

Pupil premium strategy statement – Raynes Park High School 2025-26

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. This includes how we plan to spend this funding in this academic year, our intended outcomes and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1134
Proportion (%) of pupil premium eligible pupils	38.4% (435 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	K Taylor Headteacher
Pupil premium lead	L King Deputy Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£464,100
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>	£464,100

Part A: Pupil premium strategy plan

Statement of intent

At Raynes Park High School our intention is that all pupils, irrespective of their ethnicity, gender or socio-economic background should make strong progress and achieve well across all Key Stages, particularly in Years 11 and 13.

To achieve this, the aim and focus of our pupil premium strategy is to support disadvantaged pupils of all ability profiles. This also includes those who are disadvantaged but do qualify for pupil premium or free school meals. We acknowledge the challenges faced by disadvantaged pupils and their families in our school and seek to support them in overcoming the many obstacles to success.

Quality first teaching, supportive pastoral care, and a comprehensive and effective reading programme, underpin everything we do to support our disadvantaged pupils. Our experience and use of established research have taught us that these strategies will have the greatest impact on closing the attainment and progress gap for our disadvantaged pupils.

The pupil premium strategy in our school has a whole school focus and will benefit all of our pupils, whatever their level of disadvantage. As we continue to recover from the impact of the pandemic our aim is to create more capacity to ensure we have an inclusive and caring culture to support all of our pupils.

We will approach our strategy in response to the needs of our pupils based on diagnostic assessment and our knowledge of our pupils based on both prior and current data sets. Our aim is to ensure disadvantaged pupils are offered the same challenging curriculum as their non-disadvantaged peers, along with early targeted intervention and opportunities for personal growth and enrichment. Staff within the school, at every level, will share the responsibility in ensuring disadvantaged pupils make good progress, have high expectations of themselves and celebrate the same outcomes as their non-disadvantaged peers.

We are going to focus on putting our disadvantaged pupils first in everything we do this academic year. To do this we will aim to do the following:

- Question First
- Seat First
- Parents First
- Mark First
- Trips First

We believe that this will have a significant impact on our disadvantaged pupils both inside and outside the classroom.

Challenges

Challenge number	Detail of challenge
1	<p>The progress and attainment gap between pupil premium and free school meals pupils and their non-disadvantaged peers.</p> <p>The in-school progress gap in 2025 was -0.4 (compared to -0.11 in the 2024 IDSR). The English and Maths 5+ gap between pupil premium and non-pupil premium pupils was -7.1% in 2025. The English and Maths 4+ gap between pupil premium and non-pupil premium pupils was -6.6% in 2025.</p>
2	<p>A high proportion of our pupils come to Raynes Park High School with reading and writing skills significantly below the national average.</p> <p>The impact of low reading ages and a lack of opportunities to read for pleasure at home means that students are unable to unlock key parts of the curriculum.</p>
3	<p>At Raynes Park High School there is a high proportion of Lower Prior Attaining pupils in each year group.</p> <p>This is currently over 40% LPAG across KS3 and over 30% LPAG in KS4. Many of these pupils are disadvantaged and many have SEND needs. The challenge for the school is to ensure that we deliver quality first teaching that enables disadvantaged pupils to have the same access to and from the curriculum. 16.3% of our school population are also double disadvantaged. There are 71 EHCPs in our school and 25% of our pupils have SEND needs.</p>
4	<p>The attendance of disadvantaged pupils at Raynes Park High School is lower than that of their non-disadvantaged peers – particularly for persistent absentees.</p> <p>For the academic year 2024-25, attendance for pupil premium pupils was 90.0% compared to 92.6% for non-pupil premium pupils. Our challenge is to support these pupils to improve their attendance - because there is a direct correlation between low attendance and a low level of literacy, progress and attainment. However, in 2024-25 the attendance of our pupil premium pupil was 1.8% higher than the national average for pupil premium pupils, as a whole. We need to maintain and build on this.</p>
5	<p>At Raynes Park High School it has proved historically more difficult to engage the parents/carers of our disadvantaged cohort.</p> <p>The challenge remains to engage these families and to foster positive working relationships through supportive partnerships. We will put pupil premium parents/carers first in seeking to do this.</p>

6	<p>Pupil premium pupils at Raynes Park High School engage less in extra-curricular clubs and activities.</p> <p>We need to ensure that disadvantaged pupils at Raynes Park High School engage and participate fully in our extensive range of enrichment and extra-curricular activities.</p>
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Intended outcomes

Intended outcome	Success criteria
To ensure that disadvantaged pupils in all key stages achieve the same levels of progress and attainment as their non-disadvantaged peers.	<ul style="list-style-type: none"> ▪ At KS3 for all subjects to have an average attainment gap of less than 10% between the attainment of disadvantaged and non-disadvantaged pupils ▪ At KS4 for the progress gap between disadvantaged and non-disadvantaged pupils to be less than -0.25 in our in-school measures ▪ For pupil premium pupils to continue to be higher than national average in English and Maths 5+ combined and for English and Maths separately. ▪ To close the gap between our disadvantaged pupils and those pupil premium pupils nationally in Maths.
To continue to ensure that attendance and persistent absence are below national average for all pupil groups.	<ul style="list-style-type: none"> ▪ For attendance to be above national average for all groups of pupils. ▪ To continue to reduce persistent absence for all groups of pupils. ▪ For pupil premium attendance in Raynes Park High School to above the national average for pupil premium pupils.
To motivate and inspire our disadvantaged pupils to engage fully in our extra-curricular and enrichment programme – including residential and overseas trips. By doing so we aim to expand the cultural capital of our disadvantaged pupils to enable them to develop a wider appreciation of the world around them.	<ul style="list-style-type: none"> ▪ To aim for at least 85% of disadvantaged pupils (in each year group) to take part in extra-curricular activities. ▪ For all disadvantaged pupils to take part fully in our fully funded enrichment week programme. ▪ For every disadvantaged pupil to have the opportunity to go on at least one residential trip during their school life at Raynes Park High School.
To ensure that parents and carers are fully engaged and supportive of the school. To make sure that the parents/carers of our	<ul style="list-style-type: none"> ▪ To ensure we track and monitor the attendance of disadvantaged families at Parents' Evenings, Information

disadvantaged pupils (and particularly of our 'double disadvantaged' cohort) support and encourage the learning, progress and engagement of their children.	<p>Evenings and Academic Target Setting days</p> <ul style="list-style-type: none"> To use this information to make sure that we meet every parent/carer of our disadvantaged (and 'double disadvantaged' pupils) at least once a year
To foster a love of reading to enhance accessibility to all aspects of the curriculum. To continue to run a comprehensive and effective reading programme (including Tutor Time Reading Program).	<ul style="list-style-type: none"> Positive reading age scores that continue to improve as pupils progress through and between year groups.
To reduce the number of pupil premium pupils being suspended and being referred to the Inclusion Centre.	<ul style="list-style-type: none"> Suspensions at Raynes Park High School are below national average. The aim is to reduce pupil premium suspensions and IC referrals to below 40%.

Activity in this academic year

Teaching

Budgeted cost: £262,115 (Teaching Staff)

The Education Endowment Foundation (EEF) states that: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher development programme (CPD)	<p>There is much evidence to show that teacher CPD can have a strong impact on pupil outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017). These gains have been shown to be even greater for pupils from disadvantaged backgrounds (William and Timperley et al 2016) thus having the potential to improve the life chances of all student.</p> <p>EEF Quality First Research has shown that high quality feedback is one of the biggest single factors contributing to improving outcomes for disadvantaged pupils.</p>	1,3

	The outcomes for pupil premium pupils at Raynes Park High School (see Section B below) demonstrate that the relentless focus on 'quality first teaching' and assessment at Raynes Park High School has had a strong and sustained impact on the progress and attainment of pupil premium pupils.	
Quality First Teaching	<p>Targeted quality first teaching and learning supports the academic performance of all pupils. This is evidenced by the school performance indicators shown in Section B below.</p> <p>The provision of additional teaching and support staff to enable reduced classes sizes in key subjects and targeted ability groups has had a strong impact on outcomes for pupil premium pupils at Raynes Park High School.</p>	1, 2, 3
Curriculum Design	<p>The Sutton Trust has highlighted curriculum design as a critical factor in enabling disadvantaged pupils to access their learning - and to know and remember more. We annually audit our curriculum in all subject areas with a clear focus on making it relevant, challenging but accessible.</p> <p>There is a clear focus on disadvantaged pupils and how these pupils share in the success of the curriculum. This will be checked through our robust quality assurance systems where the progress of disadvantaged students will be monitored through analysis and scrutiny of their books.</p>	1,3

Targeted academic support

Budgeted cost: £89,924.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading & Literacy Programmes (Bedrock)	In-house testing of reading ages using Star Reader tests indicates low levels of literacy within most cohorts of our pupils. Our reading program has significantly improved reading ages for those pupils involved.	2

	<p>Dedicated long term literacy and tutoring delivered on an individual and small group basis. Small group tuition has an average impact of four months' additional progress over the course of a year (EEF).</p> <p>Research carried out at University College London and Institute of Education in 2017 supports the belief that reading for pleasure can close the gap between disadvantaged and non-disadvantaged students.</p>	
GCSE Interventions	At Raynes Park High School we use the 'diagnosis, therapy & testing' model to raise achievement in small group sessions. This has proved successful. Historical in school data demonstrates that over time that pupils' attainment improves between Year 10 and their GCSE exams. Also, Attainment 8 and Progress 8 data in our IDSR demonstrates sustained improvement overtime.	1, 2, 3
Homework Clubs	Lunchtime homework clubs have worked successfully overtime. This year more focused use has been made of afterschool HW clubs which selected pupils have to attend. This has led to a big increase in the completion of homework, particularly at KS4.	1

Wider strategies

Budgeted cost: £45,000 (Inclusion), £20,000 (Enrichment), £35,171 (Equipment), £7.890 (LAC)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Focus</p> <p>At Raynes Park High School we have a weekly timetabled Inclusion Meeting focused on our disadvantaged cohort</p>	The new Ofsted framework recognises the importance of inclusion and its impact on pupils' success at school. Discussions are centred around attitudes to learning, attendance, safeguarding issues, behaviour and other key areas that are a challenge for our disadvantaged pupils.	1, 4, 5

and attended by key pastoral staff.		
<p>Attendance Focus</p> <p>We have a dedicated attendance team including an Assistant Headteacher, Senior Teacher, an Attendance Officer, a Student Welfare and SEND Liaison Officer and a Family Engagement Lead</p>	<p>The DFE guidance recommends that schools increase engagement to significantly reduce persistent absence levels. In 2025 persistent absence at Raynes Park High School was 18.8% and below national average. In large part this is attributed to the systems we have in place and the work of attendance team.</p>	5,4
<p>Enrichment and Extracurricular Focus</p>	<p>Enrichment and extra-curricular activities support pupils' personal development and helps build their cultural capital. This in turn fosters a greater appreciation of the world around them – which bolsters their knowledge and understanding of the wider curriculum. Research also shows that participation in extra-curricular activities supports pupils' personal development, sense of wellbeing, motivation for learning and attendance. We encourage all pupil premium pupils to engage in clubs and to attend at least one residential trip whilst at Raynes Park High School.</p>	5
<p>Pupil Wellbeing Focus</p>	<p>Integrity Coaching offers research into diversity and understanding the complex needs of many of our disadvantaged pupils especially those from ethnic minority backgrounds.</p> <p>We employ a number of targeted and appropriate support strategies to remove barriers for disadvantaged pupils. These include:</p> <ul style="list-style-type: none"> ▪ St Giles trust: Counselling and Mentoring ▪ Jigsaw4U: <ul style="list-style-type: none"> ○ Headlight project ○ Glasshouse project ○ Bereavement Early ▪ Off the Record: offer 1-1's and workshops ▪ Catch 22: substance abuse ▪ School nurse ▪ Spectra: Counselling and Mentoring 	4,5

	<ul style="list-style-type: none"> ▪ School Councillor (RJ, 1-1s and group sessions) ▪ My Futures offering support for future careers and pathways ▪ Educational Wellbeing Practitioners: 1-1's and workshops 	
Contingency fund for other rising issues is also set aside	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.	1,2,3,4,5,6

Total budgeted cost: £464,100

Part B: Review of the previous academic year

Pupil Premium Strategy Outcomes

This section details the impact that our pupil premium strategies had on pupils in the academic year 2024-25.

Progress and Attainment

The tables below highlight the impact of our strategies on pupil premium pupils in terms of their performance in national exams. There was no Progress 8 in 2025 but our in-school data shows Raynes Park High School had a Progress 8 of +0.48. For pupil premium pupils the Progress 8 was +0.08. This is a slightly wider gap than in 2024 – when it was -0.11.

Progress 8 overall (and for English and Maths) was significantly above national average and narrowing for pupil premium pupils at Raynes Park High School, compared to non-disadvantaged pupils, nationally in 2024. In 2025 Attainment 8 overall and for English and Maths combined (for pupil premium pupils at Raynes Park High School) was significantly above national average compared to non-disadvantaged pupils nationally. 5+ English and Maths for pupil premium pupils was significantly above national average in 2024 and 2025. (Please refer to the tables below for further information).

Robust monitoring of pupils' books and regular lesson observations clearly indicate positive engagement and high standards for pupil premium pupils. This has been externally verified by Ofsted in November 2024, and through our Governors' Strategic Visits and local authority school improvement partner. Termly reviews of pupils' attitudes to learning also indicate that pupil premium pupils engage in lessons and maintain good effort throughout the academic year.

Disadvantaged pupils - Overall P8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024	73	0.07	-0.57	Above (sig+)	0.16	-0.10	Narrowing
2023	71	-0.44	-0.57	Close to average (non-sig)	0.17	-0.60	Not applicable
2022	63	-0.08	-0.55	Above (sig+)	0.15	-0.23	Not available

Disadvantaged pupils - English P8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024	73	-0.11	-0.54	Above (sig+)	0.13	-0.24	Narrowing
2023	71	-0.35	-0.56	Close to average (non-sig)	0.14	-0.49	Not applicable
2022	63	0.13	-0.52	Above (sig+)	0.13	0.00	No gap

Disadvantaged pupils - Mathematics P8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024	73	0.25	-0.52	Above (sig+)	0.15	0.10	Positive gap
2023	71	-0.33	-0.51	Close to average (non-sig)	0.15	-0.48	Not applicable
2022	63	0.05	-0.49	Above (sig+)	0.14	-0.09	Not available

Disadvantaged pupils - English and mathematics grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	87	39.1%	25.6%	Above (sig+)	52.8%	-13.7	Narrowing
2024	76	38.2%	25.8%	Above (sig+)	53.1%	-15.0	Narrowing
2023	75	21.3%	25.2%	Close to average (non-sig)	52.4%	-31.1	Not available

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	87	40.9	34.9	Above (sig+)	50.3	-9.4	Widening
2024	76	40.8	34.6	Above (sig+)	50.0	-9.2	Narrowing
2023	75	37.0	35.0	Close to average (non-sig)	50.3	-13.3	Not available

Participation

One of our key priorities for our pupil premium pupils is to ensure that they have strong engagement in extra-curricular clubs and activities. A participation audit will take place in the Spring term 2026. However, from previous years we would expect at least 85% of our disadvantaged pupils to be attending at least one extra-curricular club or activity a term. We also offer a wide variety of enrichment trips which pupil premium pupils are encouraged to attend. These are heavily subsidised for pupil premium and free school meals pupils. For example, we contribute 50% of the cost of all trips for free school meals pupils and 20% for pupil premium pupils. We will also support other 'non-categorised' disadvantaged pupils, where there is a clear need.

School Uniform support

The school also pays up to £200 to the cost of a school uniform for each Year 7 free school meals pupil. Thereafter, the school provides £50 annually for each free school meals pupil towards the cost of new uniform items – and £20 for pupil premium pupils. We also have set up a 'preloved' uniform shop on line. This becomes a physical stall at all in school events for parents/carers. As a result, we have high standards of school

uniform, a clear sense of belonging and togetherness amongst our pupils – combined with very few behaviour issues, resulting from uniform infringements.

Attendance

Attendance is one of the major focus areas at Raynes Park High School. We believe that we are doing everything we possibly can to maintain and improve the attendance of all our pupils. This is supported by Merton Local Authority, with whom we meet regularly to review our strategies. We currently have an attendance team comprising an Assistant Headteacher, a Senior Teacher, an Attendance Officer, a Student Welfare and SEND Liaison Officer and a Family Engagement Lead. The attendance team carried out over 100 home visits last year and 130 this term alone. Regular attendance meetings are held in school and a large number of families are on attendance contracts.

The table below shows a term-by-term comparison for pupil premium and non-pupil premium pupils at Raynes Park High school. On average there is a 4.2% gap between the attendance of pupil premium and non-pupil premium pupils. This is based on in-school data.

Whole School	Autumn (%)		Spring (%)		Summer (%)	
	PP	NPP	PP	NPP	PP	NPP
	90	94.5	89.6	93.7	89.5	93.7
Year group	PP	NPP	PP	NPP	PP	NPP
YR7	94.8	96.7	92.8	95.7	92.6	95.7
YR8	91.5	95.2	90.8	94	90.6	93.6
YR9	91	94.6	90.7	94.7	90.2	94.7
YR10	83.2	92.8	85.5	92	86.6	92.2
YR11	90	93.5	88.3	92.7	87.8	92.7

The tables below from the 2025 IDSR highlight the impact of our attendance strategy. In 2025 whole school attendance was 92.6% which was above national average. In all of the last three years FSM6 attendance has also been above national average. This demonstrates the success of the work being done in school.

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	1033	92.6%	92.3%	Close to average	Relative improvement	High - FSM, High - SEN
2023/24	1087	90.9%	91.1%	Close to average	Relative decline	High - FSM, High - SEN
2022/23	1104	91.5%	91.0%	Close to average	Relative improvement	High - SEN

2018/19	936	94.8%	94.5%	Close to average	Not available	High - FSM, High - SEN
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► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	453	90.0%	88.2%	Close to average	Relative improvement	High - FSM, High - SEN
2023/24	442	87.6%	86.0%	Close to average	Relative decline	High - FSM, High - SEN
2022/23	434	88.7%	86.0%	Above	Relative improvement	High - SEN

2018/19	389	93.1%	91.8%	Above	Not available	High - FSM, High - SEN
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In terms of persistent absence, the tables below from the 2025 IDSR shows a similar pattern of positive impact. For all pupils at Raynes Park High School persistent absence has been close to average for the last three years. In 2025 it decreased significantly. This is particularly the case for FSM6 pupils for persistent absence at Raynes Park High School. For these pupils, persistent absence has been significantly below national average for two of the last three years.

All pupils - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	1033	21.7%	21.1%	Close to average (non-sig)	Sig decrease	High - FSM, High - SEN
2023/24	1087	27.8%	25.6%	Close to average (non-sig)	No sig change	High - FSM, High - SEN
2022/23	1104	26.6%	26.5%	Close to average (non-sig)	Sig increase	High - SEN

2018/19	936	12.4%	13.7%	Close to average (non-sig)	Not available	High - FSM, High - SEN
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► [Chart](#)

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	453	28.3%	34.5%	Below (sig-)	Sig decrease	High - FSM, High - SEN
2023/24	442	37.3%	42.5%	Close to average (sig-)	No sig change	High - FSM, High - SEN
2022/23	434	37.6%	43.8%	Below (sig-)	Sig increase	High - SEN

2018/19	389	20.3%	24.7%	Close to average (sig-)	Not available	High - FSM, High - SEN
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Externally provided programmes

Programme	Provider
Satchel One: Show My Homework platform	Satchel One
Employee wellbeing programme	Health Assured
The Key	The Key Support Services
Parents' Evening	School Cloud
Cashless school payments platform	SCo Pay
CPOMS – Safeguarding Software for Schools	Raptor Group
EVERY Compliance/HR	EVERY Compliance
Sparx Maths	Sparx Learning

