Raynsford Academy Pupil Premium Strategy Statement: 2025 -2028

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	210
Proportion (%) of pupil premium eligible pupils	8% (17 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Years 2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ed Wheatley
Pupil premium lead	Ed Wheatley
Governor / Trustee lead	Neil Truelove

Funding overview

Detail	Amount
Academic Year covered by statement	2025 - 2026
Pupil Premium Strategy Plan (2025–2028)	Year 1
Pupil Premium funding allocation this year	£29,668
Funding based on	October 2024 school census
Number of pupils eligible for Pupil Premium funding (Reception–Year 6)	19 pupils *(including 3 Post-Looked After Children and 16 pupils eligible for Free School Meals / Ever 6)*
Service Children	0
Total allocation	£29,668
Early Years Pupil Premium (EYPP)	**£1,710** *(allocated separately)*

Part A: Pupil premium strategy plan

Statement of intent

At Raynsford Church of England Academy, we are committed to ensuring that all children thrive in a safe, nurturing environment where they are celebrated for their uniqueness and empowered to meet their full potential.

Our FRIEND values (Forgiving, Respectful, Inclusive, Empathetic, Neighbourly and Determined) underpin everything we do.

We believe that high-quality teaching, targeted academic support and inclusive enrichment opportunities are key to closing the attainment gap for disadvantaged pupils, including those supported through Early Years Pupil Premium (EYPP).

We aim to ensure that all children, regardless of background, make at least expected progress across the curriculum and develop confidence, resilience and a love of learning.

Alignment with School Development Plan (SDP 2025–2027)

This Pupil Premium and Early Years Pupil Premium Strategy directly supports our School Development Plan priorities as follows:

SDP Priority	Alignment in Pupil Premium Strategy
Priority 1: Improve outcomes in Writing across all key stages	Targeted tutoring, adaptive teaching CPD, and writing fluency interventions for PP pupils.
Priority 2: Strengthen Early Reading and Phonics	EYPP-funded language interventions and Little Wandle fidelity checks in EYFS/KS1.
Priority 3: Improve attendance and punctuality for all pupils	Dedicated Attendance Officer, parent meetings, and reward systems with PP monitoring focus.
Priority 4: Enhance wellbeing and resilience	Learning Mentor support and Zones of Regulation implementation for PP pupils.
Priority 5: Broaden enrichment and cultural capital	Funded access for PP pupils to clubs, trips and residentials.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils in EYFS and KS1 enter with lower starting points in communication, language and phonics.
2	Variability in writing attainment and stamina across KS2.
3	Attendance and persistent absence gaps between PP and non-PP pupils.
4	Emotional wellbeing and social confidence barriers for a small number of PP pupils.
5	Lower participation rates for PP pupils in enrichment activities compared to peers.

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 and progress for disadvantaged pupils in Reading, Writing and Maths, relative to their starting points.	• End of year and statutory assessments show that attainment gaps between PP/EYPP and non-PP pupils are narrowed across all key stages. • By July 2028, 75% of PP/EYPP pupils achieve age-related expectations in Reading, Writing and Maths. • Progress tracking demonstrates that PP pupils make at least expected progress from individual baselines.
Accelerated improvement in Early Years outcomes through EYPP-funded language, phonics and social-emotional development.	• EYPP children in Nursery/Reception make strong progress in communication, language and phonics as measured by baseline and termly assessments. • 70% of EYPP pupils achieve a Good Level of Development (GLD) by 2028. • Phonics screening pass rate for PP/EYPP pupils >80%.
Robust tracking and assessment systems accurately identify gaps and inform teaching.	• Whole-school assessment tracker embedded and used consistently by all staff. • Regular data analysis meetings identify PP/EYPP pupils needing intervention. • Termly reports show diminishing gaps between PP/EYPP and peers. • Staff confident in interpreting data and adapting teaching accordingly.
Improved attendance and reduction in persistent absence for disadvantaged pupils.	• PP/EYPP attendance >95% by July 2026 and maintained thereafter. • Persistent absence among PP/EYPP pupils <8%.

	• Half-termly monitoring, parent meetings, and Attendance Officer follow-up in place. • Attendance recognised and celebrated through incentives and positive communication.
Increased participation of disadvantaged pupils in enrichment and wider school life.	• At least 75% of PP/EYPP pupils attend one or more extracurricular club per term. • 100% PP/EYPP attendance at all trips and enrichment visits. • PP representation in school teams and events improves year-on-year. • Parent feedback and pupil voice indicate greater sense of inclusion and confidence.
Enhanced social, emotional and mental-health support for disadvantaged pupils.	• Learning Mentors provide structured SEMH interventions and monitor progress. • Zones of Regulation embedded across school. • All staff trained in SEMH and de-escalation strategies. • PP/EYPP pupils show improved wellbeing and behaviour data
Strengthened parental engagement, particularly within Early Years and attendance improvement work	• Increased parental attendance at workshops, phonics sessions and attendance meetings. • Regular communication and family-support interventions recorded. • Positive parent feedback through surveys and informal engagement. • Improved home–school partnership reflected in pupil outcomes.

Activity in this academic year

This details how we intend to spend our Pupil Premium (and Early Years Pupil Premium) funding this academic year to address the challenges identified.

Teaching (for example, CPD, receuitment and retention)

Budgeted cost: £ *8750*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed high-quality assessment and adaptive teaching	Embedding effective assessment and adaptive practice ensures staff identify learning gaps quickly and tailor teaching to pupil need. *EEF evidence shows assessment for learning and responsive teaching have a strong positive impact on pupil outcomes.*	1, 2
CPD for class teachers and support staff	Regular professional development focused on adaptive teaching, writing fluency, and inclusive pedagogy ensures that PP/EYPP pupils access high-quality instruction in every lesson.	1, 2
Enhance curriculum sequencing and subject leadership	Curriculum continues to be developed with clear progression and subject monitoring. Staff understand prior knowledge and	1, 2

	key skills from EYFS–Y6, supporting disadvantaged learners to connect and retain learning.	
Embed and sustain Little Wandle synthetic phonics scheme	CPD for new staff and refresher training for all teachers. Ensure reading books match children's phonics stages. EYPP funding supports additional decodable books and early language interventions. *DfE guidance: systematic synthetic phonics is the most effective approach to early reading.*	1, 2
EYPP early language and phonics interventions	EYPP (£1,710) funds focused speech-and-language sessions, story-time vocabulary groups and parental workshops. *EEF Early Years Toolkit shows communication & language approaches deliver +6 months' progress.*	1, 2

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

Budgeted cost: *£ 12,750*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant–led daily and weekly interventions	TAs deliver same-day catch-up and small-group work in phonics, writing and maths. *EEF: teaching assistant interventions (+4 months). Regular impact review meetings ensure responsiveness.*	1, 2
School-led tutoring (Y5–Y6)	1:1 and small-group sessions focusing on Reading, Writing and Maths. Targeted use of experienced teachers. *EEF/National Tutoring Programme: consistent evidence of accelerated progress for disadvantaged pupils.*	1, 2
Digital learning subscriptions	TT Rockstars £98.55, Numberbots £98.55, MyMaths £434 , Spelling Shed £166 , White Rose Maths £264 , Language Angels £254 , Kapow PSHE /art and DT £298 , Number Sense EY £439, Widget £295, Little Wandle £750 *EEF: digital tools supplement teaching and typically deliver +4 months' progress when well-integrated.*	1, 2
Writing intervention and moderation cycles	Structured writing intervention (sentence-combining, editing and handwriting fluency) plus termly moderation to ensure high expectations. *Based on EEF Writing Guidance (2021).*	2

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

Budgeted cost: £ *10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor SEMH support	Learning Mentors provide targeted social, emotional and mental-health interventions; liaise with families *EEF: social & emotional learning adds +4 months; parental engagement has positive impact.*	3, 4
Zones of Regulation – embed and sustain	Used school-wide to help children understand and manage emotions. Improves self-regulation and learning readiness. *EEF: metacognition & self-regulation approaches add +7 months.*	4
Attendance support and family engagement	Dedicated Attendance Officer monitors daily attendance, conducts parent meetings, and celebrates improvement. *EEF: parental engagement approaches (+4 months). Aim: PP attendance > 95%, PA <8%*	3
Cultural capital and enrichment funding	Free or subsidised clubs, trips and residentials for PP/EYPP pupils; access to uniform bank. *EEF: sports participation and enrichment increase motivation and academic outcomes.*	3, 4, 5
Extra-curricular participation funding	Budget £2,250 (25 × £3 × 30 weeks). Ensures PP/EYPP access to at least one club per term; rotation prioritises non-participants. Increases confidence, attendance and wellbeing.	4, 5
Breakfast and after-school provision support	Enables vulnerable families to maintain attendance and punctuality; improves readiness to learn. *EEF: extended school time and breakfast clubs yield moderate impact on attainment.*	3, 4

Total budgeted cost: *£ 31,500*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment: KS2 outcomes for disadvantaged pupils are strong, especially in Reading and Writing, where PP outperform NPP. Early attainment remains the priority: EYFS GLD and Y1/Y2 Phonics show sizeable gaps that require intensified early reading and language support.

Attendance: PP attendance trails non-PP; persistent absence needs continued escalation and early help.

Enrichment & inclusion: Access is funded and prioritised (free clubs, support for visits/uniform), but we need stronger termly participation tracking to evidence impact.

Phase	Measure	PP % Ex-pected+	NPP % Ex-pected+	Gap
EYFS	GLD	**0%**	**63%**	**–63**
Year 1	Phonics Screen	**13%**	**67%**	**–54**
Year 2	Phonics (re-check)	**9%**	**64%**	**–55**
Year 6 (KS2)	Reading	**100%**	**95%**	**+5**
Year 6 (KS2)	Writing	**100%**	**80%**	**+20**

Interpretation

- **Strength at end of KS2:** PP exceed NPP in Reading and Writing, indicating accumulated impact of teaching, tutoring, and guided practice by UKS2.
- **Priority at start of journey:** Large gaps in EYFS GLD and Y1/Y2 phonics indicate the need to front-load support (language/phonics catch-up, parental engagement, daily keep-ups, and stronger attendance in EYFS/KS1).

Ofsted (Nov 2024) noted high expectations, strong commitment to learning and broad club offer, this aligns with strong KS2 attainment and your enrichment strategy.

Attendance (2024–25)

- **Whole school:** 96.15%
- **PP:** 92.62% (Autumn 90.54%, Spring 92.18%, Summer 95.15%)
- **Non-PP:** 95.9% (Autumn 95.24%, Spring 96.27%, Summer 96.47%)

Interpretation: PP attendance is below that of non-PP pupils overall; however, the data shows a positive upward trajectory across the year**,** rising from 90.54% in Autumn to 95.15% in Summer. This improvement suggests that current attendance strategies are having an impact, but persistent absence within the PP group still requires continued focus**,** including consistent use of thresholds, structured parent meetings, attendance panels, and supportive early-help interventions. Continued positive recognition and Attendance Officer follow-up should help sustain the upward trend.

Enrichment, inclusion and cultural capital (2024–25)

- Funded access for PP to clubs**,** trips/residentials, and uniform, with PP prioritised for sign-ups before general release; all after-school clubs are free for PP.

- **Next step:** Termly datasets to evidence %PP club uptake and visit participation and link to attendance/SEMH indicators for impact.

Implementation & evaluation highlights

- **Quality-first teaching & curriculum:** CPD in assessment/adaptive teaching; Little Wandle phonics with matched books; guided reading copies; assessment tracker embedded.
- **Targeted support:** Same-day TA interventions; school-led tutoring (1:1/small groups) focused on English/Maths with Y6 boost.
- **Wider strategies:** Learning Mentors (SEMH), Zones of Regulation, daily attendance monitoring with escalation; reduced costs for trips; free clubs for PP.

The impact of Pupil Premium and EYPP spending is reviewed termly through pupil progress meetings, SLT monitoring, and governor scrutiny via the Curriculum & Standards Committee.

Lessons learned

1. **Front-load early reading:** The EYFS→KS1 gap demands earlier, tighter cycles: speech & language screening (baseline + half-termly), daily phonics keep-ups, fluency practice, and parental coaching (Little Wandle home routine).
2. **Tighten evaluation:** For each intervention, record cohort size, weekly dose, fidelity checks, and 6-week progress probes; continue/adjust/stop based on evidence.
3. **Attendance escalation & incentives:** Keep clear thresholds (letters, meetings, plans, EWO), and celebrate improved attendance; monitor PA by subgroup (PP/SEND).
4. **Evidence enrichment impact:** Track PP participation termly; target low attendances, link participation to attendance and wellbeing notes.

Next steps informing the 2025–2028 plan

- **Early Reading Priority (EYFS/KS1):** Daily keep-ups; decodable book match checks; fluency packs home; SLT phonics fidelity walks; half-termly phonic/GLD reviews with swift re-grouping.
- **KS2 Consolidation:** Maintain tutoring/guided reading structures that drove KS2 success; add **writing** sentence-combining and feedback cycles to sustain gains.
- **Attendance Targets:** PP overall >95.0%**;** PP PA < 8% by July 2026; publish visual escalation map and termly governor scrutiny.
- **Enrichment Targets:** PP club uptake >75% per term; PP participation in all educational visits >95%**;** maintain free access and early invites.

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 continues to build on its strong foundations to ensure that all children, particularly those who are disadvantaged, receive the very best education and pastoral support. Staff have a deep understanding of their disadvantaged and EYPP children and are proactive in identifying both academic and emotional needs. This knowledge now sits at the heart of classroom practice, with all teachers and support staff regularly reviewing progress and adapting provision accordingly.

Ongoing professional development for teaching assistants and class teachers has strengthened the quality of support and intervention across the school. Assessment for Learning is embedded in daily practice, enabling staff to celebrate small steps of success and address misconceptions through same-day interventions.

The profile of disadvantaged pupils remains high across school life. They are prioritised for questioning, leadership roles and enrichment opportunities, helping to build confidence, self-belief and a sense of belonging. Before each term's club letter is shared with the wider school, disadvantaged families are contacted personally and encouraged to take advantage of the funded clubs and visits available to them. This approach has helped increase participation rates and deepen engagement.

Our focus on Early Years continues to grow, supported by EYPP funding which enhances early language, phonics and social-emotional readiness. Early intervention remains central to our approach and is directly linked to our School Development Plan priorities.

The findings from our Ofsted inspection (November 2024) continue to reflect the school's ethos:

"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."

Looking ahead, this strategy will ensure that disadvantaged and EYPP pupils continue to thrive academically, socially and emotionally — in line with our vision that *"all thrive in a safe environment, where they are celebrated for their uniqueness and are empowered to meet their full potential."*

Governors receive termly updates on the impact and spending of Pupil Premium and EYPP, ensuring accountability for outcomes and financial transparency.