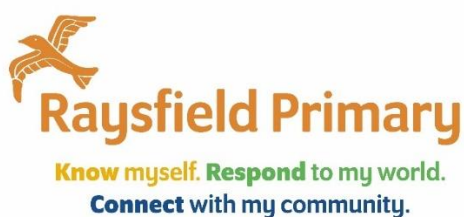


Pupil premium strategy statement



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	448
Proportion (%) of pupil premium eligible pupils	16.9
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)	2025 – 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss Sarah Thomas
Pupil premium lead	Mr Daniel Botha
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90592
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>	£

Part A: Pupil premium strategy plan

Statement of intent

At Raysfield, we are committed to ensuring that every child - regardless of background - can achieve their full potential. We use pupil premium funding to remove barriers to learning, strengthen well-being, and raise attainment through high-quality teaching, targeted support, and strong pastoral care. Our aim is to close the attainment gap, promote good attendance, and provide opportunities so that all disadvantaged pupils become confident, resilient, and successful learners.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Attendance Analysis of attendance data shows that disadvantaged pupils have a higher rate of overall absence and unauthorised absence compared to non-disadvantaged peers. (<i>Disadvantaged: 90.98% / Non- disadvantaged 95.55%</i>)
2	Reading fluency (including early reading) Our internal assessment data and the DfE summative data scores, shows that pupils who are not yet meeting the expected standard in phonics and reading are disproportionately from disadvantaged backgrounds. Disadvantaged children are also more likely to begin school with lower levels of vocabulary and language exposure, making early reading development more challenging.
3	Attainment Our internal assessment data and the DfE summative data shows that disadvantaged pupils are more likely to not reach the expected standard and/or require a significant amount of support to do so
4	Pupils emotional and behavioural needs Evidence from our termly safeguarding meetings and behaviour logs shows that a significant number of our disadvantaged pupils present with emotional and behavioural needs that affect their readiness to learn.
5	Financial challenges to families A number of disadvantaged pupils come from socio-economic backgrounds where families require additional support to meet children's basic needs. Financial pressures can reduce children's participation in trips, clubs and other opportunities.

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
Pupils' attendance will improve so that they are consistently in school.	The gap between the disadvantaged and non-disadvantaged pupils will decrease and high levels of attendance will be sustained by 2027/28: • overall attendance for disadvantaged pupils moves closer to, or matches, that of non-disadvantaged pupils • overall % for disadvantaged children will be at least 95% by 2027/28 • increased engagement with early intervention and attendance support, shown through improved communication and follow-up from families <i>Impact will be measured through improved attendance data</i>
Pupils will develop strong early reading and phonics skills, resulting in improved fluency and vocabulary.	KS1 phonics and KS2 reading outcomes in 2027/28 are closer towards the Trusts target of 90% of disadvantaged pupils reaching expected standard • 90% of disadvantaged pupils meet the phonic screening test resulting in less time spent on interventions to 'catch children up' in Year 2 and 3 • 90% of disadvantaged pupils are reading in-line with their year group's expectations <i>Impact will be measured through an increase Read, Write Inc, Phonics Screening Check and Fluency assessment data</i>
Pupils will achieve the expected standard in reading, writing and maths	Assessment outcomes as the end of the year (by 2027/28) show 90% of children are reaching the expected standard <i>Impact will be measured through Phonics Screening Check, Multiplication Check and Year 6 SATs data</i>
Pupils' emotional and behavioural needs will be effectively managed, leading to improved engagement, focus, and sustained learning in the classroom.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • Reduction in the number and severity of behaviour incidents involving disadvantaged pupils • Improved engagement and participation in lessons, measured through behaviour logs and observations • Successful completion of targeted pastoral or SEMH interventions • Improved attendance

	<i>Impact will be measured through either PIVATS SEMH or the Autism Education Trust Framework</i>
Pupils have equal access to learning	• Increased participation in extra-curricular activities. • Increased concentration and regulation throughout the school day • Improved well-being amongst disadvantaged pupils • Positive feedback from families and staff regarding support for basic needs <i>Impact will be measured through behaviour and safeguarding records; extra-curricular records; PIVATS SEMH or Autism Education Trust Framework; SWAG referrals</i>

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: £10,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for senior leaders in the Mosaic Trust mentoring and coaching programme. This will help develop high-quality teaching in class, especially for ECTs. (Fund release time for teachers)	The EEF recognises that instructional coaching is a promising way to improve the development of early-career teachers. It also sets out 'developing teacher techniques' in effective professional development. Early Career Support Professional Development	2, 3
Increase subscription to Read Write Inc to provide increased training opportunities for teachers and TAs	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2,3
Subscription to Nessy Learning to support reading and spelling for children at risk – or are – not at expected standard	The program is based on structured synthetic phonics. Phonic approaches have a strong positive evidence base Phonics Teaching and Learning Toolkit EEF	2,3
Enhancement of our maths and phonics teaching	Evidence from the EEF shows that PD improves teaching & pupil learning	2,3

We will fund teacher release time (1 day per week) to coach teachers in phonics, and maths conferencing	Teacher Professional Development Professional Development	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant targeted 1:1 and small group interventions to support pupils in: <u>Phonics / Fresh Start</u> - 1:1 daily phonics 'catch up' interventions in EYFS – Year 3 - 1:1 Fresh Start intervention (x3 afternoon) Y3 – Y6 <u>Reading Fluency</u> - 1:1 reading fluency intervention with ch'n more than one yr behind - Small group intervention for children who are less than one year behind	Targeted interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks Phonics Teaching and Learning Toolkit EEF	2, 3

<u>Multiplication</u> - 1:1 multiplication intervention (x 3 afternoons per week)		
Small group tutoring in Year 6, led by the class teacher	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils who are falling behind Small group tuition Teaching and Learning Toolkit EEF	2,3
All EYFS children, as well as those identified with speech and language needs, are assessed using Welcomm. Additional speech and language support is provided by a therapist or trained staff.	The EEF states that communication and language approaches have a high impact and increase young children's learning by seven months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions%20?utm_source=chatgpt.com Oral Language Interventions Communication and Language	
1:1 targeted tuition for children who have missed learning (e.g. <i>due to low attendance / reduced timetables</i>)	Targeted interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks Phonics Teaching and Learning Toolkit EEF	

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

Budgeted cost: £31,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance - Release time for attendance lead to analyse data & create termly action plan - Family & Pupil Welfare Lead support families in identifying	The EEF Supporting School Attendance recommends a supportive whole-school, inclusive approach to improving attendance. It also states that effective, two-way communication with families can improve attendance. According to the EEF Parental Engagement Toolkit, engaging parents has a positive impact on education outcomes & tailored messages linked to attendance and learning can help support behaviour and engagement EEF Supporting School Attendance EEF Parental Engagement	1, 4, 5

barriers to regular school attendance.		
ELSA and Family & Pupil Welfare Lead to support children in managing their emotions and regulation through bespoke and tailored wellbeing support	EEF evidence strongly supports using social and emotional learning to help children regulate emotions & behaviours. DfE research also supports emotional support within a broader whole-school wellbeing lead. Building a culture of community and belonging also improves attendance EEF Supporting School Attendance DfE Supporting mental health EEF Improving Social and Emotional Learning	1,2,3,4,5
Provide support for families: - Access to school Fare Share - School provided breakfast club / toast club - Enrichment activities - Extra-curricular activities - Trips	Offering free breakfast / toast and access to the school food bank aligns with evidence that reducing food insecurity in school can lead to better academic outcomes and fewer absence These approaches can also strength family engagement reducing barriers that prevent regular attendance	4, 5
Family & Pupil Welfare Lead to provide support to children and their families THERAPIES	By addressing both practical and emotional barriers at home, a family Welfare Lead ensures pupils attend school regularly, feel ready to learn and access targeted support, which improves attainment EEF Supporting School Attendance EEF Parental Engagement	1, 2, 3, 4, 5

Total budgeted cost: £92,897

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **Early Learning Goal:** 85.7%
- **Phonics Screening Check:** 36.4%
- **Phonics Screening re-check (Y2):** 80%
- **Multiplication Check:** 45.5% (25/25). Average Score 23.9
- **KS2 Combined score:** 36.4%
- **KS2 Maths & Reading:** 36.4%
- **KS2 Writing:** 45.5%

We have analysed the performance of our school's disadvantaged pupils during the academic year 2024 – 2025, drawing on national assessment data and our own internal summative and formative data.

The data demonstrated that disadvantaged pupils performed less favourably than non-disadvantaged pupils, especially in phonics and reading.

At the end of KS2 our disadvantaged pupils performed the best in writing however this was still behind their non-disadvantaged peers. Disadvantaged pupils did not perform well in reading, maths and SPAG, compared to their non-disadvantaged peers.

Our data did show that disadvantaged pupils achieved well in Early Years (85.7%) and in the Multiplication check (average score of 23.9).

The data demonstrated that we need to focus on improving the early reading and fluency for our disadvantaged pupils. We also need to increase our speech and language offer to pupils in the early years to ensure they are able to access content from an early age.

Interventions with a focus upon SEMH and behaviour has had a positive impact upon 30 pupil premium children. Of those, three children are now on a full time timetable and are accessing majority of their learning in class (as opposed to the start of the year where their learning was in our enhanced provision).

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
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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Weekly Speech and Language support from an external provider. The support will mainly target children within EYFS and KS1
- Employing an external EWO to monitor and evaluate our school attendance
- All staff to attend Mosaic Trust's INSET day on disadvantage led by the author Katriona O'Sullivan
- Professional development cycles are focused upon improving the fundamental skills in teaching and learning
- The attendance lead is released termly to attend the Trust Disadvantage Network meetings