



Pupil Premium Policy

	Date	Signature
Reviewed	November 2021	K Margetts
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Raglan Primary School and Nursery
Part of Mosaic Schools Learning Trust

Version Control

Date	Change
November 2023	P2 7% to 8% of children
	P3 PP Champion Matt DeFreitas, Head Teacher Manager
	P5 1:1 maths support mentoring with school based adult
November 2025	P 3 Pupil Premium Champion added Sam Collins (Learning mentor.)
	P 4 The DfE's 5 Step Approach The school utilizes the DfE 5 Step approach to structure it's published Pupil Premium Strategy. Step 1: Identify the challenges facing disadvantaged pupils at Raglan Primary School • Use diagnostic assessment tools • Speak to teachers, support staff, pupils and parents/carers • Consider both academic and non-academic challenges (attendance, behaviour, wellbeing) Step 2: Use evidence We have considered a range of high-quality, independent evidence when choosing how to spend pupil premium. Step 3: Develop our strategy using the DfE template, ensuring it addresses our specific challenges Step 4: Deliver and monitor • Integrate activities with the curriculum • Monitor to identify opportunities for improvements • Support staff during implementation Step 5: Evaluate Set clear, measurable outcomes and use a robust evaluation framework

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a Government initiative that targets extra money at pupils from less advantaged backgrounds. Research shows that pupils from less advantaged backgrounds underachieve compared to their more advantaged peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At Raglan, we will be using the indicator of those eligible for FSM (PP), as well as identified vulnerable groups, as our target children to identify early, help them keep up and 'close the gap' regarding attainment.

The amount of pupil premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the Government. At Raglan this is approximately 8% of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for less advantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Pupil Premium Champion (Member of SLT) – Matt DeFreitas, Head Teacher and Sam Collins (Learning mentor.)

Guiding Principles

It is the role of the Head Teacher, SLT and the Local Governing Body to ensure that there are improvements to the performance of less advantaged pupils in this school. We believe that we can maximise the impact of our pupil premium spending, by following the key principles below:

Having High Expectations

At Raglan, we have a culture where:

- staff believe in ALL children;
- there are no excuses made for underperformance;
- staff adopt a solution-focused approach to overcoming barriers.

The DfE's 5 Step Approach

The school utilizes the DfE 5 Step approach to structure it's published Pupil Premium Strategy.

Step 1: **Identify the challenges** facing disadvantaged pupils at Raglan Primary School

- Use diagnostic assessment tools
- Speak to teachers, support staff, pupils and parents/carers
- Consider both academic and non-academic challenges (attendance, behaviour, wellbeing)

Step 2: **Use evidence** We have considered a range of high-quality, independent evidence when choosing how to spend pupil premium.

Step 3: **Develop our strategy** using the DfE template, ensuring it addresses our specific challenges

Step 4: **Deliver and monitor**

- Integrate activities with the curriculum
- Monitor to identify opportunities for improvements
- Support staff during implementation

Step 5: **Evaluate** Set clear, measurable outcomes and use a robust evaluation framework

Data Analysis

We will track the attainment of pupils covered by the pupil premium carefully and use achievement data to check whether interventions or strategies are working and make adjustments accordingly. A senior member of staff will have specific responsibility for tracking progress.

The school will assess what additional provision should be made for the individual pupils at termly pupil progress meetings. Pupil premium pupils will always be on the agenda of pupil progress meetings, and the senior member of staff responsible will be present and will ensure an appropriate provision map of support is in place for identified pupils.

Formative assessment data is collected on an ongoing basis, and this feeds into summative attainment data termly, recorded using our tracking system on Arbor. This enables senior leaders and Local Governing Body to track progress accurately and to compare attainment of less advantaged pupils with more advantaged pupils.

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We will use external research evidence (Ofsted, other schools, Sutton Trust, Education Endowment Foundation etc.) to allocate the funding to activities that are most likely to have maximum impact.

Identification of Pupils

All pupil premium children are included in discussions with the team working with them. Their progress is also carefully tracked at pupil progress meetings which are held every term. Pupils with historically lower attainment are targeted for 'catch-up' programmes and the way in which the teacher can plan for them is identified based on what is known already about their learning. Also, children where progress has slowed are discussed and any areas of difficulty are explored and acted on.

There may be other barriers to learning which can be addressed through the pastoral provision in the school – the learning mentor or other Inclusion team member – so that meta-cognition is enabled. We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of pupil premium and who the vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just for lower attaining pupils)
- Children's individual needs are considered carefully, so that we provide support for those children who could be doing "even better if....."

Provision of Quality First Teaching

Our aim is that all children at Raglan receive good or better teaching on a daily basis. The leadership team set high expectations for achievement and monitor teaching and learning to ensure that non-negotiables, such as high-quality marking and feedback, are implemented thoroughly and consistently across the school. We will share good practise and draw on external expertise when necessary to support our practice and provision, including providing opportunities for our teachers to improve assessment practice through moderation, both in-house and with our partnership schools. We aim to provide high quality CPD (Continuous Professional Development) to support and develop skills of staff.

Our practise is based on what works for children and is based on research from the Sutton Trust as described in the toolkit. This shows that an emphasis on quality feedback, collaborative learning and meta-cognition – thinking and reflecting on learning – are the most effective strategies. We focus on doing these well, while providing a broad range of learning experiences based on a rich curriculum.

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We aim to maximise the time children have to keep up through: targeted additional teaching and support within lesson times, improving attendance and punctuality and setting aside short, regular times for individual or small group support.

Provision of Individualised Support

We aim to ensure that the additional support we provide is effective by:

- carefully considering the individual needs of each child and identifying their barriers to learning;
- ensuring additional support staff and class teachers communicate regularly so that agreed interventions have an impact in the classroom;
- matching the skills of the support staff to the interventions they provide;
- working with other agencies to bring in additional expertise.

Examples of additional interventions provided at Raglan are:

- 5 minute box
- additional opportunities to read with an adult
- Times Tables Rockstars
- Funky Fingers
- Power of 2 Power of 5
- Individual Learning Support time
- 1:1 maths support mentoring with school based adult

At Raglan, we also use pupil premium funding to support less advantaged families through provision of places at Breakfast and After School Club. We fund the following key roles: a Learning Mentor, 1:1 additional teaching assistant hours, to support identified less advantaged pupils to remove barriers to learning.

Pupil premium funding is also used to ensure that no child misses out on any educational enrichment opportunity – such as educational visits and visitors and residential stays – because of financial disadvantage.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – attainment and progress data, pupils' learning, observations, learning walks, case studies, and staff, parent and pupil voice – to ensure that progress and attainment are at least in line with more advantaged children, both in school and nationally

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- Assessment data is collected termly so that the impact of interventions can be monitored regularly and provision for individuals and groups can be adjusted accordingly
- Assessments are closely moderated to ensure they are accurate to inform the processes in place
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children's' needs and appropriate provision is reviewed
- Regular feedback about progress is given to children and parents
- Interventions are adapted or changed if they are not working, as evidenced during the monitoring process. An understanding of why a particular provision has not worked for an individual child is needed as all practice is based on successful precedent.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance, behaviour, attitudes to learning, attainment and progress across the curriculum
- A designated member of the SLT maintains an overview of pupil premium spending (the Head Teacher)
- A Governor is given responsibility for pupil premium and will challenge the school leadership on the performance of less advantaged children across the school.

Reporting

The Head Teacher will report to the Local Governing Body, via the Head Teacher's report to Governors each term.

Pupil premium will be a regular feature on the agenda for the Local Governing Body Meetings.

Information provided will be based on:

- the progress made towards narrowing the gap, by end of key stage results, for pupils eligible for pupil premium; and
- an annual outline of the provision that is made and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to those children not receiving the support.

The Local Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the pupil premium funding has been used to address the issue of closing the gap for pupils eligible for pupil premium. This task will be carried out in line with the requirements published by the Department for Education.

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Parents and carers of children eligible for the pupil premium funding will be kept informed of their children's progress through formal parent consultations and reports, and informal conversations through our 'open door' policy. We help parents/carers to support their children through our programme of parent meetings and workshops. Parents and carers are encouraged to come into school and participate in events, including reading breakfasts, family class assemblies, meet and greet sessions.

Accountability

- Performance tables in Analyse School Performance (ASP) clearly show the attainment of pupil premium children compared to their more advantaged peers
- Ofsted inspections
- Pupil Premium reviews – these can be internal, part of partnership work with other schools or commissioned externally
- Progress on narrowing the gap is monitored by the SLT, at Mosaic meetings and at external reviews.