.

Challenges

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

Challenge number	Detail of challenge
1	The need to improve literacy progress across KS3 and KS4, particularly among disadvantaged pupils who often arrive with significant gaps in reading, writing and communication.
2	Improving attendance and reducing persistent absence, as many pupils have disrupted education histories and face barriers to regular engagement.
3	Supporting positive behaviour, emotional regulation and overall wellbeing, especially for disadvantaged pupils with complex SEMH needs.

4	Limited access to wider cultural capital and enrichment opportunities, which restricts pupils' aspirations, resilience and ability to engage positively with learning and future pathways.
5	Significant gaps in prior learning, including basic numeracy and subject knowledge, due to exclusion, poor attendance and disengagement from education at earlier key stages.

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
Improved outcomes for disadvantaged pupils across all subjects, with a focus on English and Maths, relative to their starting points as identified through baseline assessments.	• KS4 disadvantaged pupils are entered for qualifications appropriate to their starting points and planned pathways, including English, Maths and other accredited subjects. • Assessment information shows progress from baseline in English and Maths across KS3 and KS4. • Outcomes are considered in the context of each pupil's starting point, attendance, length of placement and intended destination.
Continued positive progress for disadvantaged pupils across academic, social and personal development measures.	• Assessment and progress information, supported by work scrutiny, moderation and teacher assessment, demonstrates sustained progress from individual starting points across subjects. • KS3 pupils show improved readiness for reintegration or progression, and KS4 pupils demonstrate improved readiness for post-16 destinations.
Improved reading comprehension and literacy skills among disadvantaged pupils across KS3 and KS4.	• Reading assessments, including STAR Reading or an equivalent assessment, demonstrate progress from pupils' individual starting points. • Progress is reviewed in the context of attendance and length of placement. • Lesson observations and work scrutiny show improved engagement with reading and written work across the curriculum.

To achieve and sustain improved wellbeing, behaviour and resilience for all pupils, including those who are disadvantaged.	• Pupil voice, parent surveys and teacher observations demonstrate sustained improvements in wellbeing. • Increased participation in enrichment and personal development activities, particularly among disadvantaged pupils. • Behaviour logs reflect improved self-regulation, engagement and resilience.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Attendance improves from the 2025/26 baseline, with overall absence reducing towards 20% or below. • The proportion of disadvantaged pupils who are persistently absent, defined as missing 10% or more of possible sessions, reduces from the 2025/26 baseline. • The proportion of disadvantaged pupils who are severely absent, defined as missing 50% or more of possible sessions, reduces from the 2025/26 baseline. • Attendance information for disadvantaged pupils is reviewed termly so that emerging barriers can be identified and support adjusted promptly.

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.

High-quality teaching (for example, CPD, professional development and quality assurance)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Federation-wide continuing professional development programme	High-quality teaching is the most important school-level approach for improving pupil outcomes, particularly for disadvantaged pupils. The federation's CPD programme gives staff access to shared expertise and evidence-	1, 3 and 5

	informed development in teaching, curriculum, assessment, literacy, adaptive practice and behaviour.	
RAP's school-specific directed-time programme for staff development	RAP uses its directed-time schedule to respond to school and pupil needs through focused professional development, collaborative planning, moderation and review. Regular, school-specific development supports consistent classroom practice for pupils with disrupted education and complex SEMH needs.	1, 2, 3 and 5
Ongoing quality assurance, coaching and sharing of effective practice	Learning walks, work scrutiny, moderation and professional discussion help leaders evaluate the implementation of agreed approaches, share effective practice and identify where further support or development is required.	1, 3, 5

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school literacy strategy (weekly literacy lessons, small-group interventions and 1:1 support across KS3 and KS4)	EEF guidance identifies high-quality literacy teaching, diagnostic assessment and well-targeted small-group or 1:1 support as effective ways to improve outcomes, particularly for pupils with low starting points. Linking intervention closely to classroom learning supports transfer across subjects.	1, 5
Targeted subject tutoring and revision in Year 11 (English, Maths, Science and vocational courses)	EEF evidence indicates that one-to-one and small-group tuition can accelerate progress when it is targeted through assessment and closely connected to the	1, 5

	taught curriculum. Subject-specific revision also supports access to qualifications and successful post-16 transition.	
Structured small-group and 1:1 interventions for identified pupils	EEF evidence shows positive impact from structured one-to-one and small-group tuition, particularly when support is needs-led, delivered by appropriately trained staff and reviewed regularly. At RAP, this also supports confidence and readiness to learn.	1, 3, 5

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated pastoral and mentoring support across KS3 and KS4	Consistent mentoring and pastoral relationships can strengthen engagement, behaviour, attendance and emotional wellbeing. This is particularly relevant for pupils whose SEMH needs and disrupted education affect readiness to learn.	2, 3
Strengthened attendance systems and family engagement, including targeted Education Welfare Service support	DfE attendance guidance emphasises accurate monitoring, early identification of barriers, regular communication with families and targeted multi-agency support. These approaches are central to reducing persistent and severe absence.	2
Access to therapeutic and wellbeing interventions, including counselling, SEMH programmes and physical activity	Targeted social and emotional support can improve self-regulation, relationships and engagement when it is matched to individual need and integrated with the pupil's wider provision.	3

Enrichment and cultural capital programme, including trips, workshops and wider opportunities	Well-planned enrichment can increase participation, belonging, confidence and aspiration. RAP will monitor access and engagement so disadvantaged pupils benefit fully from the wider offer.	4
Targeted interventions, catch-up and re-engagement support to address gaps in prior learning	Diagnostic assessment followed by structured, targeted support helps staff address gaps arising from disrupted education. Regular review allows provision to be adjusted in response to progress and engagement.	5

Total budgeted cost: £25,000

RAP supplements its pupil premium grant allocation from the wider school budget. The planned activities and wider support for disadvantaged pupils will therefore cost more than the pupil premium funding allocated to the school.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targeted academic support

- During 2025/26, pupils were baseline assessed on entry so that significant gaps in reading, writing, numeracy and wider learning skills could be identified. The information was shared with teachers and support staff to inform planning, adaptive teaching and targeted intervention. Many pupils entered RAP with attainment well below age-related expectations and with substantial disruption to their previous education.
- KS3 pupils received weekly literacy teaching alongside small-group and 1:1 support. STAR Reading information, work scrutiny and teacher assessment were used to review progress and adjust provision.
- In KS4, pupils were entered for qualifications matched to their starting points and pathways, including GCSEs, vocational courses and Functional Skills. This ensured that pupils who were not yet ready for a GCSE route could still gain meaningful accreditation and make progress towards post-16 education or training. Careers

guidance and transition support helped Year 11 pupils prepare for appropriate next steps.

- The review indicates that diagnostic assessment, structured literacy support and flexible qualification pathways should remain central to the 2026/27 strategy. In 2026/27, leaders will strengthen the consistent recording of intervention entry points, participation, duration and outcomes so that the impact for disadvantaged pupils can be evaluated more precisely.

Wider outcomes

- Attendance remained a significant barrier for a number of disadvantaged pupils during 2025/26. First-day contact, rapid follow-up, home visits, pastoral support, family engagement and Education Welfare Service involvement helped improve engagement in individual cases, although persistent and severe absence remained priorities for further improvement. The 2026/27 strategy therefore retains attendance as a key challenge and will monitor disadvantaged pupils' attendance against their individual starting points as well as whole-school patterns.
- Pastoral and mentoring support helped pupils to regulate emotions, repair relationships and return to learning following incidents. Pupils also accessed enrichment, physical activity, cultural experiences and other wider opportunities designed to build confidence, resilience, belonging and aspiration. Staff observations and pupil voice indicated that these opportunities were particularly valuable for pupils who had previously disengaged from school.
- The school will continue these wider approaches in 2026/27, with clearer measures of participation, behaviour, wellbeing and attendance. Leaders will review the strategy termly and adjust support where evidence shows that an approach is not producing the intended impact.