

Pupil premium strategy statement

This statement details our school's use of pupil 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 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%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Elizabeth Carter-McQueen
Pupil premium lead	Reece Fitzgerald
Governor / Trustee lead	Beverley Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,045
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	£24,045

Part A: Pupil premium strategy plan

Statement of intent

At The Raleigh, every child, regardless of background, deserves access to the highest quality education and the widest horizons. We believe that our Pupil Premium pupils require more, not less, to level the playing field and unlock their full potential. Our mission is to provide targeted, individualised support that raises aspirations, nurtures ambition and ensures that every opportunity available to the most privileged is equally accessible to them. We will champion their success relentlessly, enrich their cultural capital and create experiences that empower them to believe that the world's possibilities are theirs to claim. Through unwavering commitment from every member of staff, we will fight harder for these pupils, ensuring equity, excellence and a future without limits.

We will broaden horizons by offering experiences that mirror the opportunities of the most privileged, enriching cultural capital and fostering a sense of belonging in spaces often perceived as exclusive: arts, culture and leadership. Every member of staff will champion these pupils, understanding that they need us to fight harder for their success. We will positively prioritise their needs in our curriculum, enrichment, and pastoral care, ensuring they receive the best teaching, the richest experiences and the strongest advocacy.

Our vision is clear: Pupil Premium pupils will leave our school not only achieving highly but believing that every door is open to them. They will see themselves as leaders, creators and innovators, equipped with the knowledge, skills, and confidence to shape their own futures. We will measure success not just by outcomes, but by the aspirations we ignite and the opportunities we create.

Challenges

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

Challenge number	Detail of challenge
1	Foundations in Core Learning Internal and statutory assessments indicate that disadvantaged pupils require additional support to secure strong foundations in reading, writing and mathematics, ensuring they access and thrive within a broad and ambitious curriculum.
2	Enrichment and Cultural Capital Equity

	Cultural capital reviews reveal that disadvantaged pupils currently experience fewer enrichment opportunities such as arts, extra-curricular activities and educational visits which limits their exposure to broader cultural experiences.
3	Wellbeing and Personal Development Assessments, observations and pupil voice indicate that some disadvantaged pupils have lower confidence and self-esteem, which can affect their engagement in learning and participation in wider school life, including clubs and enrichment activities.
4	Attendance Disparity Attendance data from the past three years highlights that disadvantaged pupils consistently have lower attendance rates compared to their non-disadvantaged peers, affecting their access to learning and enrichment.
5	Engagement in Wider School Life Despite the offer of financial support, disadvantaged pupils continue to participate less in clubs, trips, and leadership activities, limiting their sense of belonging and opportunity.
6	Financial Barriers from Cost of Living Pressures Increased financial strain on disadvantaged families due to the cost of living crisis presents significant barriers to pupils accessing essential resources, learning opportunities, and enrichment activities.

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
Accelerated Academic Progress	<ul style="list-style-type: none"> • PP pupils make progress that is at least in line with, and increasingly above, non-PP peers nationally. • Gaps in attainment between PP and non-PP pupils close rapidly over time. • PP pupils demonstrate secure foundational knowledge in reading, writing, and maths, enabling full curriculum access.
High-Quality, Inclusive Teaching	<ul style="list-style-type: none"> • All staff consistently implement evidence-based strategies for all pupils (including PP). • Adaptations to teaching are timely, targeted and focused on long-term success.

	<ul style="list-style-type: none"> • Lesson observations and work scrutiny show PP pupils accessing and achieving in the full curriculum.
Raised Aspirations & Cultural Capital	<ul style="list-style-type: none"> • Every PP pupil participates in enrichment experiences annually (arts, cultural visits, leadership opportunities). • Pupil voice shows increased confidence, ambition and belief in future possibilities. • PP pupils can articulate career pathways and next steps confidently.
Strong Personal Development & Well-being	<ul style="list-style-type: none"> • PP pupils demonstrate resilience, confidence and independence in learning. • 100% of PP pupils access high-quality pastoral support when needed. • PP pupils report feeling valued, safe and included in all aspects of school life.
Exceptional Attendance & Engagement	<ul style="list-style-type: none"> • PP attendance is at least in line with whole-school averages and improving towards national benchmarks. • Persistent absence for PP pupils is below national figures. • Behaviour logs show PP pupils meeting high expectations and engaging positively in learning.
Transformational Impact Over Time	<ul style="list-style-type: none"> • PP pupils consistently achieve above national averages in statutory assessments. • External recognition (e.g. Ofsted feedback, local/national networks) cites PP provision as sector-leading.

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: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised, diagnostic assessments Training for staff to ensure assessments are interpreted and administered correctly.	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. Investment in COPS & LASS to identify any specific literacy difficulties.	1
Purchase of CEM baseline for Reception	This 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.	1
StepLab coaching cycles and drop-ins	Instructional coaching is strongly associated with improved teacher practice and pupil outcomes (EEF, 2021). Coaching provides sustained, personalised support that embeds evidence-based strategies.	1, 3, 4
Whole-staff CPD sessions focused on adaptive teaching, curriculum equity, and high expectations	Sutton Trust (2011) and NFER research highlight that high-quality first teaching is the most effective way to close gaps for disadvantaged pupils. Whole-school CPD builds consistency and collective efficacy.	1, 2, 3, 4, 5
Early Career Framework (ECF) training for new teachers and	The ECF is underpinned by a robust evidence base (DfE, 2019), ensuring early career teachers develop strong pedagogical foundations that benefit	1, 3, 4

cascaded to existing staff	all pupils, especially those from disadvantaged backgrounds.	
Termly pupil progress meetings and appraisal-linked monitoring	NFER research shows that systematic monitoring and feedback loops improve teaching quality and pupil progress, particularly when linked to professional development priorities.	1
Curriculum-focused CPD on reading, writing, and maths foundations — including implementation of the DfE Writing Framework	The DfE's Writing Framework (2025) emphasises a structured approach to writing: explicit teaching of transcription (handwriting and spelling), sentence construction, oral rehearsal, and composition in context, underpinned by rich vocabulary development and diagnostic assessment. EEF guidance reinforces that explicit foundational instruction and diagnostic assessment drive improved literacy and numeracy outcomes for disadvantaged pupils.	1

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended Learning Team sessions 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, 3, 4
One-to-one and small-group tutoring for pupils who have missed core content due to absence	Research from the Education Endowment Foundation (EEF) shows that small-group tuition can accelerate progress by +4 months, and one-to-one tuition by +5 months, particularly when delivered by	1, 3, 4

	<p>trained staff, explicitly linked to classroom learning and based on diagnostic assessment of gaps.</p> <p>EEF guidance also highlights that timely intervention prevents cumulative learning loss and secures foundational knowledge, which is critical for disadvantaged pupils.</p> <p>NFER research and DfE attendance guidance emphasise that rapid academic re-engagement after absence improves both attainment and attendance, reducing anxiety and restoring confidence.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice from the Inclusion Officer and DfE guidance (Improving School Attendance, Working Together to Improve Attendance 2024)	DfE guidance is based on engagement with schools that have successfully reduced absence and persistent absence through proactive, partnership-driven strategies.	4
Implement a whole-school wellbeing strategy, including staff training, pupil voice, and universal approaches to emotional health	Research (Oxford Impact, EEF) shows that improving emotional wellbeing across the school community enhances engagement, resilience, and academic outcomes. Whole-school approaches reduce stigma and create a culture where all pupils feel valued and supported.	2, 3, 4, 5
Emotional support, for individual children, including disadvantaged, for mental health and wellbeing.	Oxford Impact research shows that improving pupils' emotional wellbeing is strongly linked to better academic outcomes and engagement.	2, 3, 4, 5

<p>Review extra-curricular and enrichment engagement.</p> <p>Encourage uptake for extra-curricular activities.</p> <p>Enrichment opportunities (including careers) targeted towards interests that align with PP pupils.</p>	<p>There is strong evidence that supporting children's emotional wellbeing leads to improved academic outcomes.</p> <p>Student Wellbeing: An analysis of the evidence Oxford Impact 4 8</p> <p>Individual invites for enrichment opportunities, clubs and intervention</p>	<p>2, 3, 4, 5</p>
<p>Home School Link Worker (HSLW)</p>	<p>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.</p>	<p>3, 4, 6</p>
<p>Financial support to individual families</p>	<p>Pupil Premium families are not disadvantaged further. They're able to attend school trips/residentials/clubs with additional financial support.</p>	<p>6</p>

Total budgeted cost: £24045

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.

100% of pupil premium children taking end of key stage 2 assessments met the expected standard or above across all subjects. The average scores for PP children were 112 for reading (105 national), 112 for maths (105 national) and 111(106 national) for GPS. Value added, calculated via FFT was +3.5 for reading, +2 for writing and +3.8 for maths and +2.3 for GPS.

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