

Robin Hood Primary School Pupil premium strategy statement

1. Summary information					
School	Robin Hood Primary School				
Academic Year	2019-20	Total PP budget	£239,498	Date of most recent PP Review	N/A
Total number of pupils	485	Number of pupils eligible for PP	144	Date for next internal review of this strategy	Jan 2020

	<i>School PP 2019</i>	<i>National PP 2019</i>	<i>School Non-PP</i>	<i>National Non-PP</i>	<i>School PP Target 2020</i>	<i>School PP Target 2020 (GDP)</i>
% Achieving expected in reading, writing and maths	73%	51%	81%	71%	60% (15/25)	12% (3/25)
% Achieving expected in reading	76%	62%	81%	78%	64% (16/25)	24% (6/25)
% Achieving expected in writing	76%	68%	89%	83%	60% (15/25)	16% (4/25)
% Achieving expected progress in maths	76%	67%	92%	84%	60% (15/25)	20% (5/25)

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 prior attainment
C.	Inability to retain prior learning
D.	Lack of ambition and desire to succeed
E.	SEND and SEMH
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance
G.	Poor parental engagement/lack of regular routines including home reading and homework
H.	Family instability and lack of enrichment activities out of school
I.	Self-belief and low aspirations

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop 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.	Improve emotional well-being and attitudes to learning so that pupils have raised aspirations and know how to be successful	Pupils to have a broader experience with extended school opportunities linked to personal aspirations.
D.	Increase parental engagement	Parents to be more actively involved in the learning process and raise progress of pupils.
E.	Increase the number of PP children reaching greater depth	HA PP pupils achieve targets at the end of KS1 and KS2 in Maths, Reading and Writing

Planned expenditure					
Academic year	2019/20				
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 Teacher (Y6 – MW) TA interventions (e.g. 1 st Class@Number) Teacher CPD programme Brainy Breakfast Additional teacher (Y2 LS Jan – June)	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 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 day per week release time to evaluate provision in place for PP pupils - Subject leaders to monitor impact of interventions - Phase Leader termly data sheets - Whole school monitoring -Observations -Learning walks -Book monitoring - CPD for staff and Staff meetings	PP Lead (RS) Additional teacher (MW) Phase Leaders (CE, CF, EA & KS) Brainy Breakfast Lead TA (SR)	Termly data phase meetings
Improve language, phonics and reading skills	Immersive text project to develop language and performance skills Switch on	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	- Teacher observations - Monitoring of data	Language and performance lead (KW)	Spring 2020

Increase the number of PP children reaching greater depth	HA/PP Interventions in year groups Y6 Greater Depth Writing and Reasoning groups Collaborate and Challenge Curriculum	The school data shows that we need to increase the number of most able PP pupils reaching a higher standard. 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.'	Pupil Premium Lead to monitor the provision in place for HA PP chn	PP Lead (RS)	Termly data phase meetings
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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 attendance certificates and prizes for 100% attendance	Attendance Improvement Officer (PH)	Half termly
Increase parental engagement	Family Support Worker Stay and Play Build home-school relationships through parent open afternoons and theme days Marvellous Me	To provide intergenerational and adult learning which supports parents to help their children 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.	Family support worker to target families and disseminate flyers for parent courses	Family Support Worker (BC) Sports Lead (MG)	Half 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 (MB) Phase Leaders (CE, CF, EA & KS)	Half 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 (Y5)	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 (RS) 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)	Half termly