



PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery 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.

School overview

Metric	Data
School name	Raynville Academy
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	147 pupils 35.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was initially published	October 2021
Date this statement was updated	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Midgley
Pupil premium lead	Andrew Midgley
Governor / Trustee lead	Steve Evans

Funding overview

Metric	Data
Pupil premium allocation this academic year	£220,305
Recovery premium funding allocation this academic year	£24,070 (166 x £145)
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	£244,375

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the Local Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children.

The Pupil Premium approach includes a heightened focus on those disadvantaged pupils who have made the least progress from both the previous key stage and during the current academic year. The multiple group analysis includes a more intensive focus on pupils who fit into several groups. For example, pupil premium, SEND, child protection and persistent absence. The priorities that we have identified for this strategy have been established through these processes with the most pronounced collective needs identified to inform our strategic planning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. We engage in rigorous monitoring to ensure that our strategy has a significant impact and refine our approaches as required.

- To ensure Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.
 - All staff recognise and accept that most of the pupils' progress comes out of Quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking, communication and language skills and clear assessments that support learning.
- To ensure that Pupil Premium children have the same access/opportunities for learning as non PP children.
 - Support is given to ensure that all pupils have full access to broad educational experiences, such as trips, residential visits and competing in sporting and cultural events
- To ensure that Pupil Premium children attend school regularly, the level of persistent absence is reduced and plans are in place for them to 'catch-up'.
 - Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to ensure early identification of need and positive change is nurtured.

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils across all years have limited exposure to family circumstances that promote their literacy development effectively and are therefore behind their non-disadvantaged peers in aspects of literacy including communication, vocabulary, reading and writing. A high percentage of pupils arrive at school with delayed speech and language, presenting challenges with language acquisition and basic decoding.
2	Many of our disadvantaged pupils have limited access to a wide range of educational and cultural experiences due to family circumstances. There are financial and social pressures impacting upon parents' ability to ensure their children have the best opportunities. Staff observations and pupil interviews corroborate a lack of life experiences and home experiences for disadvantaged pupils – many of our disadvantage pupils are not provided with wider experiences which means that PP children are less able to draw on life experiences when embarking on new learning in the classroom setting them at a disadvantaged start point.
3	50% of pupils on the SEND register are also pupil premium which puts them at a greater disadvantage.
4	Adverse circumstances occur in many of our disadvantaged pupil's lives which affect their wellbeing. Limited engagement with health services and other support networks that would assist children's global development and readiness for school. This has been exaggerated following the pandemic, we have seen an increase in the number of pupils requiring additional social and emotional support so that they develop self-regulation strategies which will support their learning.
5	Attendance has always been a challenge pre-pandemic, but periods of isolation and increased anxieties around the pandemic have led to increased absences. 39% of PA pupils were PP in 21/22 31% of PA pupils were PP in 22/23 This is in addition to parental engagement within school being low which is an area supported by the pastoral team.

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
<p>Improve phonics and literacy skills for disadvantaged pupils, leading to significantly raised achievement and outcomes.</p>	<p>EYFS disadvantaged pupils to secure attainment outcomes in the communication and language and literacy areas of learning that are close to the national for all pupils and exceed the national for disadvantaged pupils. Disadvantaged pupils in Year 1 and Year 2 to secure phonics outcomes that are close to the national for all pupils and exceed the national for disadvantaged pupils.</p> <p>Disadvantaged pupils to secure attainment outcomes in reading and writing at the end of KS1 that are close to the national for all pupils and exceed the national for disadvantaged pupils.</p> <p>Reading and Writing KS2 outcomes to be close to the national for all pupils and exceed the national for disadvantaged pupils.</p> <p>The overall VA score for reading and writing will be in line with or above national.</p>
<p>A consistently high quality of education across the wider curriculum with disadvantaged pupils having extensive opportunity for enrichment and extra-curricular enhancements.</p>	<p>Termly assessments will give evidence of a high proportion of pupils achieving the expected and higher standard across the wider curriculum.</p> <p>Monitoring will show that teaching and learning across the wider curriculum is strong.</p> <p>Disadvantaged children will have had many opportunities to excel in wider curriculum areas, including foreign languages, physical education, and music.</p> <p>There will be a range of extra-curricular and enhancement throughout the academic year which incorporates a range of opportunities for all pupils and results in exceptional levels of participation disadvantaged pupils.</p>
<p>Disadvantaged pupils who are also SEND are able to fulfil their learning potential and have rich enhancement opportunities.</p>	<p>Key performance indicators for disadvantaged pupils who are also SEND to demonstrate that pupils are achieving their learning potential. This will be evidenced through achievement of SEND PLP targets, Speech & Language support plan targets, assessments and PEP reviews.</p> <p>For disadvantaged pupils who are SEND to be in receipt of a range enrichment and experiences outside of the taught curriculum.</p>
<p>Improved attendance of the disadvantaged cohort with a reduction in persistent absence of this</p>	<p>Pupil Premium attendance to be in line with, or above the national average for this group.</p>

<p>key group. Pupil Premium attendance to be in line with, or above the national average for this group.</p>	<p>Compelling evidence of high-quality and comprehensive support for pupils whose attendance is impacted by challenging circumstances.</p> <p>In 2021-22, our attendance was – Whole school 92.3%, PP pupils 90.8% and non-PP pupils 93.2%.</p> <p>In 2022-23, our attendance was – Whole school 93.8%, PP pupils 92.0% and non-PP pupils 95.1%.</p>
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £130,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teacher(s) to lead small group intervention lessons for those most vulnerable i.e., disadvantaged and SEND.	Small group tuition has an average impact of four months' additional progress over a year. Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3
Investment in a Speech and Language Specialist Teaching Assistant.	The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Oral language interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3
CPD to enable the effective implementation of the Read Write Inc. phonics scheme effectively - a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <i>“Phonics approaches have been consistently found to be effective in supporting younger readers”</i> – Education Endowment Fund (EEF)	1,3
High quality CPD to be planned throughout the year covering wider curriculum subjects. Coaching to be established as part of our CPD approach.	EEF research states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4

Additional experiences for disadvantaged children to enhance the quality of the education within the wider curriculum.	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Additional teaching assistants employed to meet the needs of SEND/PP pupils. (SEND funding does not cover costs of support required)	Teaching assistants can provide a large positive impact on learner outcomes. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3
CPD for teaching assistants following the research - the effective use of teaching assistants.	Teaching assistants can provide a large positive impact on learner outcomes. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1,3
Staff to access key SEND training from external agencies.	EEF research states that knowing how to cater for the specific needs of SEND pupils will result in better progress being made. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1,3,4
Embedding the new PSHCE curriculum – ensuring CPD and support in place to complement resources.	The “ My health my school ” results evidence areas of need that this will address	1,2,3
Staff CPD and coaching on the EEF metacognition and self-regulation report	Metacognition document Metacognition document 2	1,2,3

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

Budgeted cost: £60,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in specialist speech and language therapists to work with SEND/PP pupils both in terms of primary and secondary SEND need from point of entry.	On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3

Nuffield Early Language – small group interventions across EYFS following baseline assessments.	There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.	1,3
Teaching Assistant CPD and partnership work with S&L to enable high-quality speech and language interventions across school.	Oral language interventions supported or led by trained teaching assistants have broadly similar impact (6+months) as those by teachers. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Provide extra 1-1 phonics for those struggling to access and/or make progress. Ensure the deliverer has high quality support and coaching.	From specific diagnostics that accurately identify gaps in knowledge/barriers to learning <i>“Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better”</i> – EEF	1,2,3,4
To plan, deliver and evaluate high quality feedback and targeted interventions matched to individual needs.		1,2,3,4
Provide small group/1-1 support for those identified as causing a concern – including pre-teaching and same day live interventions		1,2,3,4

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

Budgeted cost: £53,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the academy attendance strategy which incorporates bespoke support for individual pupils and families.	Schools can also support pupils with particularly low attendance by creating and implementing bespoke plans that respond to the often very individual reasons why a child may not be coming to school. Success will be more likely when this work is underpinned by strong relationships and a good understanding of pupil needs. School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,5
Investment in attendance rewards so that children and families have additional reward incentives to increase attendance awareness.	Analysis of our outcomes provides compelling evidence that poor attendance significantly impacts on attainment and progress and this impact	1,2,5

	is most pronounced for disadvantaged pupils with poor attendance.	
<p>Providing high quality inclusion provision to support children's learning and attendance through a skilled Pastoral and Inclusion Team.</p> <ul style="list-style-type: none"> To Support Parents' Engagement in their Children's Learning. To lead and run attendance meetings and sessions with children to improve social and emotional learning. <p>To continue to improve behaviour and support those involved with the police and other external agencies</p>	<p>Parental engagement – Education Endowment Fund (EEF)</p> <p>Social and emotional learning – Education Endowment Fund (EEF)</p> <p>Improving Behaviour in Schools – Education Endowment Fund (EEF)</p>	3,4,5
Identify, deliver, and evaluate appropriate support for children and families experiencing difficulties with their social, emotional and mental health.	Our evidence shows that children with better SMEH skills thrive and achieve well. EEF	1,2,3,4,5
Parental engagement to support children's learning, health, and development at home (i.e., home reading, home learning, diet, exercise, health appointments...)	Children who are physically and emotionally resilient are more ready to learn. EEF	1,2,3,4,5
Identify, deliver, and evaluate appropriate support for children and families experiencing difficulties in attending school including support with breakfast club facilities	Data shows that children with better attendance and punctuality make more consistent progress with their learning. EEF	1,2,3,4,5
Provide access to high-quality first-hand experiences through visitors and visits to compliment the curriculum and provide missing first-hand life experiences.	<p>Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities may also help to promote engagement and take up of summer schools.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	1,2

Total budgeted cost: £244,375

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress towards our success criteria –

Pupils achieve at or above national average progress scores in KS2. Progress of PP children is at least in-line with non-PP children with many making accelerated progress.

KS2 results table 2022–

KS2 SATs	PP progress score	Non-PP progress score	LA all progress scores
Reading	4.4	2.6	0.8
Mathematics	5.7	3.7	0.9
Writing	1.1	-0.2	0.2

The purchasing and CPD for our new RWI phonics scheme had a very good impact on result – 84.7% of year 1s passed this year with 81% of PP children passing. 5/9 children not passing their phonics were PP and have become a focus for us this year through our 1-1 daily phonics support intervention.

PP children all accessing trips/visits and sporting opportunities.

All our pupils were able to access all visits and trips in 2022/23. We took a group of PP children in year 6 to Ireland funded through the British Council. The cost of entry for trips has largely remained the same, but the cost of transport has risen significantly. PP money will continue to be used to bring down costs and support PP children to ensure all educational visits can be accessed. These have been carefully planned to match our curriculum and be local where possible to reduce costs.

Attendance figures for pupil premium children will increase over the 3-year plan to become broadly in line with non-PP children.

In 2021-22, our attendance was –

Whole school 92.3%, PP pupils 90.8% and non-PP pupils 93.2%.

In 2022-23, our attendance was –

Whole school 93.8%, PP pupils 92.0% and non-PP pupils 95.1%.

We had 22 out of the 25 children causing us concern over attendance (significantly low, annually concerns...) were PP pupils.

Percentage of parents of PP children engaging is increased –

We ran WRI phonics sessions for both EYFS and KS1 –

2021-22 we had 45 parents attend these sessions of which 21 were PP pupils' parents.

2022-23 we had 58 parents attend these sessions of which 25 were PP pupils' parents.

All Parent's Evenings had the same procedures. We sent out letters a few days early to parents we know struggle to book and/or attend. This meant that they had secured appointments they knew they could attend. The PIT followed up any families that did not book with phone calls and booked appointments with them. Our attendance at these was 94% with only one PP family not attending. (This includes some families that did not attend on the day but were chased up and given appointments later).

We had our annual anonymous questionnaire for parents in June 2022. The findings were positive –

98.6% of parents agreed/strongly agreed that their child was happy at Raynville Academy

95.8% of parents agreed/strongly agreed that their child was safe at Raynville Academy

97.2% of parents agreed/strongly agreed that their child does well at Raynville Academy

And 97.2% of parents would recommend Raynville Academy to other parents.

We have a stock of uniform for parents if they need it and have ensured our uniform policy is in line with recommendations and affordable. Our breakfast club continues to provide a nutritious start to the day for

many children and helps some with attendance – 40% of our children accessing breakfast club are PP with bagels sent home additionally for support.

Externally provided programmes

Names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nuffield Early Language Intervention (Neli)	Elklan – OUP

Ongoing reflective review

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term 2021	RWI training and resources ordered.	RWI training started, and books delivered – staff ready for deliver starting in January 2022.		Establish coaching for RWI teachers and 1:1 tutors – Reading Leaders. Ensure that the resources are set out and delivery of RWI starts in January.
	Book WRM hub training.	Training booked for last week in December 2021.		Staff to attend training.
	Staff CPD on Metacognition.	CPD delivered to staff.		Ensure this is effectively used across school.
	High quality feedback and targeted interventions.	CPD delivered to staff and examples shared.	Book look evidenced impact of CPD.	Continue to support and monitor feedback and interventions.
	Supporting children and families experiencing difficulties.	Increased numbers at Breakfast club.	Plans to support attendance by utilising minibus.	Monitor vulnerable families. New mental health support trial using Rayville.

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Spring Term 2022	Coaching established for RWI teachers and 1:1 tutors – Reading Leaders.	Weekly sessions held by reading leader. Groups evidencing improvements and children changed as progress made.	Coaching having a positive effect on staff confidence and delivery – results improving. Clear time commitment.	Continue to hold coaching and monitoring of groups. Assess children to ensure they are in correct groups.
	New resources distributed and delivery of RWI started in January.	All groups have access to appropriate resources for teaching phonics.		Continue to monitor.
	Staff attended WRM hub CPD session	Work scrutinies evidence impact of CPD and teaching approach	Need to ensure we are utilising WRM to the best	Visit other MAT school teaching from WRM to look at different approaches

	<p>Meeting with new mental health support trial held and fortnightly sessions arranged for after Easter New PSHCE curriculum rolled out. CPD booked in for staff. Leader has liaised with MAT leaders about subject</p> <p>Targeted meetings with parents and referrals to cluster made</p> <p>Sessions at school booked in for after Easter about reading, phonics, times tables...</p>	<p>Dates set – monitor impact after sessions</p> <p>Work scrutinies evidence staff using new lessons</p> <p>Impact of cluster work</p> <p>Monitor attendance at meetings and those children's progress</p>		<p>Ensure these are linked to assemblies</p> <p>Check cluster waiting lists</p> <p>Lead sessions</p>
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	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Summer Term 2022	<p>RWI 1-1 tutoring continued</p> <p>WRM resources and teaching in place, small focussed booster groups with year 6 pupils prior to SATs</p> <p>Parents meetings offered and held for the new PSHCE curriculum</p> <p>Breakfast club provision evaluated for September to ensure continuity</p> <p>Extra sessions for mental wellbeing in place and led by staff and external providers.</p> <p>Further support put on for home learning support including parent's sessions on phonics, reading...</p>	<p>Phonics results</p> <p>Outcomes for pupils at progress meetings and external testing results</p> <p>Attendance at meetings</p> <p>Attendance at club</p> <p>Post session questionnaire to children about impact</p> <p>Attendance at meetings and results of phonics</p>	<p>High impact</p> <p>Progress of children attending extra sessions all increased</p> <p>Ensure key parents we know about are invited to initial meeting</p> <p>Offer more sessions – well attended</p>	<p>Continue after re-screening</p> <p>Investigate opportunities for small sessions next year</p> <p>Continue with roll out of scheme</p> <p>Begin in September</p> <p>Continue to deliver sessions</p> <p>Continue to offer sessions</p>

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term 2022	RWI 1-1 tutoring continued	Phonics results	High impact	Continue after re-screening.
	WRM resources and teaching in place, small, focussed booster groups and same day interventions.	Outcomes for pupils at progress meetings and external testing results.	Progress of children attending extra sessions all increased.	Continue with sessions next term.
	Breakfast club provision changed with new start time offered.	Attendance at club.		Begin in January 23.
	Extra sessions for mental wellbeing in place and led by staff and external providers.	Post session questionnaire to children about impact		Assembly from Mindmate in February 23
	Further support put on for home learning support including parent's sessions on phonics, reading...	Attendance at meetings and results of phonics	Offer more sessions – well attended.	Continue to offer sessions.
	Attendance lead liaising with St Giles	Positive impact on attendance for all involved.		Continue with support and monitor impact post support (look for routines)
	Minibus used regularly to pick-up vulnerable learners.	Those children attending better and routines improving.		Continue with offer.
Parent's forum around attendance offered.	Only one family attended	Well promoted and targeted, need to look at 'grabbing' parents as they drop off/pick up.	Offer other sessions and 'persuade' parents to attend.	

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Spring Term 2023	<p>RWI 1-1 tutoring continued</p> <p>WRM resources and teaching in place, small, focussed booster groups and same day interventions.</p> <p>Breakfast club provision changed with new start time from Jan 23</p> <p>Extra sessions for mental wellbeing in place and led by staff and external providers. Assembly led by Mindmate colleagues in February with sharing of resources.</p> <p>Further support put on for home learning support including parent's sessions on phonics, reading...</p> <p>Attendance lead liaising with St Giles</p> <p>Minibus used regularly to pick-up vulnerable learners.</p>	<p>Phonics results</p> <p>Outcomes for pupils at progress meetings and external testing results.</p> <p>Attendance at club.</p> <p>Post session questionnaire to children about impact</p> <p>Attendance at meetings and results of phonics</p> <p>Positive impact on attendance for all involved.</p> <p>Those children attending better and routines improving.</p>	<p>High impact</p> <p>Progress of children attending extra sessions all increased.</p> <p>Offer more sessions – well attended.</p>	<p>Continue after re-screening.</p> <p>Continue with sessions next term.</p> <p>Monitor attendance and publicise the offer.</p> <p>Appoint Mindmate ambassadors</p> <p>Continue to offer sessions.</p> <p>Continue with support and monitor impact post support (look for routines)</p> <p>Continue with offer.</p>

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Summer Term 2023	RWI 1-1 tutoring continued	Phonics results	High impact	Continue after re-screening.
	WRM resources and teaching in place, small, focussed booster groups and same day interventions.	Outcomes for pupils at progress meetings and external testing results.	Progress of children attending extra sessions all increased.	Continue with sessions next term.
	Breakfast club start time promoted.	Attendance at club.	Parents need lots of reminders and advertising.	Review costings for next year.
	Mindmate ambassadors appointed.	Post session questionnaire to children about impact		Review to ensure provision ready for next year.
	Further support put on for home learning support including parent's sessions on phonics, reading...	Attendance at meetings and results of phonics	Offer more sessions – well attended.	Continue to offer sessions.
	Attendance lead liaising with St Giles	Positive impact on attendance for all involved.		Continue with support and monitor impact post support (look for routines).
Minibus used regularly to pick-up vulnerable learners.	Those children attending better and routines improving.		Continue with offer.	

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn 2023				

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Spring 2024				

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Summer 2024				