

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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
School name	The Raleigh School
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	3.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Elizabeth Carter-McQueen
Pupil premium lead	A Chalk
Governor / Trustee lead	Beverley Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,659
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	£26,659

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their starting point.

We will consider the challenges faced by vulnerable pupils, including young carers and those who have a social worker or family support worker. The activity we have outlined in this statement is also intended to support the needs of these and other vulnerable groups, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a clear focus on diminishing the difference in attainment between vulnerable groups and all pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils will continue to advance and make good progress alongside their disadvantaged peers.

A rigorous schedule of formative and summative assessments enables us to identify and address the individual needs of all pupils including those working at greater depth within the standard. To ensure our approach is effective so that all pupils excel, we will:

- promote a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and work together to raise expectations of what pupils can achieve
- act early to intervene with targeted support as soon as a need has been identified
- ensure disadvantaged pupils receive an appropriate stretch and challenge in all aspects of their learning
- ensure disadvantaged pupils are enabled to access our wider curriculum offer, including clubs and trips, regardless of any financial constraints

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and statutory assessments indicate that reading, writing and maths attainment among disadvantaged pupils is not always comparable to that of non-disadvantaged pupils. Their foundations are less secure and they require more intense support to close the gap in their learning.
3	Low expectations of engagement / access.
4	Our attendance data over the last 3 years shows that attendance among Pupil Premium pupils continues to be below that of non-Pupil Premium pupils.
5	Fewer disadvantaged children access wider school provision despite financial support being provided.
6	PP families are under added increased financial strain due to the cost of living crisis

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 phonics in Early Years and Key Stage 1	Assessment data will evidence a positive progress score for disadvantaged pupils.
Improved reading attainment among disadvantaged children	KS1 and KS2 reading outcomes will evidence a positive progress score in end of Key Stage statutory assessments.
Improved maths attainment among disadvantaged children	KS1 and KS2 maths outcomes will evidence a positive progress score in end of Key Stage statutory assessments and the Y4 Multiplication Tables Check (MTC).
Improved writing attainment among disadvantaged children	KS1 and KS2 writing outcomes will evidence a positive progress score in end of Key Stage teacher assessments, and in end of Key Stage 2 statutory assessments in Spelling, Punctuation and Grammar.
To achieve and sustain improved attendance for our disadvantaged children	Sustained high attendance and a reduction in the number of 'lates' demonstrated by:

	<ul style="list-style-type: none"> • the overall absence rate for all pupils being no less than 96% • the difference in attendance between pupil premium and non-pupil premium pupils to diminish, year on year
Improved attendance at school clubs/trips for disadvantaged children	All disadvantaged children attending at least one club per term.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Targeted pupils access key adult or pastoral support.</p> <p>High levels of participation in enrichment activities, particularly among disadvantaged pupils .</p>

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: £14010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised, diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests, including NFER and CAT 4 can provide reliable insights into the specific strengths and weaknesses of each pupil. Information is used to identify and address gaps in learning, to target support and to inform future planning.</p>	1,2
<p>Purchase of CEM baseline for Reception</p>	<p>This new assessment programme allows us to gain a secure understanding of the needs of individuals when they first enter the school setting and to plan effective support to address these needs. The assessment is repeated at the end of the year to record progress made and identify gaps in learning.</p>	1,2
<p>Robust monitoring programme to continue to support all staff through regular observations. Implement ECF training and provide high quality CPD Monitor progress and identify any necessary support through termly pupil progress meetings and staff appraisal process.</p>	<p>Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) ECF underpinned by strong evidence base as referenced in pages 26- 42 of The Early Career Framework</p> <p>Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the most effective ways to ensure disadvantaged pupils achieve highly.</p>	1,2,

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

Budgeted cost: £10,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for targeted pupils who require further phonics support, including disadvantaged.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Extended Learning Team classes Additional weekly focus groups	Research by the EER (Educational Effectiveness Research) shows that small group tuition is effective due to greater feed-back from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' needs. Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference EEF Early Years Toolkit	1,2
Data analysis used to identify areas for targeted small group or 1:1 support.	Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) Intervening in a timely fashion ensures daily learning objectives are met by all thus diminishing the difference EEF Teacher Feedback to Improve Pupil Learning	1,2,3

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

Budgeted cost: £2363

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice provided by the Inclusion Officer, the DfE's Improving School Attendance advice and also in the Working Together to Improve Attendance 2024.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Training and release time for staff to monitor school's attendance and liaise with the Inclusion Officer about required actions.	Greater awareness of attendance by all staff members results in greater school impact.	4
ELSA support, for individual children, including disadvantaged, for mental health and wellbeing.	There is strong evidence that supporting children's emotional wellbeing leads to improved academic outcomes. Student Wellbeing: An analysis of the evidence Oxford Impact	1,2,3,4,5,6
Review extra-curricular and enrichment engagement. Encourage uptake for extra-curricular activities. Opportunities for enrichment made available to children eligible for PP especially those who are more able. Investigate reasons for children not attending school trips especially residential to enable the school	There is strong evidence that supporting children's emotional wellbeing leads to improved academic outcomes. Student Wellbeing: An analysis of the evidence Oxford Impact 4 8 Individual invites for enrichment opportunities, clubs and intervention	2,3,4,5,6

to subsidise where necessary.		
Home School Link Worker (HSLW)	The HSLW is funded across the Effingham Partnership of schools to support the social and emotional needs of individual children or families. Improved social and emotional wellbeing create more well-rounded children and greater academic achievement in the long run.	2,3,4,6
Financial support to individual families	Pupil Premium families are not disadvantaged further. They're able to attend school trips/residentials/clubs with additional financial support.	3,6

Total budgeted cost: £35914

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 2023 to 2024 academic year.

Pupil Premium children achieved significantly above national average at the end of Key Stage 2. Pupil Premium children had an average scaled score of 105.3 which demonstrates them securely meeting the expected standard for year 6. Pupil Premium pupils have a FFT progress score of +1.1 from their starting points. This demonstrates that each Pupil Premium child made accelerated progress as a result of the provision at The Raleigh.

Externally provided programmes

Please include the 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
Lexia	Cambium Learning Group