Pupil premium strategy statement

Raysfield Primary
Know myself. Respond to my world.
Connect with my community.

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	439
Proportion (%) of pupil premium eligible pupils	17.5%
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 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Miss Sarah Thomas
Pupil premium lead	Mr Daniel Botha & Mrs Amelia Fareham
Governor / Trustee lead	Mr Colin Gould

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,990.83
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*	£94,990.83

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. *(2024/25: 90.98% / 2025-2026: 93.1%)*
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 *Impact will be measured through improved attendance data*
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 *Impact will be measured through an increase Read, Write Inc, Phonics Screening Check and Fluency assessment data*
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 *Impact will be measured through Phonics Screening Check, Multiplication Check and Year 6 SATs data*
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 pupiled • Improved engagement and participation in lessons, measured through behaviour logs and observations • Successful completion of targeted pastoral or SEMH interventions • Improved attendance

	Impact will be measured through either PIVATS SEMH or the Autism Education Trust Framework
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 *Impact will be measured through behaviour and safeguarding records; extra-curricular records; PIVATS SEMH or Autisim Education Trust Framework; SWAG referrals*

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: £20,338

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
Release time for Read Write Inc lead to complete monitoring (incl 2 x RWI Development Days) and 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
Release time for KS2 spelling lead to monitor and train staff in RWI spellings. Access to KS2 RWI handwriting & Spelling package	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	2,3

Subscription to Nessy Learning to support reading and spelling for children with dyslexia	The program is based on structured synthetic phonics. Phonic approaches have a strong positive evidence base Phonics | Teaching and Learning Toolkit | EEF	2,3
Release time for the Professional Development Lead to monitor and coach staff in focus year groups, with a specific focus on Assessment for Learning and the development of effective strategies to strengthen pupils' executive functioning skills. (1 day per week)	Evidence from the EEF shows that PD improves teaching & pupil learning Teacher Professional Development Professional Development	2,3
Release time for the Pupil Premium Lead and Core Subject Leaders to monitor progress and attainment, provide targeted support to staff, and develop effective strategies to raise outcomes for disadvantaged pupils. (1/2 day per week)	Evidence from the EEF shows that PD improves teaching & pupil learning Teacher Professional Development Professional Development	2,3
Teacher release time to participate in Pupil Learning Meetings (termly) with senior leaders: - evaluate the impact of adaptations to the universal offer - evaluate current interventions and impact - collaboratively plan future adaptations and targeted interventions to improve outcomes for disadvantaged pupils.	The EEF recommends that Pupil Premium strategies are informed by pupils' needs and regularly reviewed and adapted. Structured review meetings enable staff to evaluate provision and identify responsive next steps, ensuring support remains targeted to disadvantaged pupils. EEF Guide to Pupil Premium	2,3

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

Budgeted cost: £66,292

<table>
<tr><th>Activity</th><th>Evidence that supports this approach</th><th>Challenge number(s) addressed</th></tr>
<tr><td rowspan="2">Teaching assistant targeted 1:1 and small group interventions to support pupils in core areas of learning</td><td>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</td><td>2, 3</td></tr>
<tr><td colspan="2"><table>
<tr><th>Interventions:</th><th>Year group</th><th>~ hrs per year</th></tr>
<tr><td>Nursery SaLT</td><td>EYFS</td><td>105</td></tr>
<tr><td>Phonics 1:1 or daily</td><td>EYFS – Year 3</td><td>470</td></tr>
<tr><td>Fresh Start Phonics</td><td>Year 3 – Year 6</td><td>140</td></tr>
<tr><td>Reading Fluency</td><td>Year 2 – Year 6</td><td>210</td></tr>
<tr><td>MTC</td><td>Year 3 – Year 6</td><td>56</td></tr>
</table></td></tr>
<tr><td>Small group tutoring in Year 6, led by the class teacher</td><td>Tuition targeted at specific needs and knowledge gaps can be an affective method to support low attaining pupils who are falling behind
Small group tuition | Teaching and Learning Toolkit | EEF</td><td>2,3</td></tr>
<tr><td>Targeted academic support for pupils who experiencing barriers to accessing education</td><td>Pupils who demonstrate disengagement from learning benefit from targeted, individualised support to address barriers to participation
EEF: Improving Behaviour in School</td><td>1, 3, 4, 5</td></tr>
<tr><td>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.</td><td>The EEF states that communication and language approaches have a high impact and increase young children’s learning by seven months
Oral Language Interventions Communication and Language</td><td>2,3</td></tr>
</table>

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

Budgeted cost: £16,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free or subsidised music lessons: - Whole Class music lessons for all pupils in Year 4 and Year 5 - Rock Steady lessons	The EEF identifies positive effects on academic outcomes alongside wellbeing and attitudes to learning EEF Arts Participation	1,4, 5
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 (1hr fortnightly), meet with EWO; and create termly action plan (1/2 day per term) - Family & Pupil Welfare Lead support families in identifying barriers to regular school attendance.	The EEF Supporting School Attendance recommends a supportive whole-school, inclusive approach to improving attendance. It also started 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
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 broacher 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
Family & Pupil Welfare Lead to support families providing early help, practical advice and	EEF states that, working with parents to support children's learning can help to identify and address barriers to learning	1,2,3,4,5

signposting to appropriate services	Working with Parents to Support Children's Learning EEF Supporting School Attendance EEF Parental Engagement	
Provide support for families: - School provided breakfast club / toast club - Enrichment activities - Extra-curricular activities - Trips - Leavers hoodies	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

Total budgeted cost: £102,908

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Pupil Attendance

Pupil premium attendance has remained at 93% across the last two academic years. During the 2025–2026 academic year, systems and processes were further developed to strengthen the monitoring of attendance, identify barriers to regular school attendance and ensure that appropriate support is put in place for pupils experiencing disadvantaged. These systems are ready to be implemented consistently from Term 1 of the 2026–2027 academic year with a focus on early identification and timely intervention.

The Attendance Lead worked closely with the SENCO and Deputy Headteacher to explore the individual circumstances and barriers to accessing education for two pupils experiencing severe absence. Through collaborative working, the pupils' needs were carefully considered. Both pupils have now transitioned to specialist school placements, supporting their access to education

Moving forward, the school will implement the revised attendance systems consistently, using regular monitoring and analysis of pupil premium attendance data to identify emerging patterns and evaluate the impact of interventions. The aim is to improve attendance and engagement for disadvantaged pupils by ensuring that barriers are identified early and that support is personalised to meet individual needs. Progress will be reviewed throughout the academic year to assess the effectiveness of these processes and inform future provision.

Challenge 2: Reading Fluency

During the 2025–2026 academic year, positive progress was made in reading across the school, including for disadvantaged pupils. The proportion of disadvantaged pupils working at the expected standard (EXS) increased from 43.9% at the start of the academic year (1 September 2025) to 61.8% by the end of the year (31 August 2026), an increase of 17.9 percentage points. This demonstrates improved attainment over the course of the year and reflects the importance of identifying gaps in learning and providing targeted support to address them.

The Reading Lead has implemented robust systems and processes for analysing Read Write Inc. (RWI) phonics assessment data and reading fluency outcomes. Progress is tracked termly by subject leads and shared with senior leaders to ensure that pupils who are falling behind are identified promptly and appropriate interventions are put in place. The school's approach is underpinned by the principle of *"keep up, rather than catch up"*, with a focus on addressing gaps in phonics knowledge, decoding and reading fluency as early as possible.

The proportion of Year 1 pupils achieving the expected phonics standard increased from 36.4% in 2024–2025 to 73.3% in 2025–2026, an improvement of 36.9 percentage points. This highlights the need to sustain effective early intervention in Year 1.

At the end of Key Stage 2, the proportion of disadvantaged pupils achieving the expected standard in reading increased from 36.4% in 2024–2025 to 54.5% in 2025–2026, an improvement of 18.1 percentage points. Although this represents positive progress, outcomes indicate that further work is needed to ensure disadvantaged pupils consistently achieve in line with their peers and are equipped with the reading fluency and comprehension skills required to access the wider curriculum.

Moving forward, the school will continue to use termly assessment information to evaluate the impact of phonics and reading interventions, monitor the progress of disadvantaged pupils and adapt provision where necessary. The focus will remain on early identification, timely intervention and sustained improvements in reading attainment, ensuring that disadvantaged pupils develop the foundational skills and confidence needed to become successful, independent readers.

Challenge 3: Attainment

Termly Pupil Learning Meetings have been established as a key process for monitoring the attainment and progress of disadvantaged pupils. These meetings bring together teachers and relevant leaders to review individual pupil outcomes, identify barriers to learning at an early stage and agree appropriate interventions and support. This approach enables provision to be tailored to pupils' needs, with progress reviewed termly.

Attainment outcomes for 2025–2026 demonstrate positive progress for disadvantaged pupils across several key measures. At the end of Key Stage 2, the proportion of disadvantaged pupils achieving the expected standard in reading, writing and mathematics combined increased from 36.4% in 2024–2025 to 54.5% in 2025–2026. Reading attainment also increased from 36.4% to 54.5%, while writing showed particularly strong improvement, rising from 45.5% to 81.8%. Mathematics attainment increased from 36.4% to 72.7%. These

outcomes indicate that the school's focus on identifying individual barriers, monitoring progress and implementing targeted support has coincided with improved attainment across Key Stage 2.

In the early years and key stage 1, outcomes were more mixed. The proportion of disadvantaged pupils achieving a Good Level of Development (GLD) at the end of Reception decreased from 85.7% in 2024–2025 to 42.9% in 2025–2026. Year 1 phonics outcomes improved considerably, increasing from 36.4% to 73.3%, while Year 2 phonics outcomes decreased from 80% to 67%. In the Multiplication Tables Check (MTC), the proportion of disadvantaged pupils achieving full marks (25/25) increased from 45.5% to 64.3%. These outcomes highlight the importance of maintaining a consistent focus on early identification and intervention, particularly in Reception and Year 2, while sustaining the positive progress seen in phonics in Year 1 and mathematics in Key Stage 2.

The termly Pupil Learning Meetings provide an opportunity to evaluate these outcomes at an individual level, ensuring that whole-cohort data is considered alongside each pupil's starting points, progress and specific learning needs. Teachers and leaders use this information to identify gaps in knowledge, agree targeted interventions and establish clear next steps for learning.

Moving forward, the school will continue to strengthen the consistency and impact of this approach, ensuring that interventions are closely matched to identified needs and their effectiveness is reviewed regularly. The priority is to sustain improvements in attainment, address areas where outcomes have declined and ensure that disadvantaged pupils make strong progress towards age-related expectations across all phases of their education.

Challenge 4: Pupils emotional and behavioural needs

During the 2025–2026 academic year, the school revisited the provision and offer within its inclusion bases to ensure that the intent, support and interventions reflected the individual needs of pupils. The provision was refined across both the SEMH and ASD bases, with a clearer focus on providing tailored support that enables pupils to regulate their emotions, develop positive relationships and engage successfully with learning.

As part of this development, the school strengthened its approach to supporting pupils' emotional and behavioural needs through the use of the Autism Education Trust (AET) framework. This supported staff in reviewing and refining strategies to meet pupils' individual needs and provide a more consistent approach to emotional regulation, behaviour and inclusion.

De-escalation plans and individual Personal Support Plans were also introduced or reviewed for pupils requiring additional support. These plans ensure that staff have a clear understanding of pupils' needs, potential triggers, early signs of dysregulation and the strategies that are most effective in supporting them. This enables staff to respond consistently, proactively reduce barriers to learning and support pupils to feel safe, understood and ready to engage in education.

Moving forward, the school will continue to review the effectiveness of the inclusion bases and individual support plans to ensure that provision remains responsive to pupils' changing needs.

The focus will be on strengthening emotional regulation, reducing barriers to participation, promoting positive behaviour and enabling disadvantaged pupils to access learning successfully within an appropriate and supportive environment.

Challenge 5: Financial Difficulties for families

During the 2025–2026 academic year, the school provided financial support to reduce barriers that may prevent disadvantaged pupils from accessing wider school experiences and enrichment opportunities. Support was offered to Year 6 pupils to enable them to attend residential camp, providing opportunities to develop independence, resilience, confidence and teamwork..

The school also subsidised sports clubs and provided free music lesson places to ensure that financial circumstances did not prevent disadvantaged pupils from participating in extracurricular activities. Year 4 pupils all participated in J-Sax lessons in school. These opportunities supported pupils' personal development and access to experiences that may otherwise have been unavailable to them.

The school's food bank initiative was less successful as it did not consistently reach the families who would benefit most from this support. Following a review of its impact, the decision was made to discontinue the initiative and reconsider how funding could be used more effectively during 2026–2027. The school will instead signpost families to local food banks and community support services.

Moving forward, the school will continue to evaluate the effectiveness of financial support and enrichment opportunities, ensuring that disadvantaged pupils can participate fully in school life, develop positive relationships and access experiences that contribute to their academic, social and emotional development.

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

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:

- Additional interventions which will be led by teachers within the school day
- Provision within our Inclusion Base which is mainly funding by EHCP payments
- Professional development cycles which are focused upon improving the fundamental skills in teaching and learning
- Support and guidance from Mosaic Partnership Trust, including working with Katriona O'Sullivan on developing our pupil premium approach
- Bristol Sports Holiday Club is run from Raysfield – HAF places for pupil premium children
- The school has a 'Swop Shop' for old uniform. Parents can donate and take uniform free of charge