

PUPIL PREMIUM STRATEGY STATEMENT – RAYNVILLE ACADEMY

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

Detail	Data
Number of pupils in school	380 (&31 Nursery)
Proportion (%) of pupil premium eligible pupils	154 pupils 37.9%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andrew Midgley
Pupil premium lead	Gina Balsdon
Governor / Trustee lead	Steve Evans

Funding overview

Metric	Data
Pupil premium allocation this academic year	£210,736
Pupil premium funding carry forward from previous years (enter £0 if n/a)	£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	£210,736

Part A: Pupil premium strategy plan

Statement of intent

All staff members and the Local Governing Body take responsibility for supporting 'socially disadvantaged' pupils and are dedicated to addressing their pastoral, social, and academic needs within a caring and nurturing environment. Our aim is for every child to develop a love for learning and to acquire the skills and abilities necessary to reach their full potential.

Our Pupil Premium strategy is grounded in high-quality research to provide the most effective pathway for improving the educational outcomes of our students.

This strategy places particular emphasis on disadvantaged pupils who have made the least progress, both from the previous key stage and during the current academic year. We conduct a comprehensive group analysis, focusing more intensively on pupils who belong to multiple categories, such as pupil premium, SEND, child protection, and those with persistent absence. The priorities identified for this strategy have been shaped through these analyses, highlighting the most pressing collective needs to guide our strategic planning.

Our approach is designed to be responsive to common challenges and individual needs, based on thorough diagnostic assessments. We engage in rigorous monitoring to ensure our strategy has a meaningful impact, adjusting our methods as necessary.

To ensure that Pupil Premium children attend school consistently, reduce levels of persistent absence, and implement effective plans for them to 'catch up':

- Staff, teachers, parents, carers, and pupils are all aware of the connection between attendance and academic achievement. Attendance records for all disadvantaged pupils are regularly monitored and addressed. Systems are established for early identification of needs, fostering positive changes.

To ensure that the progress and attainment of Pupil Premium children are equal to or exceed those of their non-Pupil Premium peers:

- All staff acknowledge that the majority of pupils' progress stems from high-quality teaching and learning on a daily basis. Therefore, there is a strong emphasis on promoting independent learning, enhancing thinking, communication, and language skills, as well as implementing clear assessments that support learning.

To ensure that Pupil Premium children have equal access to learning opportunities as their non-Pupil Premium counterparts:

- Support is provided to guarantee that all pupils have full access to a wide range of educational experiences, including field trips, residential visits, and participation in sporting and cultural events.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance in 2024/25 was 94.6%(compared to 94.3% of similar schools) with a PA rate of 12.5% (compared to 14.9% of similar schools) As evident, there continues to be room for improvement in attendance among all our students. Therefore, the current plan prioritises enhancing overall school attendance and addressing persistent absenteeism. Our assessments highlight that absenteeism adversely affects the academic progress of disadvantaged students. Recognising that daily classroom activities significantly impact our children; we are committed to ensuring excellent attendance for all. We are developing our 'culture of attendance'.
2	Many of our disadvantaged pupils across all year groups have limited exposure to family environments that effectively support their literacy development, leaving them behind their non-disadvantaged peers in areas such as communication, vocabulary, reading, and writing. A significant percentage of students start school with delayed speech and language skills, which poses challenges in language acquisition and basic decoding.
3	Some children lack cultural capital and wider experiences. This can impact on their background knowledge to access some curriculum areas compared to that of their peers.
4	Many of our disadvantaged pupils face adverse circumstances that impact their wellbeing. Limited access to health services and other support networks that aid in their overall development and school readiness remains a concern. This issue has been exacerbated by the pandemic, with a rise in the number of pupils needing additional social and emotional support to develop self-regulation strategies that will enhance their learning.

Intended outcomes.

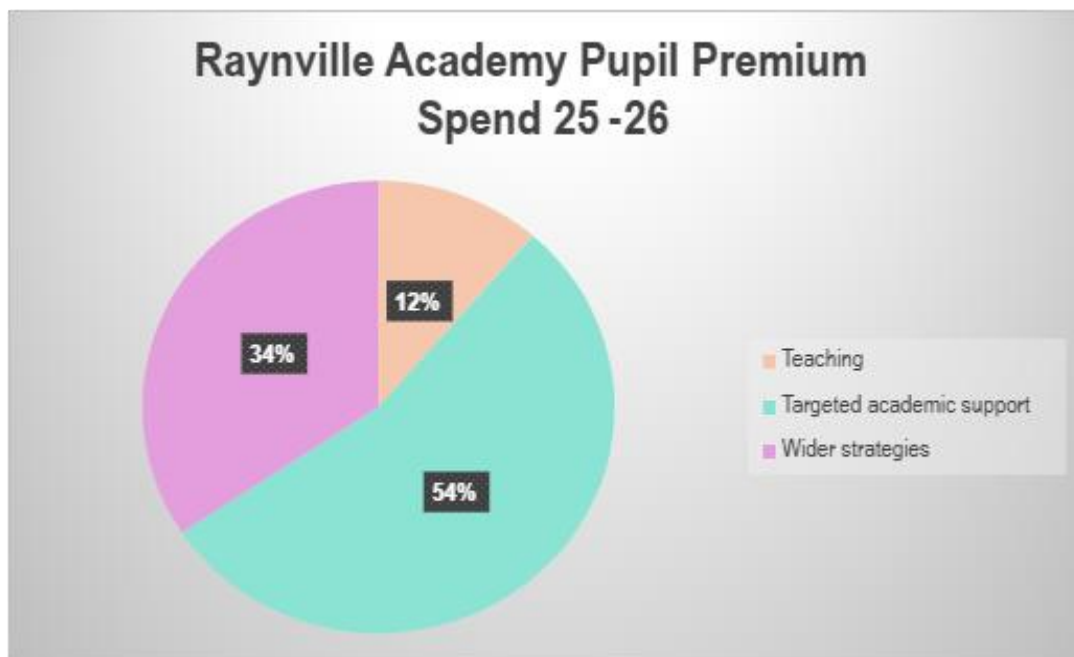
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success Criteria
To achieve and sustain improved attendance for all pupils, with a particular focus on our disadvantaged cohort, we aim to reduce persistent absenteeism within this key group. Our goal is for Pupil Premium attendance to meet or exceed the national average for this demographic.	Pupil Premium attendance to be in line with, or above the national average for this demographic. Compelling evidence of high-quality and comprehensive support for pupils whose attendance is impacted by challenging circumstances. In 2024/25, our attendance was – Whole School – 94.6% (PA – 12.5%) and PP children 92.9%
Disadvantaged pupils will demonstrate improved literacy skills, including communication, vocabulary, reading, and writing, closing the gap with their non-disadvantaged peers. Early intervention programs will support speech and language development, ensuring that all pupils acquire essential language skills for learning.	Improved literacy outcomes: Disadvantaged pupils will show measurable progress in literacy assessments, including communication, vocabulary, reading, and writing, as evidenced by termly and end-of-year assessments. The gap between disadvantaged and non-disadvantaged pupils will reduce over the course of the year. Speech and language progress: Pupils receiving early intervention support will demonstrate improvements in speech and language skills, with a majority achieving age-appropriate benchmarks by the end of the school year, as measured by speech and language assessments. Narrowing attainment gap: The attainment gap between disadvantaged and non-disadvantaged pupils in literacy will shrink, with disadvantaged pupils achieving at least expected progress by the end of the academic year. Improved engagement: Increased pupil engagement and participation in classroom discussions and activities, with staff observations and pupil feedback indicating enhanced confidence in communication and language use. Parental involvement: Higher levels of engagement from parents in literacy-related activities and support programs, measured through participation rates in workshops, parent feedback, and home-school communication logs.

Disadvantaged pupils will have increased access to a broad range of educational and cultural experiences, both in and out of school, helping to enrich their learning and provide them with the life experiences needed to fully engage with the curriculum. This will lead to more equitable opportunities for academic success and overall development.	• Participation Rates: All disadvantaged pupils will participate in a variety of educational and cultural experiences, such as field trips, workshops, and extracurricular activities, throughout the school year. • Feedback and Satisfaction: Positive feedback from pupils and parents regarding the accessibility and quality of educational and cultural experiences, with a satisfaction rating of 90% or higher in surveys conducted after events. • Skills Development: Disadvantaged pupils will demonstrate increased engagement and improved skills (e.g., critical thinking, teamwork) because of participating in these experiences, assessed through reflective activities and teacher observations. • Academic Performance: An increase in academic performance indicators (e.g., test scores, project completions) for disadvantaged pupils who participate in these experiences, with measurable improvement over the school year. • Equity in Opportunities: Evidence of increased equity in access to educational resources, as shown by a reduction in the gap between disadvantaged and non-disadvantaged pupils in participation in school events and extracurricular activities. • Long-Term Engagement: A sustained increase in participation rates in educational and cultural activities over multiple years, indicating a positive shift in the culture of engagement for disadvantaged pupils.

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: £ 23,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in a Speech and Language Specialist from the Cluster – Professional development support.	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	1,2
Mentoring and Coaching for Reading teachers. CPD to enable the effective implementation of the Read Write Inc. phonics scheme effectively - a DfE validated Systematic	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:	1,2

Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<i>“Phonics approaches have been consistently found to be effective in supporting younger readers”</i> – Education Endowment Fund (EEF)	
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. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1,2
CPD for new 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)	1,2
Staff to continue 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)	2
Embedding the new PD ‘My Happy Mind’ curriculum – ensuring CPD and support in place to complement resources.	Home - myHappyMind	2,4

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

Budgeted cost: £114,507.25

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)	2
One to one and small group tuition for our 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	2

Targeted intervention to support language development. 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 .	2
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)	2
Teaching assistant deployment - 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	2
To plan, deliver and evaluate high quality feedback and targeted interventions matched to individual needs.		2
Provide small group/1-1 support for those identified as causing a concern – including pre-teaching and same day live interventions		2

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

Budgeted cost: £72,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploying highly trained and competent attendance/pastoral staff to lead on attendance, provide targeted support to our most vulnerable families, and eliminate barriers	Working together to improve school attendance - GOV.UK (www.gov.uk)	1,4
Implementation of the Trust 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	1,4

	relationships and a good understanding of pupil needs. Working together to improve school attendance - GOV.UK (www.gov.uk)	
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 is most pronounced for disadvantaged pupils with poor attendance.	1,4
Providing high quality inclusion provision to support children's learning and attendance through a skilled Pastoral and Inclusion Team. • 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. To continue to improve behaviour and support those involved with the police and other external agencies	Parental engagement – Education Endowment Fund (EEF) Social and emotional learning – Education Endowment Fund (EEF) Improving Behaviour in Schools – Education Endowment Fund (EEF)	1,4
Identify, deliver, and evaluate appropriate support for children and families experiencing difficulties with their social, emotional and mental health – particularly where our pupils struggle with emotional self-regulation.	Our evidence shows that children with better SMEH skills thrive and achieve well. Education Endowment Foundation EEF	1,4
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. Education Endowment Foundation EEF	1,2,4
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	1,4

Provide access to high-quality first-hand experiences through visitors and visits to compliment the curriculum and provide missing first-hand life experiences – reducing the cultural capital gap that our most vulnerable pupils experience.	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. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	1,3,4
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Total budgeted cost: £210,736.25

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 2024 to 2025 academic year.

Progress towards our success criteria – Impact of Pupil Premium Strategy on Attendance As part of our ongoing commitment to improving outcomes for our Pupil Premium (PP) cohort, we are pleased to report a positive impact on attendance figures over the past academic year. Attendance among PP pupils rose from 93.4% to 94.75%, reflecting a significant improvement and narrowing the gap with non-PP peers. Notably, only 7 PP school ages pupils were classified as <i>Persistently Absent (PA)</i>, which marks a considerable reduction and demonstrates the effectiveness of our targeted interventions. We believe this improvement is largely attributable to the implementation of our Fast Track initiative, which provided early and proactive support to families where attendance concerns were identified. This was coupled with a relentless focus on attendance across all levels of staffing, ensuring that our culture of attendance remained a high priority in daily practice, pastoral care, and strategic planning. This joined-up approach has not only improved attendance figures but also strengthened relationships with families and reinforced the importance of consistent school attendance in supporting academic and personal development. Impact of Literacy Focus on Pupil Premium Outcomes As part of our strategic approach to raising attainment, we placed a sharper focus on improving literacy skills across the school, with particular attention given to our Pupil Premium (PP) cohort. This targeted emphasis has led to a significant reduction in the attainment gap between PP pupils and their peers. This impact is clearly reflected in our most recent outcomes, where 60.7% of PP pupils achieved the combined standard in Reading, Writing, and Maths (RWM)—a figure that exceeds the national average of 47% for PP pupils. This improvement demonstrates the effectiveness of our literacy interventions, including structured reading programmes, staff training, the consistent
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monitoring of progress and the investment in our RWI scheme and Speech Language therapists.

Impact of Enhanced Focus on Personal Development for Pupil Premium Pupils

As part of our Pupil Premium strategy, we have placed a strong emphasis on tracking and promoting personal development opportunities for our PP pupils. This targeted approach has ensured that PP pupils have equal access to the same opportunities as their peers, both within and beyond the classroom. Engagement in extra-curricular clubs and participation in cultural and enrichment experiences—including theatre visits, art gallery trips, singing events, sports competitions, and a residential trip to Ireland—has significantly broadened their horizons. Through pupil voice, we can confidently say that these experiences have had a measurable impact on pupils' confidence, social skills, and cultural capital. They have contributed to a well-rounded education that supports both academic achievement and personal growth. The strong buy-in from pupils and families reflects the value placed on these opportunities and the positive outcomes they are generating.

Impact of Embedding the My Happy Mind Programme

We have implemented the *My Happy Mind* programme as part of our whole-school approach to supporting pupils' mental health and emotional wellbeing. Since its implementation, we have observed a noticeable shift in how many children manage their emotions, particularly feelings of anxiety and fear. Pupils are now beginning to proactively use taught strategies, such as *Happy Breathing*, to regulate their emotions. This marks a significant move from reactive to proactive emotional responses, empowering children to take ownership of their wellbeing. Staff have reported that pupils are becoming more confident in recognising and articulating their feelings and are demonstrating increased resilience in managing everyday challenges. The programme has helped to create a shared language around mental health across the school, fostering a supportive and emotionally literate environment.

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
My Happy Mind	Home - myHappyMind
Read Write Inc	Ruth Miskin

Ongoing reflective review

Autumn Term 2024	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
	Launch of My Happy Mind through CPD for staff and assemblies.	Pupils beginning to identify triggers for anxiety and strategies to cope.		Review of autumn term holidays approach – where have we seen success in our trust/locally?
	Pastoral team roles reviewed alongside attendance offer.	Tailored approach ensures relationships built appropriately.		
	Launch of 'Culture of attendance strategy – included on Academy Improvement Plan		CPD – for a more shared ownership at all levels	

Spring Term 2025	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
	Leeds fast track (attendance) protocol CPD for staff	Reduction in school PA – many sat on cusp.	Moving monitoring trigger to 92%	Letter adjustment – in line with flow chart.
	RWI development day	Fidelity to scheme	Timetabling for 1:1 interventions	To be monitored in next typicality round.

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
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Summer Term 2025	Identification of next cohort for fast-track intervention.		Improved attendance rewards see greater impact than high attendance reward.	Consider strategy moving into the next academic year.
	Rewards for improvement attendances	Reduction in PA rates to below national average.		
	Secure SLT offer – examine caseload and cross reference with external support	Number of children discharged from case load increased/waiting list shortened	Need CPD for new staff/focus on strengths available.	Need to focus on staff expertise – link to AIP in 25/26 – talent management.
	Granular detail of KS2 results for PP children	Characteristics identified – and can be used for early identification in 25/26 cohort.		

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term 2025				

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
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Spring Term 2026				
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	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Summer Term 2026				

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn 2026				

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Spring 2027				

	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Summer 2027				