



## Pupil Premium 2021-22

*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.

### School overview

Detail	Data
School Name	Raglan Primary School
Number of Pupils (Reception – Yr 6)	442
Proportion of pupil premium eligible pupils	8%
Academic year that current plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Kath Margetts (Headteacher)
Pupil Premium Lead	Carol Burgess
Governor Lead	Tosin Bowen Wright

## Funding Overview

Detail	Amount
Pupil Premium funding this academic year	£44,590
Recovery Premium this academic year	
Pupil Premium carried forward	£0
Total budget for this academic year	£44,590

## 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:

The impact of COVID and school closures is still very much in evidence throughout our school community and has had a particularly severe impact on our disadvantaged children.

Challenge number	Detail of challenge
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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 continue to be impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Progress in Children's writing has been particularly impacted.
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"> <li>• Decrease in number of referrals for external support for disadvantaged children</li> <li>• Greater success of internal interventions for all pupils, including those from disadvantaged backgrounds</li> </ul>
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"> <li>• Improved attendance across the school post Covid and particularly amongst disadvantaged pupils</li> <li>• Reduction in persistent absence for children from disadvantaged backgrounds</li> </ul>

### 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	£11,970 (38 weeks x 1 day)	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

Half Day a week for ELSA trained member of staff 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
Learning Mentor	£15,561	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

Introduction of Language support programme in Reception (NELI)		To improve the children's language and communication skills
Listening Ear	£5,187	Support for children experiencing friendship and other difficulties
TOTAL COST: £103,482.80		

## 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.

Due to COVID 19, performance measures have not been published for 2020- 2021.

Internal progress data for the children in receipt of pupil premium in Summer 2021 showed that in KS1 60% achieved the expected standard in reading and writing while 80% achieved the expected standard in Maths. 40% of children in Year 2 achieved Greater Depth in reading. The internal data for KS2 was slightly higher in reading and writing with 66% of children achieving the expected standard while 66% of children in receipt of pupil premium in Year 6 achieved the expected standard in Maths. This shows the significant impact that school closures had on pupils the previous year and the challenges facing schools to enable pupils to 'catch up' with their learning.

Covid 19 continued to impact on children's attendance in school and the online platforms set up during school lockdowns continued to give all pupils the opportunity to access learning while absent with Covid related reasons. Teachers continued to upload learning onto Seesaw for children absent from school and families continued to have access to Bug Club reading, Mathematics, Purple Mash, Teach a Monster to Read and IDL.

Regular telephone 'check ins' with vulnerable families continued to identify children requiring emotional support. The school's SENCO, Learning Mentor and ASD Champion offered support on an individual basis while Mood Monsters were introduced for the whole school and Teaching Assistants targeted key children to offer emotional support in the classroom.

ELSA training and Dyslexia training were completed and the role of the Dyslexia Champion was established fully with a focus on pupils in receipt of Pupil Premium. ELSA began for children in receipt of Pupil Premium in Year 5 while training was being undertaken by a Teaching Assistant.

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 continued to be impacted by the Covid 19 pandemic and attendance data, therefore, is not reflective of the usual attendance record of the school. Staff worked with vulnerable and anxious families to help with decisions on school attendance in line with continuing Covid 19 advice from the government.

**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>