

Robin Hood Primary School Pupil premium strategy statement

1. Summary information					
School	Robin Hood Primary School				
Academic Year	2020-21	Total PP budget	£192,335	Date of most recent PP Review	N/A
Total number of pupils	420	Number of pupils eligible for PP	149 = 36%	Date for next internal review of this strategy	Jan 2020
PP Lead	R Byrne	Governor Lead	L Juby and A Bradshaw		

Robin Hood Pupil Premium Breakdown

Nursery	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
7	17	16	21	21	20	24	26	149

What is Pupil Premium?

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged and non-disadvantaged backgrounds. The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils' needs.

Who qualifies for Pupil Premium?

Children who qualify for the Pupil Premium are identified as the following: any child who has claimed Free School Meals in the last 6 years; any child looked after or previously looked after; any child who has a parent serving or served in Her Majesty's Armed Forces or has retired on a pension from the Ministry Of Defence; any child who has or has had a social worker or any child acting as a carer.

Pupil Premium at Robin Hood

At Robin Hood Primary School, we are dedicated to motivating and inspiring all learners so they embrace challenge with resilience, show respect and collaborate well so they can achieve excellence; we firmly believe that children receiving Pupil Premium deserve the same life chances as their peers. We strive to ensure that the children achieve to the best of their ability and any gaps in learning due to social or financial circumstances are recognised and closed. All staff responsible for teaching and learning understand the importance of this support and use our 'Pupil Premium Toolkit' in order to support children. Pupil Premium provision maps in each year group outline the support that is in place for children in receipt of Pupil Premium. This includes: high-quality, first class teaching; specific interventions; access to trips and residential; support from the nurture team; and access to Brainy Breakfast. The Covid19 outbreak has inevitably had an effect on all children's learning. We are aware that there may be detrimental effects on our Pupil Premium children's learning and wellbeing so our key aim is to identify gaps and support pupils and parents with the transition back to school, putting measures in place to match individual needs.

Data figures: due to COVID school closure and guidance from LA and DfE, data figures are from end of Spring term 2020. No comparative LA or National data available

ARE Attainment: End of KS2					
	Robin Hood	Robin Hood PP	Robin Hood Non-PP	Robin Hood Target 2021	Robin Hood PP Target 2021
% Achieving expected in reading, writing and maths	67% (40/60)	60% (15/25)	71% (25/35)	63% (38/60)	44% (12/27)
% Achieving expected in reading	67% (40/60)	64% (16/25)	71% (25/35)	62% (37/60)	48% (13/27)
% Achieving expected in writing	70% (42/60)	60% (15/25)	74% (26/35)	60% (36/60)	48% (13/27)
% Achieving expected progress in maths	72% (43/60)	60% (15/25)	77% (27/35)	67% (40/60)	52% (14/27)

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor phonic and reading skills	
B.	Low attainment on entry	
C.	Inability to retain prior learning	
D.	Low aspirations and desire to succeed due to lack of self-belief	
E.	A large proportion of PP pupils have SEND or SEMH	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
F.	Attendance of specific PP families requires continuous support	
G.	Poor parental engagement/lack of regular routines including home reading and homework	
H.	Family instability and limited access to enrichment activities/life experiences	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop language, phonics and reading skills	Pupils achieve targets at the end of EYFS, KS1 and KS2 in reading and writing
B.	Accelerate progress of all PP pupils and diminish the difference between PP and non PP pupils	Formative assessment will show gaps being addressed. Pupils will make <i>(or exceed)</i> expected progress. The gap between PP and non PP children will close.
C.	Disadvantaged pupils access a range of social, cultural and enrichment activities	Pupils to have a broader experience with extended school opportunities linked to personal aspirations.
D.	More disadvantaged pupils exceed the standards expected for their age	HA PP pupils achieve targets at the end of KS1 and KS2 in Maths, Reading and Writing

Planned expenditure		Strategies to support COVID recovery		On hold due to COVID restrictions	
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Learning and the Curriculum					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerate progress of all PP children	Pupil Premium Lead Additional teachers (Y6 – MW, Y5 – KW, F2 - BS) Intensive catch up programme TA interventions (e.g. 1st Class@Number) Teacher CPD programme and PP toolkit Brainy Breakfast	To evaluate and monitor the impact of PP provision across the school To provide targeted learning support for pupils who are at risk of under-achieving Baseline assessments show that children’s attainment is lower than predicted by the summer term To support PP chn working below age related expectations in Maths According to the EEF ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ To provide time for PP chn to receive targeted TA support and complete homework	- PP Lead – x1.5 days per week release time to evaluate provision in place for PP pupils - Subject leaders to monitor impact of interventions - Termly data sheets - Whole school monitoring -Observations -Learning walks -Book monitoring - CPD for staff and staff meetings	PP Lead (RB) Subject leads (NM & AH) Phase Leaders (CE, CF, RB & AH) Brainy Breakfast Lead TA (SR)	Termly data phase meetings
Improve language, phonics and reading skills	Immersive text project to develop language and performance skills 1:1 reading Phonics same day interventions Phonics tracker (Y1) SALT sessions for targeted pupils Talkboost intervention	To ensure that there is quality opportunity for disadvantaged learners to be exposed to quality texts and apply performance skills To accelerate the reading progress of pupils whose reading development is lower than expected Targeted interventions To enable teachers to successfully track the progress of pupils in phonics and provide targeted interventions where needed To improve confidence, vocabulary, phonics and writing Improve language and communication skills	- Teacher observations - Monitoring of data - Lesson observations	Language and performance lead (KW) SALT (DR)	Termly
Increase the number of PP children reaching greater depth	Aspirational targets set for PP chn	The school data shows that we need to increase the number of most able PP pupils reaching a higher standard.	Pupil Premium Lead to monitor the provision in place for HA PP chn	PP Lead (RB)	Termly data phase meetings

	Y6 Greater Depth Maths group Collaborate and Challenge Curriculum Quality first teaching and PP toolkit	2018 Ofsted report next steps, 'teaching, supported by the effective use of the pupil premium, meets more effectively the individual needs of the most able disadvantaged pupils so that throughout the school more disadvantaged pupils are attaining standards that exceed those expected for their ages.'	- Lesson observations - Termly data sheets		
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Parents and Families

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance of PP children	Attendance Improvement Officer to ensure high expectations of pupil attendance are met Attendance awards	To reduce the rates of persistent absenteeism among disadvantaged pupils in the school. Attendance impacts on attainment	- Attendance improvement Officer to track attendance data - Termly meetings with PP lead and Attendance Improvement Officer - Termly attendance certificates and prizes for 100% attendance	Attendance Improvement Officer (PH)	Termly
Increase parental engagement	Stay and Play Build home-school relationships through parent open afternoons and theme days Marvellous Me Teacher phone calls	Build early relationships with parents and prepare chn for school setting Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete homework. To keep parents informed of their child's progress and provide strategies for supporting learning at home	Stay and Play leads (MG and AE)	Sports Lead (MG)	Termly

ii. Social and Emotional support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Provide support for PP children with SEND and SEMH	Nurture support (Hayroom and Hub) Key workers for identified children EFT counselling	Pupils with emotional behaviours need additional support to address these needs alongside learning needs. Emotional wellbeing is key to supporting pupils learning According to the DfE Research Report: The impact of Behaviour and Wellbeing on Educational Outcomes “Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school.”	Effective communication between nurture team and class teachers/SMT Termly SEND Reviews led by SENCO to track progress of pupils Phase Leaders to track progress of SEND/PP children on termly data sheets.	Nurture team and learning mentors (PC lead) School counsellor (JM) SENCO (HC) Phase Leaders (CE, CF, RB & AH)	Termly
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iii. Enrichment within and beyond the Curriculum

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the opportunities for PP pupils to access a range of social / cultural experiences, visits and activities.	Forest Schools School trips Ambassador Programme Transformer Programme Y6 Residential NTU Children's University scheme (Y6) VR workshops RSC Associate Schools Program	Pupils benefit from working outdoors with others and being introduced to a variety of experiences they may not experience at home Provide pupils with opportunity to lead and have a range of experiences to broaden horizons Widen experiences outside of the classroom and broaden horizons so that PP chn are exposed to the same experiences non PP chn are	Ambassador and Sports Lead to evaluate the impact of Ambassador and Transformer Programme PP lead (RB) to liaise with partnership coordinator in order to ensure the successful implementation of the scheme	Forest Schools Teachers (KW, CF, KI) Ambassador Lead (MA) Transformer/Sports Lead (MG)	Termly