

Pupil Premium Strategy Statement – Raynham Primary

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	546
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicky Hammond (HT)
Pupil premium lead	Nicky Hammond (HT)
Governor / Trustee lead	Theresa Palmer

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 327,240
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£327,240

Part A: Pupil Premium Strategy Plan

Statement of Intent

Raynham is a happy thriving school with great children and staff, who all strive to create a culture of excellence for all.

Raynham is a large primary school in Edmonton, North London and is centred around a community that experiences high levels of deprivation and social and emotional needs. Many of our families are from low socio-economic backgrounds with limited access to resources to meet their needs. 80% of our pupils have English as an additional language and the vast majority of our children start school with very low-level language skills.

Children can start with us from the age of 2. Many of our children enter school working below age-related expectations and with limited English skills. Early intervention is key to overcoming these barriers to learning, so we provide a safe and secure inclusive learning environment. Our main priority is to focus on language development with a clear emphasis on vocabulary and reading. We provide targeted intervention to help struggling learners overcome any barriers and get the very best experience at school every day. Raynham is an inclusive school where the children have access to expert learning mentors, pastoral care and Nurture group facilities.

We always aim to provide first-hand experience through the delivery of our curriculum, which is planned around developing cultural capital, which gives them broader, higher aspirations. We are mindful of the fact that we have to provide enrichment activities that children in more affluent communities may take for granted. We aim to inspire all our children towards bigger and better life chances and life choices where they can positively contribute to the wider community.

Challenges

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

Challenge number	Detail of challenge
1	Not all children in the EYs make better-than-expected progress from their starting points due to low levels of communication and language skills. (Not exclusive to just PP children)
2	83% of PP pupils have English as a second language - targeted support is needed to improve language development to ensure accelerated progress in reading and writing. (Not exclusive to just PP children)
3	Lack of enrichment outside of school. Due to the level of disadvantage, some of our children do not always have the same access to trips and out-of-school experiences, which can impact on their vocabulary and social skills. (Not exclusive to just PP children)

4	Attendance is a challenge in our school due to the high levels of mobility and cultural expectations, which also impact on learning.
5	Not all children have the language or skills to express their feelings and emotions, this has an impact on the behaviour outside the classroom. (Not exclusive to just PP children)

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 oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	EAL children will improve their language development, to ensure accelerated progress in reading and writing . Reading and writing outcomes in 2026/27 are consistently in line with or above London averages.
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2.	Maths outcomes in 2026/27 are consistently in line with or above the London averages.
To provide enrichment activities to support the development of children's Social and Emotional Wellbeing.	Decline in Behaviour concerns. Enhanced social skills, through participation and interaction with other pupils in school and across schools. Children understand that talents and skills developed and used through the activities will impact on learning in class, their general wellbeing and self-confidence. Children have access to extra-curricular activities and curriculum enhancements, including school trips to enhance their understanding of the world and further develop cultural capital.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: The overall absence rate for all pupils is no more than 4% and there will be no gap in attendance for our disadvantaged pupils.

	The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.
--	---

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: £ 216,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to partially fund the Phase leads out of class role and provide daily opportunities for internal skills sharing and modelling/coaching/collaborative planning</p> <p>Continue to embed high quality adult/child interactions in the early years and across the school.</p> <p>Introduce well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, questioning, explicit vocabulary teaching, retrieval.</p> <p>Take an active part in the ECASS, speech and language programme to bring high quality inclusive practice into the classroom on a daily basis</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/oral-language-interventions</p> <p>Walkthrus: https://walkthrus.co.uk/</p>	1
Provide training for RWI	Not all children in the EYs make better than expected progress from their starting points due to under developed language skills.	1, 2

<p>Ensuring consistency of RWI</p> <p>Continue to enhance our language-rich learning environments</p>	<p>The Early years toolkit, impact of Early years provision states that:</p> <p><i>“The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months’ progress. The approach appears to be particularly beneficial for children from low income families.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches?utm_source=/education-evidence/early-years-toolkit/early-literacy-approaches&utm_medium=search&utm_campaign=site_search&search_term=Early%20Years</p> <p>DfE approved programme for systematic synthetic phonics for the teaching of early reading and to support pupils who did not achieve the Phonics screening standard at the end of KS1 to catch up and address gaps</p>	
<p>Provide training for language for Behaviour and Emotions</p>	<p>Improving Behaviour in Schools</p> <p>Education Endowment Foundation found</p> <p><i>“Misbehaviour in lessons is a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832</p>	<p>5, 1</p>
<p>Provide daily opportunities for internal skills sharing and modelling/ coaching/collaborative planning.</p> <p>Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund subject leader time to work with the Trust’s Maths Hub.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Maths Hub training/ resources and CPD related to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for</p> <p>Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>EEF Improving Mathematics in the Early Years and KS1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Maths_guidance_KS_1_and_2.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>3</p>

White Rose Hub (including Teaching for Mastery training).		
---	--	--

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

Budgeted cost: £ 55 217

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create targeted support groups for Maths, Phonics & English</p> <p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Reading leaders and RWI coordinator provides daily and weekly coaching and training for staff at all levels</p>	<p>Targeted support in English, maths and phonics are needed for focus groups from EYs to KS2.</p> <p>DfE approved programmes of learning for systematic synthetic phonics - RWI</p> <p>EEF - Preparing for Literacy <i>Education Endowment Foundation (one to one tuition): Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1, 2
<p>Provide out-of-school additional interventions focussing on Maths & English</p>	<p>Some children were not making the expected progress in Maths and English at the end of key stages.</p> <p><i>Targeted academic support, EEF states that: Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</i></p> <p><i>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</i></p>	2, 5

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>

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

Budgeted cost: £55 217

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Track the attendance and punctuality for children in line with national average of 95%</p> <p>Learning Mentors work with children with persistent attendance concerns.</p>	<p>We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes.</p> <p><i>Article: The Effects of Attendance on Academic Performance: Panel Data Evidence for Introductory Microeconomics</i></p> <p>“Overall, the results indicate that, after controlling for unobservable student characteristics, attendance has a statistically significant and quantitatively relevant effect on student learning.”</p> <p>https://www.tandfonline.com/doi/abs/10.3200/JECE.37.3.251-266</p>	4
<p>Provide extra-curricular activities/ enrichment clubs</p>	<p>We want to give the children the experience and opportunities they are not able to receive from their families.</p> <p><i>EEF - Life skills and enrichment</i></p> <p>“The EEF, think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	3
<p>Ensuring consistency of implementation of behaviour expectations.</p>	<p>We want the behaviour during unstructured activities to reflect the behaviour seen in class.</p> <p>EEF - Improving Behaviour in Schools Guidance Report</p> <p>“The EED, found that the main area for improvement when addressing behaviour is most often consistency.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=education-evidence/guidance-reports/behaviour&utm_medium=search</p>	5

	h&utm_campaign=site_search&search_term=behaviour	
--	--	--

Total budgeted cost: £ 327,240

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Review of previous Statement: 2021 - 2024:

Challenge 1: Not all children in the EYs make better than expected progress from their starting points due to low level of communication and language skills. (Not exclusive to just PP children)

- Reception GLDs - 64% (64% pupil premium) PP children do as well as Non-PP children in EYFS.

Challenge 2: 78% of PP pupils have English as a second language - targeted support needed to improve language development, to ensure accelerated progress in reading and writing. (Not exclusive to just PP children)

- Phonics Assessment for Yr1 - 72%(65% pupil premium)
- Phonics Assessment for Yr 2 - 84%(88%)
- There is no significant gap between PP and Non- PP children in KS1
- Year 2 - Reading (Cohort - 68%, PP - 66%, NPP - 69%) Writing (Cohort - 57%, PP - 56%, NPP - 58%) Maths (Cohort - 68%, PP - 66%, NPP - 69%)
- Year 6 - Reading (Cohort - 59%, PP - 57%, NPP - 60%) Writing (Cohort - 68%, PP - 63%, NPP - 72%) Maths (Cohort - 66%, PP - 57%, NPP - 72%)

Challenge 3: Our assessment and observation indicate that the low level of parent involvement during lockdown with remote learning has impacted on pupils' education as some parents found it more difficult to support due to environmental / language difficulties. (Not exclusive to just PP children).

- Parent workshops held for phonics, maths, reading
- Inclusion coffee mornings.
- parent consultations well attended
- Pastoral team support
- 2 learning mentors employed

Challenge 4: Lack of enrichment outside of school. Due to the level of disadvantage, some of our children do not always have the same access to trips and out of school experiences which can impact on their vocabulary and language skills. (Not exclusive to just PP children)

- Extra-Curricular opportunities increased including: Netball, Flag NFL, Cooking, Choir, Football and Multi-Skills
- Eco Ambassadors (Yr3-6)
- House Captains (Year 6)
- Trees for Cities Project

Challenge 5: Attendance is a challenge in our school, due to the high levels of mobility which also impacts on learning.

- Attendance of PP student vs Non-PP Students
- Support from learning mentors help to overcome some barriers

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
Read Write Inc	Ruth Miskin Training

Kapow Curriculum	Kapow Primary
White Rose Maths	White Rose Hub
Becoming X	Becoming X Education
Early Years Training	Early Excellence
The Write Stuff	Jane Considine

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further Information (optional)

The school is a reflection of the cultural and ethnic diversity of the area as the majority of our children are from homes where English is a second or third language. Our children come from many cultures (40 countries) and speak several languages (currently 52) and the majority start school with very low-level language skills.

In order to ensure our children make good or better progress, we are robust in following the advice and support given to us through regular monitoring and evaluation from the CEO, SIA, LA, HEP and external consultants.

Some families find it very difficult to engage with school life, and as a school, we support a community that faces a range of challenges. The PP numbers do not reflect the high level of needs of our most disadvantaged families who have no recourse to public funds and are therefore not eligible for free school meals. Everything we do is framed around supporting our families, ensuring inclusion, and addressing the disadvantages of all our children.