



Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment and wider outcomes 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 previous pupil premium spending has had within our school.

School overview

Detail	Data
School name	Rayleigh Primary
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	17.2% (78 pupils) Based on the October 2025 census used for the 2026–2027 allocation.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years • 2024-2025 • 2025-2026 • 2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Jennifer Roberts
Pupil premium lead	Kevin Leeman
Governor / Trustee lead	Jill Pickering

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,310.
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	£105,310.

Funding note: the final 2026–2027 allocation should be taken from the Trust / DfE finance records. It should not be calculated simply from current FSM numbers because Expanded FSM from September 2026 does not attract Pupil Premium. Planned expenditure identified in this strategy currently totals £107,170; the confirmed allocation and any remaining balance should be reconciled through the Trust's agreed budget process.

Part A: Pupil premium strategy plan

Statement of intent

At Rayleigh Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

Addressing disadvantage is a priority for Rayleigh Primary School. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We use robust assessment methods to identify gaps and devise early intervention. We use evidence based approaches which are implemented effectively and consistently reviewed and evaluated. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, drawing on current assessment, monitoring and the provisional 2025–2026 KS2 outcomes.

Challenge number	Detail of challenge
1	Our assessments and observations indicate that there are an increasing number of families that require additional wellbeing support.
2	Assessments, observations, and discussions with teachers suggest oral language skills in Reception have been lower than usual. This has slowed reading and writing progress in subsequent years.
3	Internal assessments indicate an attainment gap between boys and girls in reading and writing.
4	Provisional 2025–2026 KS2 outcomes show that disadvantaged pupils made stronger progress than the Essex disadvantaged comparator in reading, writing and mathematics. However, combined RWM attainment (37.5%) and writing attainment (50.0%) remained below the Essex disadvantaged averages, and maths progress (-0.28) was the weakest of the three disadvantaged progress measures.
5	Attendance and persistent absence can act as wider barriers to learning, particularly where disadvantage and SEND overlap. Early identification and coordinated family support remain important.

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
Ensure that families and pupils requiring additional wellbeing support receive timely and appropriate interventions. Foster a whole-school approach to wellbeing.	Termly monitoring shows that targeted pupils receive timely support and make progress against their individual wellbeing targets; parental engagement is reviewed where appropriate.
Raise the oral language and communication skills of Reception pupils to an age-appropriate level by the end of the EYFS and early KS1.	Baseline and end-of-year assessment data show accelerated progress for targeted disadvantaged pupils in communication and language, with improved participation in classroom discussion.
Address the gender attainment gap in reading and writing by providing targeted support for underachieving boys and ensuring consistent progress.	The reading and writing attainment gap between boys and girls narrows against the 2025–2026 internal baseline, with targeted pupils making stronger progress from their starting points.
Narrow the attainment gap between disadvantaged and non-disadvantaged pupils across all core subjects (Reading, Writing, and Maths), with a particular focus on translating strong progress into improved combined RWM attainment.	Disadvantaged pupils make strong progress from baseline. Year-on-year attainment improves in combined RWM, reading, writing and maths, with particular attention to pupils whose progress has not yet translated into the expected standard. Maths progress improves from the provisional 2025–2026 position of -0.28.
Raise the attendance rate of SEND and disadvantaged pupils to be in line with or better than their peers.	Attendance of disadvantaged pupils improves against the school's 2025–2026 baseline and persistent absence reduces, with pupils at risk of poor attendance identified and supported promptly.

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: £94,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have purchased standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 3, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We are funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
Emotional Support Employing an inclusion mentor and Implementing ELSA (Emotional Literacy Support Assistant) & Zones of Regulation. We are providing emotional and social support, including 1:1 sessions for pupils and family outreach.	Providing both in-house and external support addresses the emotional and wellbeing needs that hinder academic progress and engagement. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term Social and emotional learning strategies	1, 5

We are tailoring an improved approach to the teaching of phonics. We have purchased additional phonics resources and books to promote language-rich environments.	Improving oral language skills early on lays the foundation for later literacy development, ensuring that pupils, especially those from disadvantaged backgrounds, are better equipped to progress in reading and writing.	2, 4
1:1 and Small Group Tutoring – Funding for additional teaching assistants or external tutoring to provide focused support for boys struggling with reading and writing.	Research shows that tailored literacy interventions and activities that capture boys' interests can help bridge the gender attainment gap.	3, 4
Teaching Assistant (TA) Support – Additional TA hours to provide classroom support, targeted interventions, and differentiated learning for disadvantaged pupils in reading, writing, and maths.	Providing high-quality teaching, targeted interventions, and access to learning resources helps close the attainment gap for disadvantaged pupils.	2, 4

Impact so far (2025–2026):

Provisional 2025–2026 KS2 outcomes show strong overall attainment and positive progress in all three subjects. These outcomes provide evidence of strong whole-school teaching and curriculum provision.

Rayleigh's provisional KS2 outcomes were above the Essex average in reading, writing and maths attainment, with positive progress in all three subjects. Disadvantaged pupils also exceeded the Essex disadvantaged average in reading and maths attainment and in all three progress measures.

Internal school monitoring of early language, phonics and pupil wellbeing continues to inform targeted provision in Reception and KS1. The impact of these approaches should continue to be evaluated through assessment and pupil-level monitoring.

Targeted pastoral and inclusion support is monitored through engagement, wellbeing and behaviour information, with provision adapted where evidence indicates that further support is required.

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

Budgeted cost: £ 8,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring - one to one tuition, and small group tuition - in the form of before school / after school sessions.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. One to one tuition EEF (educationendowmentfoundation.org.uk) https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4
We have purchased a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. This will ensure early targeted intervention.	Analysis shows that the Wellcomm Assessment intervention had a positive impact, with all children gaining higher scores in the final screen. http://viridis-schools.co.uk/wp-content/uploads/2019/03/What-is-the-impact-of-Wellcomm-a-speech-and-language-intervention-on-language-development-in-the-Early-Years.pdf Education Endowment Foundation EEF (6 months)	2

Impact so far (2025–2026):

Internal assessment and intervention records indicate that small-group and 1:1 tuition are being used to address identified gaps, with progress reviewed from individual baseline starting points.

Targeted interventions, including speech and language support, continue to be evaluated through baseline and review assessments, particularly for pupils in EYFS and KS1.

Pupil engagement and confidence are monitored as part of intervention review, alongside academic progress.

Assessment data are reviewed at intervention entry, during provision and at exit so that support can be continued, adapted or discontinued according to impact.

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

Budgeted cost: £ 4,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of learning clubs and lunch time club</i>	<i>This provides a space for pupils who may not have a quiet area of the home, adequate resources or support to engage with their home learning.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 5
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Impact so far (2025–2026):

Participation in learning clubs and structured lunchtime provision is monitored as part of the school's wider strategy to remove barriers to learning and participation.

Wellbeing and inclusion support is reviewed through behaviour, engagement and pastoral information for targeted pupils.

Family support is coordinated where barriers to attendance, wellbeing or participation are identified, with impact reviewed through attendance and engagement information.

Total planned expenditure: £107,170

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had during the 2025–2026 academic year. The Key Stage 2 outcomes below are based on the Trust's July 2026 provisional release and should not be treated as final. Marking review appeals, extenuating circumstances and national standardisation may alter the final figures.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on the Trust's July 2026 provisional Key Stage 2 outcomes report and our own internal summative and formative assessments.

Key Stage 2 provisional outcomes (2025–2026)

Rayleigh Primary School achieved outcomes above the Essex local authority average across every published attainment measure and secured positive progress in reading, writing and mathematics. The Year 6 cohort comprised 63 pupils, of whom 27.0% were disadvantaged. The cohort had a combined SEND rate of 17.5%, including 4.8% with an EHCP.

Disadvantaged pupils

Seventeen pupils in the Year 6 cohort were disadvantaged. Of these, 41.2% were on SEN Support, demonstrating a significant overlap between disadvantage and additional educational need.

Disadvantaged attainment was mixed but encouraging. 64.7% achieved the expected standard in reading compared with 60.2% of disadvantaged pupils across Essex (+4.5 percentage points), while 64.7% achieved the expected standard in maths compared with 59.7% (+5.0). RWM attainment was 37.5% compared with 46.2% (-8.7), and writing attainment was 50.0% compared with 58.1% (-8.1).

Disadvantaged progress was stronger than the Essex disadvantaged comparator in all three subjects: reading +2.37 compared with -1.49, writing +0.88 compared with -1.22, and maths -0.28 compared with -1.71. This indicates that disadvantaged pupils at Rayleigh are making stronger progress from their starting points than disadvantaged pupils across Essex, although this has not yet translated into the combined RWM expected standard for a sufficient proportion of pupils.

Whole-cohort context

Rayleigh's whole-cohort outcomes were also strong: 69.4% achieved the expected standard in RWM compared with 64.6% across Essex; reading was 77.8% compared with 76.1%; writing was 80.6% compared with 74.3%; and maths was 82.5% compared with 75.7%. Progress was positive in reading (+1.81), writing (+2.71) and maths (+1.36).

Assessment and implications for 2026–2027

The provisional outcomes support the view that the school's overall teaching and curriculum are effective. The key Pupil Premium priority is to ensure that strong progress among disadvantaged pupils translates into stronger attainment at the combined RWM threshold. Writing attainment remains below the Essex disadvantaged average and maths progress (-0.28) is the weakest of the three disadvantaged progress measures. These findings reinforce the need to maintain a strong focus on high-quality teaching, precise diagnostic assessment and targeted support in reading, writing and

mathematics.

The Trust's report identifies the figures as provisional. They should therefore be treated as indicative until the final DfE outcomes and progress measures are released.

Measure	RPS disadvantaged pupils	Essex disadvantaged pupils
% achieving the expected standard in RWM	37.5%	46.2%
% achieving the expected standard in reading	64.7%	60.2%
% achieving the expected standard in writing	50.0%	58.1%
% achieving the expected standard in maths	64.7%	59.7%
Reading progress	+2.37	-1.49
Writing progress	+0.88	-1.22
Maths progress	-0.28	-1.71

Note: the Trust's Key Stage 2 Outcomes Report (July 2026) states that all figures are provisional and subject to change. Internal school assessment and intervention evidence should be considered alongside these published outcomes when evaluating the full impact of the strategy.