Raynsford Academy 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	10% (21 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Years 2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ed Wheatley
Pupil premium lead	Ed Wheatley
Governor / Trustee lead	Neil Truelove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37620
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0.00
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*	£37620

Part A: Pupil premium strategy plan

Statement of intent

At Raynsford Church of England Academy, we aim to ensure that all children irrespective of their background or the challenges they face, make at least expected progress and achieve high attainment across all subjects.

We strongly believe that all children should receive the same opportunities and gain a love and passion for learning. We strive to instil commitment and dedication so the children leave Raynsford with the tools they need to be successful.

High quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the attainment gap of disadvantaged pupils and those that are not. Focussing on targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Our aim is that all our Pupil Premium children make good progress in core subjects through quality first teaching so that their attainment shifts closer to that of their peers. We use same-day opportunities to close individual daily learning gaps in lessons. We aim to ensure that every pupil is given opportunities to participate in wider enrichment strategies to improve not only their attendance, confidence and readiness to learn but also their well-being.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils' attainment is lower than that of their peers. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.

2	A lack of processes and procedures in place such as assessment to ensure accurate monitoring and tracking of children's progress and attainment.
3	The attendance of disadvantaged children is lower than that of their peers. Difficulties in disadvantaged children maintain a higher than 95% attendance across the academic year.
4	Some disadvantaged children have barriers to their emotional well-being and mental health that hinder academic progress.
5	A lower number of disadvantaged children have attending extra curricular clubs or have been given the opportunity to participate in life experience e.g school visits and experiences outside of the school organisation

Intended outcomes

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

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27. An increase in the percentage of disadvantaged pupils working at age related expectation in their Summer Term formal assessment in Reading, Writing, Maths and SPaG.
Robust tracking and monitoring of children's progress and attainment.	Assessment tracker to be embedded and introduced to new staff to track the progress and attainment of all children Tracking system to compare disadvantaged children against those that are not. Identify gaps in children's' learning to support making accelerated progress.
Improve the attendance of disadvantaged children so that they attend school more than 95% of the school year.	Half termly monitoring of attendance, focussing on disadvantaged children compared to those that are not. Processes and procedures for monitoring attendance and letters being sent home for those children attendance that falls below 95%. Parent meetings for children that meet the persistent absence threshold.

	Termly visits from the Attendance Officer to support the monitoring of attendance.
Disadvantaged children will enjoy the wide range of enrichment activities, opportunities and experiences we have on offer	A wider range of extra-curricular activities will be offered at lunchtime and after school Clubs are free to disadvantaged children so they can attend but do not fill singled out. An increased % of disadvantaged children taking up a club each half term leading to improved confidence, attainment and better mental health. An increased % of PP children representing the school in sporting activities. All disadvantaged children will be able to attend school trips to ensure they are offered the same experiences as non-disadvantaged
To ensure disadvantaged children have the support to improve their social, emotional mental health and well-being	Learning mentors offer social, emotional, mental health and well-being support. Nurture room offers a safe and environmentally friendly place for discussion and interventions Training offered to Learning Mentors to ensure they are suitably qualified to support children's social, emotional, mental health and well-being

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: £ *9000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and embed Assessment	Embedding effective assessment and tracking to ensure that children's progress and attainment is monitored accurately.	1, 2

CPD for class teachers in assessment	Class teachers are able to identify with detailed assessments their target PP pupils' current attainment and skills and the definitive gaps to address in their learning in order to improve standards.	1, 2
Embed Curriculum	To enhance the quality of teaching, a new curriculum entwined with our assessment software. Teachers have the broad and balanced curriculum coverage with sequences of progression from EYFS to Year 6. Teachers are aware of prior knowledge and skills A focus on the implementation of the RE Curriculum	1,2
CPD for teachers in the quality of teaching	Implement the EEF's evidence based 5 a day approach. To ensure Adaptive Teaching is enhanced to allow all children are successful. Learning walks identify that adaptive teaching is implemented in all lessons.	1
Embed synthetic phonics scheme	CPD for new staff and refresher training for existing staff, on the implementation of a DfE approved synthetic phonics scheme (Little Wandle) Ensuring the school is adequately resourced in order to teach phonics effectively. New reading books purchased that match children's assessed ability. Intervention for identified children to ensure rapid progress	1,2

	Purchase, new phonics fluency reading books for children that are progressing through the phonics scheme	
Purchase reading books for guided reading	All children to have access to a hard copy of the guided reading book. Lessons to support children's independent reading, and their development of foundational reading skills. In turn accelerate their reading skills and development progress	1

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

Budgeted cost: £ *15,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs deliver same day interventions and weekly small group interventions to pupils identified as in need.	TAs run a range of small group intervention sessions weekly to support pupils with individual learning gaps and needs. Pupils are identified by the class teacher and these groups are changed regularly to ensure maximum effectiveness with clear impact measurements. *EEF +4months: Teaching assistants can provide a large positive impact on learner outcomes.*	1, 2
Educational materials for pupils to have access to in and outside school to support progress.	We want our pupils to be able to continue to support their learning at home through ensuring digital applications are available for Maths and English. All these platforms are used within school, so the pupils are familiar with them already. *EEF Evidence: 'digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology*	1, 2

	approaches should be used to supplement other teaching,'	
School Led Tutoring 1:1 and group	Regular tutoring sessions in KS2 to support individual needs and address gaps in learning for English and Maths. Extra tutoring support provided for year 6 pupils focussing on English and Maths skills. 1:1 and smaller groups teaching, all with an experienced teacher. *National Tutoring Program: A recently released meta-analysis of tutoring in English and Mathematics has found that tutoring programmes consistently produced large improvements for students, with tutoring programmes conducted during school hours tending to have larger impacts than those conducted after.*	1, 2

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

Budgeted cost: £ *13,700*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors to support the well-being of children and their families	Learning Mentors work closely with pupils requiring individual SEMH support and their families. *EEF toolkit: Parental engagement A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.*	3, 4
Introduce and embed the 'zones of regulation'	Zones of regulation are introduced to the children so they can understand	4

	their emotions and self-regulate more successfully. Children develop cognition, metacognition and motivation to learn. *EEF toolkit: metacognition and self reulation. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly*	
Attendance support and monitoring	Attendance is monitored daily with families contacted. Persistent absenteeism is addressed termly and support offered to families. Praise and positive feedback to pupils who improve their attendance. *EEF toolkit– Parental engagement Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.*	3, 4
Cultural capital experiences promoted through school trips and visitors Reduction in cost of trips and residential trips for disadvantaged children	School trips can be reduced for disadvantaged children. High quality used uniform offered to all vulnerable families every term. All after school clubs are free of charge *EEF – sports participation increases educational engagement and attainment.*	3, 4, 5
Provide opportunities for children to take part in extra curricular activities	A wider range of extra-curricular activities will be offered to tap into our children's passions. Any children who do not choose to join a club that term will be prioritised the following term. Funding will be available to Pupil Premium families to enable them to take part.	4, 5

	An increased % of PP children taking up a club each half term leading to improved confidence, attainment and better mental health. An increased % of PP children representing the school in sporting activities.	
Support with uniforms, breakfast/after school provision	*EEF – sports participation increases educational engagement and attainment.*	3, 4, 5

Total budgeted cost: £ *38,200*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

Early Years: children working at Age Related Expectation or above

	Non Pupil Premium		Pupil Premium	
Word Reading	18	69%	2	50%
Writing	17	65%	2	50%
Numbers	20	77%	3	75%

Year 1 – 6: children working at Age Related Expectation or above

	Non-Pupil Premium		Pupil Premium	
Reading	137	83%	8	44%
Writing	121	73%	8	44%
Maths	141	85%	9	50%

Progress

Non-Pupil Premium children

Reading

On Track Or Higher	
Aut1 23-24	Sum2 23-24
62.0% (106)	80.1% (137)
	18.1

Writing

On Track Or Higher	
Aut1 23-24	Sum2 23-24
49.7% (85)	70.8% (121)
	21.1

Maths

On Track Or Higher	
Aut1 23-24	Sum2 23-24
54.4% (93)	82.5% (141)
	28.1

Pupil Premium children

Reading

On Track Or Higher	
Aut1 23-24	Sum2 23-24
27.8% (5)	44.4% (8)
	16.6

Writing

On Track Or Higher	
Aut1 23-24	Sum2 23-24
27.8% (5)	44.4% (8)
	16.6

Maths

On Track Or Higher	
Aut1 23-24	Sum2 23-24
16.7% (3)	50.0% (9)
	33.3

Attendance

Whole School		Pupil Premium		Non-Pupil Premium	
2023-2024	95.4%	2023-2024	94.3%	2023-2024	95.6%
Autumn	95.5%	Autumn	94.3%	Autumn	95.7%
Spring	95.4%	Spring	96%	Spring	95.3%
Summer	95.1%	Summer	92.9 %	Summer	95.6%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle Learning
MyMaths	Oxford University Press
Developing Experts	Developing Experts
White Rose Maths	White Rose Education
Language Angels	Language Angels
Little Wandle	Letters and Sounds
Charanga	Wise Music Group
Pen Pals	Cambridge University Press

Further information

The school has been on a long journey to ensure all our children are receiving the correct education especially disadvantaged children.

All staff have a better understanding and awareness of their disadvantaged children in their class, and year group and are aware of our more vulnerable students across the school. Termly training for teaching assistants to develop the support provided across the school.

We use AfL opportunities such as in daily lessons to celebrate mini successes and to notice misconceptions first-hand and use same-day intervention opportunities to plug gaps

We continue to raise the profile of disadvantaged children in school life by ensuring that they are prioritised for questioning in class and have key roles and responsibilities within the school and in classes to increase their engagements and self-confidence.

Before we circulate club letters to the whole school each term, we target disadvantaged children to encourage their participation and speak to parents, reminding them of the benefits of their child participating in a club.

In our recent Ofsted inspection, November 2024. The inspector noted:

The school's high expectations for pupils are consistently met. Most pupils attain nationally expected standards by the time they leave the school in Year 6. Pupils commit to working hard in lessons and many join the school's varied clubs outside lessons. Pupils' positive attitudes towards school start in the early years, where children, including two-year-olds, learn to engage with interest in their learning activities.