

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
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| School name | Robinswood primary |
| Number of pupils in school | 386 + 23 |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers. | 2021 - 2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | August 2022 |
| Statement authorised by | Kim Hoodless |
| Pupil premium lead | Alison Walker |
| Governor / Trustee lead | Alison Hook |

Funding overview

| Detail | Amount |
|--|------------------|
| Pupil premium funding allocation this academic year | £204,440 |
| Recovery premium funding allocation this academic year | £22,475 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 21,194 |
| Total budget for this academic year | £ 226,915 |

Part A: Pupil premium strategy plan

Statement of intent

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Children have a limited vocabulary and lack support or books at home with literacy and reading. |
| 2 | Opportunities to speak is a barrier. Children are left for increasing amounts of time alone with technology or television/iPad screens. |
| 3 | The long term impact of the Covid-19 pandemic on pupils' and family wellbeing, home learning and catch up curriculum. |
| 4 | Improving attendance and readiness to learn for the most disadvantaged pupils. Maintaining high expectations of all pupils, regardless of their background or previous experiences. |
| 5 | Disadvantage children lack consistency of home life and support for emotional trauma. |

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 |
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| Improve English outcomes for children entitled to Pupil Premium funding, targeting Reading and Writing. | Phonics Y1 data meets or exceeds National standard. KS1 Reading and writing data meets or exceeds National standard. KS2 Reading and writing data meets or exceeds National standard. |
| Address and support emotional needs affecting progress and attainment of pupils. Evaluate the long term impact of the Covid-19 pandemic on pupils' and family wellbeing. | Vulnerable pupil list to be reviewed and numbers to reduce. Increasing numbers of disadvantage children are able to self-regulate. |

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| | Parents to attend support sessions/coffee mornings. Increased use of positive language and affective statements among families. Increased strength in relationships and trust in the parents and school community. |
| Preschool and Reception children have an increased use of a wider vocabulary. | GLD is in line with National average. |
| Improved attendance | Disadvantage attendance is in line with Non disadvantage. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,326

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| CPD has been put in place for all teachers to improve, retrieval and metacognition opportunities, opportunities to apply skills and knowledge, teaching for mastery, pre-teaching and exposure to technical, subject specific vocabulary. | Consistently high quality teaching is fundamental to diminishing differences. | 1. |
| Training for RWI spell and RWI phonics will be embedded and supported through targeted training from Phonics and writing leaders. | Reading is the gateway to knowledge and all children must become fluent readers. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. | 1 2 3 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £64,306

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Employ a specialist speech and language therapist 2 days a week to target EYFS and KS1 children. Training to be delivered to Teaching assistants to target PP children through weekly activities.</p> | <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important</p> <p>There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.</p> | <p>1 2 3</p> |
| <p>Purchase more RWI materials to provide RWI catch up scoop groups</p> | <p>Children catching up quickly with repeated RWI groups for fluency and accuracy in reading will pass the phonic screening check.</p> | |
| <p>Employ a SENCO Assistant providing specific support to teachers to write accurate intervention plans on My plan support trackers for SEND/PP children.</p> | <p>Interventions should be carefully targeted through identification and assessment of need.</p> <p>Effective deployment of teaching assistants (TAs) is</p> | <p>4</p> |

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| SENDCo assistant to track the class interventions for the SEND/PP children to ensure they are making progress and the interventions are recorded accurately. | critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £135,477

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <p>Train a new Thrive practioner and implement the Thrive approach consistently through the school.</p> <p>Purchase Thrive model resources and launch a new Thrive room.</p> <p>Full time learning mentor and Thrive practioner to deliver specific interventions 1 to 1 to Pupil premium children</p> <p>Play Therapy sessions for pupils needing intensive emotional support.</p> | <p>The Thrive approach supported by Trauma informed relational practice should be used to support children and their families.</p> <p>Play therapy is an evidence based support for trauma and attachment.</p> | 3 4 5 |
| <p>Employ a full time Family support worker to deliver targeted support to LAC and Pupil premium children and their families on Child protection and child in need plans.</p> <p>Facilitating external agencies, including the Young Minds Matter Early Mental Health Team. Working with other agencies including Social Care, the Inclusion Team, NHS and Early Help.</p> <p>Provide regular contact with vulnerable families. Team Around the Family (TAF) meetings to support children and</p> | <p>Actively engaging with parents reinforces skills in the home environment.</p> <p>Establishing a school-wide ethos, expectations and routines supports children’s social and emotional development.</p> <p>There is an established link between the home learning environment at all ages and children’s performance at school.</p> | 3 4 5 |

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| <p>their families and ensure basic needs have been identified.</p> <p>Bespoke 1:1 and small group sessions to address emotional needs including loss and bereavement, family illness, friendship issues and family breakdown. Benefit and housing support and sign posting to other agencies.</p> <p>Run monthly parent support group.</p> | | |
| <p>Forest school for Y5 – YR. Children to use the opportunity to complete a 'Passport of experiences'.</p> | <p>Identifying and filling gaps in children's experiences. Planning activities which raise aspiration and personal development.</p> | <p>2 5</p> |
| <p>Employ a part-time Attendance officer with safeguarding training to support families with attendance and acute need on school refusal.</p> <p>Run school breakfast club with known school staff to support transition and a healthy start to the day.</p> | <p>A clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. Staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.</p> | <p>4</p> |
| <p>Develop a sense of awe and wonder in the world and aspiration for new opportunities, with funded 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 drama or dance classes.</p> <p>Children should be able to participate in residential trips and one day visits who may ordinarily not be able to due to financial circumstances.</p> | <p>3 4 5</p> |

Total budgeted cost: £248,109

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.

Despite the pandemic, teachers carried out gap analysis and created a catch up curriculum to allow steady improvement in disadvantaged pupil progress.
EYFS language acquisition is improving and all preschool children starting school are on track.
PP children 58% passed phonic check v 66% Non PP.
Attendance was effected by the pandemic. PP children 2% below Non PP children.
All children took part in a fully funded activity week and every Y6 child attended their residential week of activities.
Every child in the school took part in a summer trip or visit.