



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Rayleigh Primary
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	17.2% (78 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years <ul style="list-style-type: none">• 2024-2025• 2025-2026• 2026-2027
Date this statement was published	March 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Nicola Bache
Pupil premium lead	Kevin Leeman
Governor / Trustee lead	Jill Pickering

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118,000
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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. These challenges remain consistent following our 2024–25 review.

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 there is an attainment gap between boys and girls in Reading and writing.
4	Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

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.	Reduced number of wellbeing concerns flagged by staff and parents. Increased parental engagement in wellbeing initiatives. Improved pupil wellbeing scores based on regular assessments.
Raise the oral language and communication skills of Reception pupils to an age-appropriate level by the end of the EYFS and early KS1.	Pupils will achieve age-related expectations in communication and language by the end of Reception and Year 1. Increased engagement in classroom discussions and confidence in speaking.
Address the gender attainment gap in reading and writing by providing targeted support for underachieving boys and ensuring consistent progress.	The gap between boys and girls in reading and writing is significantly reduced or closed. Boys demonstrate improved reading and writing scores in internal and statutory assessments.
Narrow the attainment gap between disadvantaged and non-disadvantaged pupils across all core subjects (Reading, Writing, and Maths).	Disadvantaged pupils achieve in line with their non-disadvantaged peers in internal assessments and statutory tests. Consistent progress from baseline assessments is evident in termly tracking.
Raise the attendance rate of SEND and disadvantaged pupils to be in line with or better than their peers.	Attendance rates of disadvantaged pupils improve to meet or exceed the school's overall attendance target. Reduced persistent absenteeism among disadvantaged and SEND pupils.

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: £94,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have purchased standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We are funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>2,3, 4</p>

CPD (including Teaching for Mastery training)	Improving Mathematics in Key Stages 2 and 3	
<p>Emotional Support</p> <p>Employing an inclusion mentor and Implementing ELSA (Emotional Literacy Support Assistant) & Zones of Regulation.</p> <p>We are providing emotional and social support, including 1:1 sessions for pupils and family outreach.</p>	<p>Providing both in-house and external support addresses the emotional and wellbeing needs that hinder academic progress and engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Social and emotional learning strategies</p>	1,3,4, 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.	1,2, 3, 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.	2,3,4
Teaching Assistant (TA) Support – Additional TA hours to provide classroom support, targeted interventions, and differentiated learning for disadvantaged pupils	Providing high-quality teaching, targeted interventions, and access to learning resources helps close the attainment gap for disadvantaged pupils.	2,3,4

in reading, writing, and maths.		
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Impact so far (2025–2026):

Improved quality of teaching through targeted CPD and use of diagnostic assessment, resulting in more precise identification of gaps and better-targeted classroom support.

Increased proportion of pupils working at or towards age-related expectations in reading and maths across KS1 and KS2 (based on internal assessments).

Enhanced early language and phonics provision has led to improved engagement and confidence in Reception and KS1 pupils, particularly among disadvantaged learners.

Improved pupil wellbeing and readiness to learn, with increased engagement in lessons following implementation of ELSA and inclusion mentor support

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	1, 2, 3, 4

	<p>backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>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.</p>	<p>Analysis shows that the Wellcomm Assessment intervention had a positive impact, with all children gaining higher scores in the final screen.</p> <p>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</p> <p>Education Endowment Foundation EEF (6 months)</p>	<p>2</p>

Impact so far (2025–2026):

Pupils receiving small group and 1:1 tuition are making accelerated progress, with a higher proportion closing gaps towards age-related expectations in reading and writing.

Targeted interventions (including speech and language support) have improved pupils' communication skills, particularly in EYFS and KS1.

Disadvantaged pupils receiving additional support demonstrate improved confidence and participation in lessons.

Assessment data shows improved outcomes for pupils accessing structured interventions compared to baseline starting points.

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,
<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):

Increased engagement in learning clubs and structured lunchtime provision has supported pupils' readiness to learn and completion of home learning.

Wellbeing support has resulted in a reduction in behaviour incidents and increased emotional regulation among targeted pupils.

Families identified as needing additional support are engaging more effectively with the school, contributing to improved pupil outcomes and attendance.

Total budgeted cost: £ £118,000

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Supporting disadvantaged/vulnerable families

Oral language (EYFS)

Children with low oral language skills continue to be assessed and supported promptly, and this has resulted in an increase in attainment. In EYFS, the percentage of children assessed as 'on track' for listening and understanding at the end of the academic year was 82.4%, an increase of 38.6% from the Reception Baseline Assessment. The percentage of children assessed as 'on track' for speaking at the end of the academic year was 86.3%, an increase of 18% from the Reception Baseline Assessment. As a result of the increase in language skills, the % of children on track for 'word reading' and 'writing' was higher than the previous academic year, as well as the % of children assessed as reaching a Good Level Of Development (GLD) rising (by 9.7%) to 74.5%.

Gender attainment

Whole-school boys' attainment in reading, writing and maths has increased since the previous academic year, particularly in reading and maths.

Whole-school girls' attainment in reading, writing and maths has also increased since the previous academic year, particularly in reading and maths. There remains a significant whole school gender attainment gap in

reading (10.3%) and writing (17%) but both have reduced by 2%. There remains no gender attainment gap in maths.

Disadvantaged attainment

Whole-school disadvantaged attainment has improved compared to the previous academic year. Reading disadvantaged attainment increased by 7.7% and whole school maths attainment increased by 3%. Whole school attainment in reading and maths improved in reading (2.7%) and maths (4.3%) while writing attainment has remained the same. Therefore disadvantaged attainment has improved and the gap between disadvantaged pupil and non-disadvantaged pupil attainment has closed slightly.

Conclusion

The data demonstrates that the attainment of disadvantaged pupils has significantly improved, the gender attainment gap has continued to close and increased oral language of EYFS pupils has resulted in improved GLD attainment. Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by the end of the 3 year strategy.

Internal school data for the end of KS2

	Pupils eligible for PP	Pupils not eligible for PP
% achieving the expected standard in RWM	85.7%	82.6%
% achieving the expected standard in reading	92.9%	89.1%
% achieving the expected standard in writing	100%	89.1%
% achieving the expected standard in maths	92.9%	95.7%
% achieving the expected greater depth in RWM	11%	23%
% achieving the expected greater depth in reading	14.2%	33.3%
% achieving the expected greater depth in writing	14.3	17.4%
% achieving the expected greater depth in maths	21.4%	36.9%