

# Pupil Premium Strategy Statement 2022 – 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Raglan Primary School
Number of pupils in school	2022/23 - 452
Proportion (%) of pupil premium eligible pupils	2022/23- 8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	November 2022
First date of review	November 2023
Next date to be reviewed	November 2024
Statement authorised by	Matt De Freitas, Head Teacher
Pupil premium lead	Matt De Freitas / Martin Hunter / Carol Burgess Assistant Head Teachers & Inclusion Manager
Governor / Trustee lead	Dr Johanna Reed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022/23 - £38780
Recovery premium funding allocation this academic year	2022/2023 - £13285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52065

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, we carefully considered the context of the school and the challenges we face whilst also looking at the research conducted by the EEF. Common barriers to learning for our disadvantaged pupils is limited support for Home Learning, limited access to rich cultural experiences, language and communication skills that are lower than the norm, and occasionally attendance and punctuality issues. At times, there are also complex family situations that prevent disadvantaged children from flourishing. In addition to this, there is a rising number of families that have English not as a first language, who are also disadvantaged.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Raglan Primary School believes that every pupil is entitled to access an education that enables them to achieve their potential in a safe and encouraging environment that meets individual needs. The school's aim is to remove barriers to learning so that every pupil achieves their potential regardless of any challenges faced to ensure they develop into a well-rounded, fulfilled young person who will be of benefit to the wider community and be able to sustain themselves as independently as possible throughout their life. We consider the challenges faced by all vulnerable pupils\*.

The school believes that having high expectations of all pupils is paramount to their achievement as well as developing all pupils' independence, resilience and self-esteem. The focus of our pupil premium strategy is to support disadvantaged pupils to aspire for success, achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to have access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to achieve these objectives by ensuring Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has shown 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. It is our intention that there is access to a knowledge and vocabulary rich curriculum for all where no child is left behind; and that disadvantaged pupils make the same progress from their start points as non-disadvantaged pupils.

Targeted academic support from qualified teachers and teaching assistants will provide fluid targeted small group interventions that happen ‘there and then’ in core subjects. All disadvantaged pupils are involved in the targeted groupings. These are led by a teaching assistant, and ensure that disadvantaged children are able to access every lesson, and gain the individual support they need to ‘keep-up’ and fill gaps in knowledge.

In addition to this we will be using the recovery funding allocation to provide targeted additional school-based tutoring.

As part of our wider strategies, our approach will include supporting all children with their non-academic challenges which may negatively impact on their academic achievement. Our Learning Mentor is integral to this part of the Pupil Premium strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Speech, language and communication needs</b></p> <p>Assessments and observations from teachers and support staff for children from Nursery to Year 2 have identified that disadvantaged children may present with underdevelopment of oracy and language skills, as well as greater difficulties with phonics causing negative impact to their reading development. In addition to this, the rising number of EAL children entering the school (often with no English) and that are disadvantaged provides an additional challenge. It has been identified that children with speech, language and communication needs at an early age have an underlying literacy challenges.</p>
2	<p><b>Attainment not in line with peers</b></p> <p>Academic data has identified that, although good progress has been made, there is a gap in attainment, in reading, writing and maths between disadvantaged and non-disadvantaged pupils.</p> <p>Due to school closures, knowledge gaps have led to pupils falling behind age-related expectations, especially in maths (across the school.)</p>

3	<p><b>Children or family members with SEMH for example low self-esteem and/or anxiety</b></p> <p>Our assessments (including Pupil / Parent and Staff Wellbeing survey), observations and discussions with teachers, pupils and families have identified a marked increase in social and emotional challenges for many pupils, notably due to the pandemic, school closure and families losing income because of the factors above mentioned. In addition to this, the rapid rising cost of living has added further strains on families in our school on all families. These challenges particularly affected disadvantaged pupils, including their attainment, to a greater extent than for other pupils.</p>
4	<p><b>To maintain good levels of attendance and punctuality</b></p> <p>Our attendance data showed that last academic year that attendance among disadvantaged pupils was between 92% and all pupils was 94%. The school had a high rate of absence last year due to COVID.</p> <p>This is a priority because our assessments and observations indicate that absenteeism has negatively impacted disadvantaged pupils' progress throughout the lockdown period to present day.</p>
5	<p><b>Parental engagement and parents with difficulties supporting their children at home</b></p> <p>Our monitoring data has shown that children who are disadvantaged presented with greater challenges engaging with home learning during and post the school closure. This continues to be a challenge with the rapid rise in cost of living for these families.</p>
6	<p><b>The involvement of FSM children in extracurricular activities and trips.</b></p> <p>Due to pandemic related closures, clubs were not able to be accessed by pupils therefore reducing the enrichment of the curriculum and opportunities for pupils to flourish in areas of interest and enjoyment. The impact of COVID still affects this as well as the rapid rise in cost of living – making access to these sorts of rich activities challenging.</p>

## 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 language skills and vocabulary among disadvantaged pupils	<p>Early interventions from trained support staff increases levels of oracy reducing the level of referrals to speech and language service.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This</p>

	<p>is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Teaching assistants have been trained using strategies from 'Words First' for early identification of oracy issues and then supporting these.</p>
<p>Improved reading and writing attainment among disadvantaged pupils, including raising the percentage of disadvantaged pupils achieving greater depth.</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p> <p>Closing of gap between disadvantaged and non-disadvantaged in core subjects.</p>	<p>KS1 reading outcomes in 2021/22 show that 50% of disadvantaged pupils met the expected standard.</p> <p>KS1 writing outcomes in 2021/22 show that 50% of disadvantaged pupils met the expected standard.</p> <p>KS1 maths writing outcomes in 2021/22 show that 50% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2021/22 show that 62% (Includes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2021/22 show that 62% (Includes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.</p> <p>KS2 maths writing outcomes in 2021/22 show that 62% (Includes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.</p> <p>We aim to have 100% children at KS1 and KS2 who are disadvantaged to achieve expected levels by the end of this strategy timeframe 2025 in all core subject areas.</p> <p>A minimum of 5% of disadvantaged children will achieve greater depth across maths, writing and reading by the end of this strategy time frame 2025.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022-2025 demonstrated by qualitative data from pupil voice (surveys and school council), parent surveys and teacher observations</p> <ul style="list-style-type: none"> <li>• Data will show a decrease in the number of wellbeing concerns raised by parents and teachers</li> </ul>

	<ul style="list-style-type: none"> <li>Monitoring will highlight the decreased number of incidents logged on Safeguard for Behaviour / in the Incident Folder and on Arbor.</li> <li>Analysis shows referrals to the Behaviour Outreach Team are purely for disadvantaged pupils last year and this year so far. We aim to reduce this by providing early identification and mentoring in school first.</li> </ul>
To sustain attendance for our disadvantaged pupils, meeting the school's attendance target of 97%	<p>Sustained high attendance from 2022/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 90%</li> <li>The attendance of PP learners continues to meet the school target of 97%.</li> <li>PP Leads meet regularly with the Attendance Officer and Education Welfare Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</li> </ul>
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child	<p>Delivery of parent workshops, encouragement of attendance at parent's evening and parent consultations. The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life and confidence in how to support their child's learning at home.</p>
<p>To achieve and sustain higher levels of uptake of all extra-curricular clubs and trips for disadvantaged pupils</p> <p>Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<p>Monitoring of extra-curricular activity attendance to show that all PP children access a minimum of one enrichment activity. Teachers and Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p> <p>The school will fund one extracurricular club or enrichment activity such as music lessons for one instrument and the payment of all trips/workshops for PP children.</p>

## 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: **£10000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for teachers to assess for reading, writing, maths memory and processing difficulties to develop a holistic and multi-sensory approach for children.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 5
Assessment for SCLN by Speech and language therapist. (Words First Specialists Support Services.)  Full cognitive assessment including assessment of strengths and barriers to learning by Educational Psychologist	Parental knowledge of where children are at is more accurate with assessment devices.	1, 2, 3, 5
CPD from specialist speech therapist for support staff across the school.  Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Enhancement of our reading, writing and maths teaching and curriculum planning, to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	2, 5

<p>create an ambitious curriculum, in line with Trust, DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school delivering CPD throughout the school year.</p> <p>Moderation of children’s learning across school, Trust, and neighbouring Local Authority (Greenwich) to determine progress of children – are they keeping up?</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Systematic synthetic phonics (SSP) teaching programme validation - GOV.UK (www.gov.uk)</a></p>	
<p>Monitoring and developing the quality of PSHE teaching and learning to improve the personal development of all disadvantaged children.</p> <p>Assessment of PSHE will be embedded into the curriculum and monitored to ensure disadvantaged pupils are meeting the statutory outcomes for RSE</p> <p>Whole school Access to Learning Mentor and targeted Coaching / Mentoring by additional member of staff – mentor trained.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  <a href="#">Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)</a>  <a href="#">SCARF: Safety, Caring, Achievement, Resilience, Friendship (coramlifeeducation.org.uk)</a></p>	2, 3, 5

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a maths curriculum targeted to support children in need	Purchasing of manipulatives and training for staff on the use of representations to develop and support children’s progression	2, 4



of additional support in this area.	in maths. Review and Action sessions to address misconceptions in all areas. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	
Purchase of phonics materials and phonics sessions targeted at disadvantaged pupils who require further phonics support to develop their reading and writing fluency.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
School Based Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 4
Small Group and Individualised interventions to support the SEMH of pupils. Purchase of materials.	Recommended interventions from the Educational Psychology Department purchased and implemented by the ELSA (Emotional Literacy Support Assistant) and Learning Mentor.  Emotional Literacy Support Programmes (ELSA) Access to Learning Mentors Zones of Regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	3, 5
Small group interventions in Maths, Reading and writing to support disadvantaged children achieve good or above progress and attainment	Across the school for Core Subjects Teaching assistants will be implementing targeted / fluid interventions that run parallel with lessons to address learning needs then and now, enabling disadvantaged pupils in 'keeping up' with learning.	6

	<p>Additional one to one reading with Teaching Assistants for disadvantaged pupils – especially if in the bottom 20% of readers – across school.</p> <p>Year 6 additional small group interventions for reading and maths (before and after – school.)</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Currently, 18 of the 36 disadvantaged pupils have raised concerns for support with social and emotional needs, and will receive additional triage learning mentor support. Where the need is greatest this additional support will be daily / weekly in line with a behaviour plan.</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Re-introduction of Values and Behaviour Policy support the children and staff, aligned with British Values and Personal Development.</p> <p>Training for new ELSA staff member that supports the children as needed.</p> <p>Training for new Mental Health First Aid lead.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>A senior mental health lead tracks the support for children and the impact of these interventions.</p> <p><a href="https://www.elsanetwork.org/">https://www.elsanetwork.org/</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4, 5

<p>Training for new senior mental health first leader.</p> <p>Access to Well – Being Lunchtime Club Provision KS2.</p>		
<p>Educational Welfare Officer allocation supports the school with concerns of attendance or punctuality.</p> <p>Attendance rate for disadvantaged children will be in line or better than for all pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	4, 5
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

**Total budgeted cost: £52065**

## 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 2020 to 2021 academic year.

Following end of Key Stage Assessments (SATS) the data for end of Key Stage 2 shows an increase in reading and writing attainment. This data highlights that maths progress and attainment in maths for disadvantaged children is a school priority.

Further analysis highlights SEMH, SEND and Attendance to be a factor in this trend, additional Speech and Language, Educational Psychology, Occupational Therapy and Social Communication provision has been sourced alongside a Learning Mentor to ensure a holistic supporting provision for all children.

#### **2021/22 – Summer Term Data Pupil Premium**

KS1 reading outcomes in 2021/22 show that 50% of disadvantaged pupils met the expected standard.

KS1 writing outcomes in 2021/22 show that 50% of disadvantaged pupils met the expected standard.

KS1 maths writing outcomes in 2021/22 show that 50% of disadvantaged pupils met the expected standard.

KS2 reading outcomes in 2021/22 show that 62% (Includes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.

KS2 writing outcomes in 2021/22 show that 62% (Includes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.

KS2 maths writing outcomes in 2021/22 show that 62% (Includes Language Provision non-mainstream) of disadvantaged pupils met the expected standard.

#### **2020/21 – Summer Term Data (Teacher Assessments) Pupil Premium**

Key Stage 1

Reading: Attainment 60% at Expected.

Writing: Attainment 60% at Expected.

Maths: Attainment 80% at Expected.

## Key Stage 2

Reading: Attainment 67% at Expected.

Writing: Attainment 67% at Expected.

Maths: Attainment 67% at Expected.

The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 may therefore not be fully realised in reading and writing. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We attempted to mitigate as much of this impact as possible by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online learning, where there were class closures still last academic year.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted still last year, primarily due to COVID-19-related issues. The impact has been noted for both non- and for disadvantaged pupils. A number of external SEND / Behaviour assessments were not able to be carried out due to the disruption to SEN and Medical Service, which has delayed specific and personalised recommendations being received and implemented. We have used a proportion of pupil premium funding to provide wellbeing support for all pupils, and targeted interventions as required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Programme	Provider
Behaviour Outreach	Andy Brown London Bromley Trust Academy
Educational Psychologist	London Borough of Bromley
Speech & Language Therapist Occupational Therapist	Words First
Sports Coaches	Crystal Palace Football Provision
Music Lessons	BYMT
Extra-Curricular Clubs	Please see the school website for details.

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	Na

## Further information (optional)

- **We class Vulnerable pupils as:**
  - those looked after or previously looked after
  - those who have a social worker
  - those with a CAF
  - those with a parent/carer in the armed forces
  - children classed as a Young Carer
  - children recorded as ever 6 FSM
  - children with no recourse to public funds
  - children of offenders
  - EAL children
  - children with SEND

### **Common identified barriers to learning for disadvantaged pupils may include:**

- Speech, language and communication needs
- Challenges for parents supporting children at home
- Low self-esteem and/or anxiety
- Children or family members with SEMH
- Lower attendance or punctuality

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.