



RAYNVILLE ACADEMY PUPIL PREMIUM REVIEW 2020-21

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6-year period. For the period 1st September 2010 to 31st August 2021 Raynville Academy received Pupil Premium funding of **£220,740**

Our Pupil Premium initiatives have included:

- Use of the post of pastoral team with a focus on attendance support and parenting advice. To ensure children are in school, ready to learn and able to progress appropriately. Support to remove barriers to effective learning.
- Provision of the school breakfast club.
- Purchase of support re-bespoke needs, including provision of school uniform.
- The targeted and structured use of teaching assistants, placed and acting upon need, with a focus on developing English and Maths skills, especially those pupils who are High Attaining.
- Targeted support working only with Pupil Premium children on a 1 to 1/small group basis to develop and improve reading, writing and maths.
- Funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including residential visits.
- Targeted funding to support individual and cohorts to ensure high quality opportunities linked to the creative arts.
- Develop Nurture provision and support social and emotional development of pupils

Impact Summary

We have continued to use current educational research to shape our Pupil Premium offer and in line with EEF findings will be investing funding into further developing teacher pedagogy in line with the EEF Literacy and numeracy guidance reports and Pupil Premium report in order to maximise Wave 1 teaching. We have further developed our phonics provision and this included our lead practitioner receiving training and then working with the English Hub.

Funding was used to further enhance the skills of teaching staff, in order to maximise the impact of teaching and learning to ensure Pupil Premium children reached their full potential. We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. With this in mind, our Pupil Premium strategy was rooted strongly in the CPD of our staff.

**Priority 1**

All safeguarding training was completed and some trips occurred in the summer term that supported the children's learning. Books evidence good progression and knowledge in those attending visits.

Priority 2

We have continued to run breakfast club throughout the year but more of a focus on Key Worker families due to COVID-19. We ensured vulnerable PP children accessed the offer and supported others with supplies of bagels and other breakfast products. Attendance data has been different to monitor in the same way due to the pandemic – we provide daily updates to the Trust and moved from text messaging non-attenders to phone calls. The pastoral team's work has increased throughout the lockdowns with respect to contacting vulnerable families and the increased number of referrals. CPOMS is continuing to be used to track vulnerable learners and concerns. There are no behaviour concerns, but a continued rise in wellbeing concerns

Priority 3

This support is allowing us to focus our Catch up priorities and vulnerable learners. The DHT provision has allowed further focussed catch-up support. As a result, our year 6 results (unvalidated) were on track for predictions pre-pandemic and our phonics results were 93% in year 2.

Priority 4

Resources have supported our home learning. The pastoral staff have worked tirelessly throughout the lockdown by engaging parents, supporting with access to home learning, supporting with FSM provision, wellbeing... since returning from lockdown, we have added to this team and are able to provide better support to match the increase in need. Our families have engaged well with school and felt supported.

Priority 5

This was having an impact prior to lockdown and has been adjusted since. This is still having an impact, but to a smaller number of children. The deployment of these staff have acted as catch-up funding as we have shown we are already doing in the absence of a pandemic. Assessment data evidences progress.

Priority 6

New assessment system monitoring progress and attainment. Pupil progress meetings have continued and teachers 1-2-1 have been appropriately utilised. Pupil progress meetings evidences good progress by most groups of learners and identifies areas to further support.

Priority 7

Subject leaders have significantly developed their subjects and are in the process of developing an assessment system for non-core subjects.