

Pupil premium strategy statement 2025/26 – 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
Number of pupils in school	21
Proportion (%) of pupil premium eligible pupils	43% = 9/25
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rubert Jonker/Sam Walters
Pupil premium lead	Rubert Jonker
Governor / Trustee lead	David Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,675
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£9,675

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.	<ul style="list-style-type: none"> • An increase in the number of KS4 disadvantaged pupils achieving qualifications in English, Maths and other accredited subjects. • Improved progress data in English and Maths across both KS3 and KS4 compared with previous cohorts. • A reduction in the attainment gap between disadvantaged and non-disadvantaged pupils.
Continued positive progress for disadvantaged pupils across academic, social and personal development measures.	<ul style="list-style-type: none"> • Assessment and progress data shows that the attainment gap between disadvantaged and non-disadvantaged pupils reduces to the point of being negligible. • Teacher assessment, work scrutiny and moderation evidence sustained progress across subjects. • KS3 pupils show 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.	<ul style="list-style-type: none"> • Reading tests (including STAR Reading or equivalent) show significant improvements in reading ages. • Reduced disparity between disadvantaged pupils' reading outcomes and those of their non-disadvantaged peers. • Teachers report improved engagement with texts and written work across the curriculum, evidenced in lesson observations and book scrutiny.
To achieve and sustain improved wellbeing, behaviour and resilience for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Sustained improvement in attendance from 2025/26 onwards, with overall absence reduced to below 20%. • The percentage of persistently absent pupils (below 50% attendance) reduced to below 5%. • Attendance for disadvantaged pupils improves at a faster rate than for their non-disadvantaged peers, closing the attendance gap

Activity in this academic year

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 in KS3 & KS4)	EEF research highlights that high-quality teaching of literacy across the curriculum improves attainment in all subjects. Structured small group and 1:1 literacy support accelerates reading and writing progress, particularly for disadvantaged pupils with low starting points. Embedding literacy in both KS3 and KS4 ensures pupils are better prepared for reintegration or accredited outcomes.	1, 5
Targeted subject tutoring/ revision in Y11 (English, Maths, Science, vocational courses)	The EEF Teaching and Learning Toolkit shows that tutoring is one of the most effective strategies to accelerate pupil progress, especially in core subjects. Tailored subject-specific revision for Y11 pupils helps to close learning gaps, raise attainment, and prepare them for successful post-16 transitions.	1, 5
Small group and 1:1 interventions for targeted pupils	Research (EEF) shows that structured small group and 1:1 interventions have a high impact on progress, especially for pupils furthest behind. These interventions also build confidence and resilience, supporting both academic progress and readiness to learn.	1, 3, 5

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

Budgeted cost: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated pastoral and mentoring support for KS3 and KS4	Structured pastoral input and mentoring improves engagement, behaviour, attendance and emotional wellbeing, particularly for disadvantaged pupils with SEMH needs.	2, 3
Strengthened attendance systems and family engagement (including targeted EWS support)	Evidence shows that early intervention and consistent monitoring are effective in tackling persistent absence and re-engaging pupils with learning.	2
Access to external therapeutic and wellbeing interventions (counselling, SEMH programmes, physical activity)	Research shows that targeted SEMH support helps pupils manage behaviour, improve self-regulation and sustain engagement in education.	3

Expanded enrichment and cultural capital programme (trips, workshops, wider opportunities)	EEF evidence and wider research suggest that cultural capital opportunities raise aspirations, resilience, and motivation, improving long-term outcomes for disadvantaged pupils.	4
Targeted interventions to close gaps in prior learning (through study skills, structured catch-up sessions and supported re-engagement)	Addressing gaps caused by disrupted education through tailored interventions supports re-engagement, builds confidence, and improves academic outcomes.	5

Total budgeted cost: £22,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targeted academic support

- All pupils were baseline tested on entry, with assessments identifying significant gaps in reading, writing, numeracy, and wider learning skills. This information was shared with staff to support planning, differentiation, and targeted intervention. Many pupils entered with reading ages between 3–5 years below chronological age, underlining the scale of the challenge.
- In KS3, pupils engaged in weekly literacy lessons alongside additional small group and 1:1 interventions. This supported improvements in reading fluency, comprehension, and writing confidence, as evidenced by STAR Reading data and teacher feedback.
- In KS4, disadvantaged pupils were entered for a range of GCSE and functional skills qualifications, ensuring that all pupils had opportunities to achieve meaningful outcomes suited to their stage and pathway. For those not yet ready for GCSE level, functional skills entries ensured access to accreditation that supports future progression.
- Year 11 leavers progressed onto a range of post-16 destinations, including college courses in both vocational and academic routes, reflecting the breadth of RAP's curriculum and targeted careers support.

Wider outcomes

- Attendance for disadvantaged pupils remained below national averages but improved for many compared to their prior mainstream placements. Persistent absence was reduced in a number of cases through close work with families, strengthened attendance monitoring, and external EWS support.
- Pupils accessed a variety of enrichment opportunities and external interventions, which positively impacted wellbeing, behaviour, and engagement with learning. KS3 pupils in particular benefited from trips, cultural experiences, and opportunities to re-engage socially with education.
- Pastoral and mentoring support played a key role in addressing emotional regulation and behaviour. Many disadvantaged pupils showed improved resilience and ability to re-engage with learning after incidents. Staff observations and pupil voice highlighted the impact of these interventions.
- Access to wellbeing support (including mentoring and physical activity interventions) contributed to better emotional regulation and readiness to learn across both KS3 and KS4 cohorts.