

Pupil premium strategy statement: Robinswood Primary Academy.

1. Summary information					
School	Robinswood Primary Academy				
Academic Year	2020-2021	Total PP budget	219,235	Date of most recent PP Review	July 20
Total number of pupils	400	Number of pupils eligible for PP	151	Date for next internal review of this strategy	July 21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2019)
% achieving expected level or above in reading, writing & maths	No Data	64%
% achieving expected level or above in reading.		75%
% achieving expected level or above in writing.		78%
% achieving expected level or above in maths.		76%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Below national average starting point on Reception intake.(BASELINE screening on entry)	
B.	Below average speech and language skills.	
C.	Ability to self-regulate behaviours is poor. (Thrive Approach Assessments)	
External barriers		
D.	Low attendance and late arrival at school.	
E.	Low engagement of families and less opportunities to extend skills and personal qualities.	

4. Strategy and Desired outcomes	Success criteria
<p>Much of the pupil premium funding at Robinswood Primary Academy is used to support the deployment of an inclusion team;</p> <p>SENCO Assistant (0.6 part time).</p> <p>Specialist speech and Language therapist deployed to provide specific targeted support to identified pupils for communication and Language needs. (2 days a week)</p> <p>1 x part time attendance officer.</p> <p>1 x full time learning mentor.</p> <p>1 x full time Family support worker with Thrive approach training.</p> <p>Teaching assistants are deployed to deliver high quality, recognised interventions. (1x TA KS1 &amp;1 x TA KS2)</p>	<ul style="list-style-type: none"> <li>• Children have a secure understanding of the team around them and who to go to for targeted support.</li> <li>• Teaching staff feel supported and can seek advice on classroom strategies for behaviour or pastoral support.</li> <li>• Pupils are appropriately targeted and gaps in learning identified in all year groups to ensure maximum progress</li> <li>• Speech and Language skills of specific pupils improve enabling greater access to the curriculum</li> </ul>

<p>Pupil Premium children are able to access the Maths and English curriculum with confidence. <i>Booster Y6 and Y2 teachers 5 x mornings a week. High levels of teaching assistants deployed throughout the school delivering in class support and structured interventions to meet specific needs of pupils (identified through tracking and pupil progress meetings)</i></p>	<ul style="list-style-type: none"> <li>• The gap between PP and Non PP children is closing.</li> <li>• Children make good progress in maths, reading and spelling catch up intervention programs.</li> </ul>
<p>The school recognises the importance of ensuring that all Teaching and Learning is of the highest quality and that all staff have the opportunity to develop skills through high quality CPD and coaching and mentoring. <i>High quality CPD organised for all staff (teachers and teaching assistants) through effective performance management arrangements and engagement with external trainers/consultants as well as expertise across the MAT.</i></p>	<ul style="list-style-type: none"> <li>• All lessons are good or better.</li> </ul>
<p>Pre-school, reception and KS1 children make accelerated progress in spoken language and phonics. <i>Employment of Specialist Speech and Language Teaching Assistant to deliver targeted programmes to support pupils.</i></p>	<ul style="list-style-type: none"> <li>• Children access catch up programs with targeted speech and language support.</li> </ul>
<p>Current attendance figure is increased or maintained with a decreased number of late arrivals. <i>Attendance officer appointed to work with families to improve attendance rates for PP pupils.</i></p>	<ul style="list-style-type: none"> <li>• Attendance strategy agreed, shared with parents</li> <li>• Specific families requiring support are identified and targeted</li> <li>• Attendance figures rise</li> </ul>
<p>Improved behaviour across all year groups with pupils moving into Robinswood more able to make the transition with confidence and engage with all aspects of school successfully. <i>Key members of staff trained as Thrive practitioners to enable them to support pupils with behavioural, emotional and social needs and all staff trained in Restorative Practice.</i></p>	<ul style="list-style-type: none"> <li>• Classroom observations show excellent classroom management</li> <li>• Managed moves from other settings are successful.</li> <li>• Pupils able to negotiate and manage outcomes more successfully following an incident.</li> </ul>
<p>Develop a sense of awe and wonder in the world and aspiration for new opportunities, with special trips/events.</p> <p>Children should be given the opportunity to develop skills in the creative curriculum where financial support can be a barrier such as musical instrument tuition, drama or dance classes.</p>	<ul style="list-style-type: none"> <li>• Children who would like to participate in residential trips and one day visits who may ordinarily not be able to are given financial support enable to attend.</li> <li>• Children are given the opportunity to learn a musical instrument or attend a class.</li> </ul>

5. planned expenditure					
Academic year	2020 - 2021				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	review
<p>Support available for teachers, teachings assistants, pupils and parents to ensure appropriate provision can be achieved to enhance progress in all aspects of school life</p> <p>Teaching assistants deployed to deliver high quality, recognised interventions.</p>	<p>Further development and deployment of an inclusion team</p> <p>Teaching assistants to target specific intervention teaching.</p> <p>Dancing Bears</p> <p>Rapid Read</p> <p>Talk Boost</p> <p>Jimbo fun</p> <p>Language for thinking</p> <p>Thrive</p> <p>Fizzy</p>	<p>High levels of need academically, socially and emotionally evident in all year groups and needs to be supported to enable all pupils to access curriculum and learning</p> <p>Funding allocated to support and develop this team will allow for increased success.</p>	<p>Initiatives and strategies detailed in the pupil premium overview are overseen/ delivered by the inclusion team.</p> <p>Monitoring and performance management of staff.</p> <p>Data collection for targeted interventions.</p> <p>Regular liaison between teachers/teaching assistants and SENCo</p>	HOS Inclusion team.	July 2021

<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Current attendance figure is increased or maintained with a decreased number of late arrivals.	<p>Focus on persistent absence. Children below 90%</p> <p>Attendance highlighted in assemblies and rewarded weekly with certificates/class cup.</p> <p>Termly rewards for outstanding attendance individually and class.</p> <p>SEN attendance tracked weekly in inclusion meetings.</p> <p>Free attendance to Breakfast club where necessary.</p>	Children who attend school regularly have higher levels of attainment. We aim to maintain or improve our attendance figure and lower the number of lates.	Monitor children attending breakfast club. Class teachers to highlight children who would benefit from breakfast club. Attendance officer to track individual attendance data.	HOS AA	July 2020
Pupil Premium children are able to access the English curriculum with confidence making increased progress in reading and writing.	<p>New Phonics scheme – RWI. Effective deployment of teaching assistants to support pupils of all abilities, to carry out reading interventions/RWI.</p> <p>Y2 booster teacher to support rapid phonics recovery for PP children.</p> <p>Y6 booster group to support teaching reading and writing strategies.</p>	Children who are immersed in texts and reading make better progress with writing outcomes.	Continued support through trust wide planning groups for English. AHOS tracking phonics development with regular assessments (see Monitoring overview) Planning monitored by termly planning and book looks with individual teachers.	English team HOS	

<p>Pre-school, reception and KS1 children make accelerated progress in spoken language and phonics.</p>	<p>Deployment of specialist Speech and teaching assistant.</p> <p>Speech and Language therapist will plan and implement a bespoke package for all children who are behind in speech or phonics.</p> <p>Designing delivery for TA lead groups and one to one with her.</p>	<p>Increased numbers of children join school with poor spoken language and the ability to make progress in Phonics.</p> <p>Focussed targeted support in speech and language is planned to support development across R&amp;KS1 using Talk boost and Primary Strategy.</p>	<p>Regular liaison between SENDCo, class teachers and specialist speech and language therapist to evaluate impact and progress</p> <p>Evaluation of impact on pupil attainment / progress to be discussed at pupil progress meetings.</p>	<p>BD/HOS/ Inclusion team lead/specia list TA</p>	<p>On-going/ termly</p>
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<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Improved behaviour across all year groups with pupils moving into Robinswood more able to make the transition with confidence and engage with all aspects of school successfully.	<p>The Thrive Approach Training and resources.</p> <p>Implementation of Restorative Practice in school to support behaviour management and develop resilience amongst pupils.</p>	<p>Children require increased support for appropriate behaviour choices and have gaps in their development for behaviour. Annually children join our school on managed moves and require increased support to structure this transition.</p> <p>Children need to develop skills of managing behaviour and negotiating outcomes of actions more independently to help them develop greater levels of resilience.</p>	<p>Staff trained in The Thrive approach will disseminate their expertise across the school with staff training and working with small groups or one to one to deliver high quality planned and targeted therapy. Number of fixed term exclusions will decrease.</p> <p>Restorative Practice training will continue to be embedded in school.</p>	HOS/ Inclusion team lead.	July 2019
All lessons are good or better.	<p>A structured timetable of coaching and mentoring will be in place to allow all teaching staff to improve and develop their teaching skills trust wide.</p> <p>Quality external and MAT training for; RWI, Writing through high quality texts, teaching reading KS2, Can do maths mastery.</p>	<p>Quality First teaching gives children the best chance in our 'Keep up, not catch up' model.</p> <p>Teachers need to have regular training and ongoing coaching from AHOS within school and across the MAT and outside agencies.</p>	<p>All subjects will be monitored on the whole school weekly monitoring program. Lesson observations, book looks and pupil perception interviews will take place every week and outcomes shared with all staff.</p> <p>Training and coaching will be actioned on a plan, do, review cycle.</p>	HOS AHOS Subject leads.	Every 2 terms.

<p>Develop a sense of awe and wonder in the world and aspiration for new opportunities.</p> <p>Children are given the opportunity to develop skills in the creative curriculum where financial support can be a barrier</p>	<p>Children are not excluded from trips and events on the grounds of non-payment of voluntary contribution.</p>	<p>Children have limited access to opportunities beyond their local area due to financial or environment constraints.</p>	<p>Children throughout the school will attend extra-curricular events, which promote awe and wonder with no exclusions on the grounds of cost.</p>	<p>HOS</p>	<p>July 2019</p>
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<b>Income from Pupil premium funding 2020</b>	<b>£219,235</b>
<b>Further development and deployment of inclusion team</b>	<b>£181,443</b>
<b>To support Quality First Teaching</b>	
<b>Y2 and Y6 booster teachers</b>	<b>£24,500</b>
<b>CPD training and mentoring ( including Thrive practioner training)</b>	<b>£3,345</b>
<b>Annual Widget Subscription</b>	<b>£300</b>
<b>Rapid Read online Subscription</b>	<b>£347</b>
<b>Play Therapist</b>	<b>£6,300</b>
<b>Trips and Visits</b>	<b>£1,000</b>

<b>Contingency available for uniform &amp; spare PE kit</b>	<b>£1,000</b>
<b>Thrive, interventions &amp; RP resources</b>	<b>£1,000</b>

<b>6.</b>	<b>Additional detail</b>								
	<p>We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.</p> <p>We provide pastoral support during challenging times for Service PP children to help mitigate the negative impact on service children of family mobility or parental deployment. Robinswood currently has no pupils who are eligible for service pupil premium.</p>								
<b>7.</b>	<b>Pupil premium engagement data 20- 21</b>								
	Book club	Hockey	Dance club	Football club	Chess club	Netball Club	Booster club	Nature Club	Times tables rock stars
PP									
Non PP									