

Pupil premium strategy statement

This statement details our school's use of pupil premium 2023 – 2024 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
School name	Robinswood primary
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers.	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Kim Hoodless
Pupil premium lead	Alison Walker
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,710
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 235,710

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
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.

	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 **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: £50,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a specialist speech and language therapist 1 day a month to target EYFS and KS1 children. Training to be delivered to Teaching assistants to target PP children through weekly activities.</p> <p>Purchase a package of assessment and resources to support staff to deliver speech and language interventions in EYFS and KS1.</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>

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: £137,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Thrive model resources and launch a new Thrive Den for KS1 children.</p> <p>Full time learning mentor and Thrive practioners 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 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</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

<p>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: £235,710

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 2022 to 2023 academic year.

Thrive interventions were successful with action plans in place which were regularly reviewed.

Behaviour data showed the number of incidents of children unable to regulate fell during the year, term on term. The number of children (particularly Y6) were able to self-regulate with fewer suspensions in general throughout KS2.

Racist incidents fell dramatically. Sexualised incidents were reduced.

Derogatory and physical incidents throughout the school fell.

Pupil premium attendance was higher than National average.

Preschool and Reception children have an increased use of a wider vocabulary. GLD was in line with National Average.

KS1 data was improved for reading and maths.

Every Y6 child attended their residential week of activities or took part in a school based set of activities.

Every child in the school took part in a summer trip or visit.