



Pupil Premium 2020-21

Learning Is For Everyone @ Raglan
LIFE@Raglan

Ethos

'Raglan is an inclusive School at the heart of the local community. We provide a welcoming, safe learning environment built on mutual respect and trust where we challenge all to reach their full potential.'

Vision

'Raglan is a forward thinking learning community where everyone makes outstanding progress and feels safe, included and valued. It is a place where staff, governors and parents work collaboratively to provide a creative, aspirational and inspiring learning adventure.'

'Our children love to learn, welcome challenge and are not afraid to make mistakes. They are confident, curious and questioning and will become active and informed global citizens able to succeed in a complex, changing world.'

Pupil Premium is the additional funding schools receive to support pupils from 'disadvantaged backgrounds' to enjoy and achieve in line with all other children. This includes pupils who are entitled to free school meals (or have been at some point in the last six years), Looked After Children, previously Looked After Children and Children of Service Personnel.

The government believes that allocating Pupil Premium funding is the best way to raise the attainment of 'disadvantaged pupils'. It is up to the school to decide how the Pupil Premium is spent.

The following information enables parents and carers to see how much funding the school receives, how the school is spending the money and its impact on attainment and progress of pupils.

Part A: Pupil Premium Strategy Plan

Statement of Intent:

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. The focus of our pupil premium strategy is to improve the educational and personal outcomes for disadvantaged children in our school. We consider the challenges faced by all vulnerable pupils in our school and the activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

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. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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 their learning
- 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

Challenges:

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments across the whole school indicate that progress in writing has been impacted by Covid 19 school closures and the gap is greater for disadvantaged children across the school.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in Maths.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils since the partial school closures due to Covid 19. Teacher referrals for support have markedly increased during the pandemic. 52% of children receiving

	Pupil Premium funding are accessing support in or out of the school environment.
6	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. This has increased significantly since partial school closures with disadvantaged children making a less consistent return to school in September 2021.

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	KS1 pupils' phonics screening (July 2022) shows significant increase in disadvantaged pupils passing Phonics test. Reading results in KS2 SATs (2022) show achievement for disadvantaged pupils in line with peers.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2021-22 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2021-22 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021-22 demonstrated by: <ul style="list-style-type: none"> • Decrease in number of referrals for external support for disadvantaged children • Greater success of internal interventions for all pupils, including those from disadvantaged backgrounds
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022-23 demonstrated by: <ul style="list-style-type: none"> • Improved attendance across the school post Covid and particularly amongst disadvantaged pupils • Reduction in persistent absence for children from disadvantaged backgrounds

Pupil Premium Funding at Raglan Primary School:

	2017-18	2018 -19	2019-20	2020-21
Amount of Pupil Premium received for Raglan School	£53,380	£58,000	£31,972	£41,625
No. of pupils on roll entitled to FSM/PP	38	46	32	24
No of 'Children in Care ' or Adopted on roll	2	4	4	4

How the pupil premium funding is being spent at Raglan School

Please note that the funding we receive is not sufficient to provide all of this support for all pupils.

The support is allocated according to need.

At Raglan School children receive the support they need to succeed, regardless of whether or not they are entitled to Pupil Premium Funding.

Intervention	Cost per annum	Proposed Impact
Teacher led targeted additional support in writing and maths	£35,910 (38 weeks x 3 days)	To accelerate the progress of pupils in reading, writing and maths
Accelerated Learning Lead/Phonics Lead to advise on interventions and support for low attainers	£23,940 (38 weeks x 2 days)	To target gaps in attainment, provide support programmes to accelerate learning and monitor progress
Considered deployment of support staff in reading, writing and maths	£16,380	To accelerate the progress of pupils in reading, writing and maths
Phonic Intervention- Small group and 1:1 tuition of phonics from Year 2 to Year 4	£3,390	To accelerate progress in reading for those children who leave Year 1 with below average phonic awareness
ELSA Training for staff member to provide SEMH support in school	£450	Increase in quality of support programmes and resources used to target disadvantaged pupils in school
Half Day a week to work directly with students in school	£319.40	To implement pro-active interventions to reduce the SEMH difficulties experienced by children in school

Dyslexia Champion support for pupils across the school with targeted interventions and support for families	£319.40	To develop role of Dyslexia Champion in school to support children with specific learning difficulties
Play leader to provide supported structured play at lunchtimes and model social skills post Covid 19	£1,596	To improve children's wellbeing by giving them a range of activities that develop their social and communication skills
Additional EP visit per term x 2	£900	To improve the learning outcomes by identifying areas that may be hindering learning and to suggest possible strategies to improve learning outcomes
Additional day of Learning Mentor time	£5,187	To provide support and guidance to pupils who are experiencing difficulties in learning due to social, emotional or behavioural challenges to enable them to make at least expected progress Increased support for families to access help and support post Covid 19 and compensate with direct support in school due to backlog in services
Additional day of ASD Champion time	£4,468	To provide support and guidance to pupils who are experiencing social and communication difficulties, including ASD and ADHD To provide support to families trying to re-establish routines and wellbeing post Covid 19
Financial Assistance for Residential Trips and extra-curricular activities	£2000	To promote confidence building and team building skills through trips and experiences not available due to Covid 19 lockdowns
Social Skill Groups/Friendship Groups	£5,187	To support children's language and communication skills, friendship and problem solving skills
Training on KS1 and KS2 Language Interventions for Speech and Language Teaching Assistant (through Words First)	£295	To improve children's language and communication skills and enhance opportunities for talking in school
Teddy our PAT Dog	£19	Encourage reading in a relaxed environment and facilitate positive relationships and safe space in which to share experiences
Listening Ear	£5,187	Support for children experiencing friendship and other difficulties
TOTAL COST: £105,259.80		

How well are children entitled to Pupil Premium achieving at Raglan School, compared to all children?

2015 -2021 Data

KS1 (Pupil Premium pupils = 5)

% achieving at or above expected	All Pupils						Pupil Premium					
	15-16	16-17	17-18	18-19	19-20	20-21 _(TA)	15-16	16-17	17-18	18-19	19-20	20-21 _(TA)
Reading	76%	84%	87%	83%	No data	81%	83%	50%	100%	78%	No data	60%
Writing	77%	82%	83%	83%	No data	80%	83%	50%	100%	73%	No data	60%
Maths	76%	87%	87%	86%	No data	80%	83%	50%	100%	79%	No data	80%

KS2 (Pupil Premium pupils = 3)

% achieving at or above expected	All Pupils						Pupil Premium					
	15-16	16-17	17-18	18-19	19-20	20-21 _(TA)	15-16	16-17	17-18	18-19	19-20	20-21 _(TA)
Reading	93%	98%	100%	91%	No data	83%	100%	100%	100%	88%	No data	67%
Writing	88%	97%	97%	91%	No data	83%	50%	100%	90%	75%	No data	67%
Maths	95%	100%	97%	93%	No data	83%	100%	100%	100%	75%	No data	67%

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 2019 to 2020 academic year.

Internal progress data for the children in receipt of pupil premium showed that, prior to the Covid 19 lockdown, over 85% of children achieved the expected level in reading and writing. This was lower for Maths at 63%. However, the number of children achieving Greater Depth in Maths was greater than in reading and writing at 38%. Maths teaching and learning was under review when the Covid 19 pandemic led to school closures in March 2020.

During the school lockdown which started in March 2020, children were able to access learning through 2 online platforms, Seesaw and Bug Club, and iPads were provided to disadvantaged families with no device at home and families which had several children trying to access learning online at home. Particularly vulnerable pupils (e.g. children known to Social Care and those with EHCPs) were invited to attend school from the onset of the lockdown. Access to remote learning was carefully monitored by all staff and, where vulnerable children were not keeping up with the learning at home, senior leaders made contact with families to offer additional support. Senior leaders took hard copies of learning to 3 families on a weekly basis as they could not access the learning remotely.

In addition to Seesaw and Bug Club, families continued to have access to Mathletics, Purple Mash, Teach a Monster to Read and IDL. Additional learning was supported by the use of resources provided by Oak National Academy and children were encouraged to participate in activities such as Joe Wickes' daily workouts.

Children in the Language Provision in receipt of pupil premium were supported with online speech and language resources and activities set by Words First and monitored carefully by staff in the 2 classes. Children with EHCPs in the mainstream school continued to access speech and language therapy through virtual sessions with Bromley Healthcare.

Regular telephone 'check ins' with vulnerable families identified children requiring emotional support during the Covid 19 pandemic. The school's SENCO and ASD Champion offered virtual support on a weekly basis throughout the Summer Term 2020.

ELSA training and Dyslexia training were postponed due to the Covid 19 pandemic but staff continued to offer support to families identified by teachers and senior leaders using the knowledge and skills acquired so far. This was offered through telephone conversations and provision of support on seesaw.

Extra-curricular activities and school residential trips – Vulnerable families were supported to attend trips and activities in the Autumn Term 2019 but no further trips were arranged with the looming pandemic after Christmas.

Attendance – Attendance in the Autumn Term was in line with previous years but this was impacted by the Covid 19 pandemic from February onwards. Attendance data, therefore, is not reflective in this academic year. Monitoring became more focussed on engagement and wellbeing of vulnerable families.

If you think your child may be entitled to Free School Meals. PLEASE APPLY even if your child prefers to bring a packed lunch to school.

To apply for free school meals, please ask in the office or go online <https://www.bromley.gov.uk>