

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
School name	Robin Hood Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	144 = 34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nicky Bridges (Headteacher)
Pupil premium lead	Ruth Byrne
Governor / Trustee lead	N Thorpe

Funding overview (£1445 per pupil)

Detail	Amount
Pupil premium funding allocation this academic year	£209,520
Recovery premium funding allocation this academic year	£5546
Looked After / PP+ / Service children	£3070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,136

Part A: Pupil premium strategy plan

Statement of intent

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. Class provision maps in each year group outline the support that is in place for SEND children and those 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 challenges our disadvantaged pupils face varies across the school and our role as practitioners is to become an expert in these children. Interventions are led by pupil need, rather than label and we ensure that all staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses within their phase.

The Covid19 outbreak inevitably had an effect on all children's learning and we continue to see the impact of this. 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, putting measures in place to match individual needs.

Ultimate objectives

- For all pupils to have high aspirations for the future
- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to reach Age Related Expectation or Greater Depth at the end of Year 6

Achieving these objectives

This document includes a range of strategies in order to achieve these objectives. These include:

- Quality First teaching
- Small group interventions

- 1:1 support
- Nurture support
- Brainy Breakfast
- Trips, wider opportunities and whole school theme days
- Forest Schools
- Termly data tracking
- iPads I Can project
- Parent open afternoons/learner reviews/workshops

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy skills (phonics, reading and writing)
2	Low attainment on entry
3	Retention
4	Large proportion of PP pupils have SEN
5	Low attendance and persistent absenteeism
6	Lack of confidence and self-belief
7	Limited experiences beyond home life and immediate community

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
Accelerate progress and close the gap between disadvantaged and non-disadvantaged	Termly data meetings will show gap is closing Pupils will make (or exceed) expected progress PP whole school data sheet shows that the gap between PP and non-PP chn has closed in Maths, Reading and Writing
Develop language, phonics and reading skills	PP pupils will achieve end of year targets in phonics and reading Gap between PP and non-PP pupils closes
Progress in Writing	PP pupils will achieve end of year targets in Writing Gap between PP and non-PP pupils closes

More disadvantaged pupils exceed the standards expected for their age	HA PP pupils achieve end of year targets in Maths, Reading and Writing
Disadvantaged pupils access a range of social, cultural and enrichment activities	Pupils will have broader experiences and extended school opportunities linked to personal aspirations
Reduce the amount of disadvantaged pupils who are persistent absentees	Attendance of disadvantaged pupils will be above 95%

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: £117,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead <i>To evaluate and monitor the impact of PP provision across the school</i> £8,500	Pupil Premium needs to be a collective responsibility and led effectively. <u>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way (2021)</u> states, 'Ensuring a common understanding of the strategy, and how to execute it, across the school community is key to success.' 'Strategies to address disadvantage should align with wider school development plans.'	all
Additional Teacher in Year 6 <i>To accelerate progress of pupils and provide targeted support for pupils who are at risk of underachieving</i> £45,750	Additional teacher in Year 6 has accelerated progress in KS2 and closed the PP and non PP gap. 2021 32% gap PP/Non PP combined 2022 16% gap PP/Non PP combined 2023 13% gap PP/Non PP combined 2024 36% gap PP/Non PP combined	1, 2, 3, 6
Family Support Worker (SM) <i>To build relationships with parents, increase parental engagement and provide support where needed</i> £17,455	<i>'Babies and toddlers from poorer backgrounds have been disproportionately affected by the pandemic, with less access to books and outdoor space during lockdown than children growing up in wealthier families.'</i> (study conducted in 2020 by researchers at five UK universities and funded by the Economic and Social Research Council)	1, 2
Teacher CPD Programme e.g. retention and developing memory, Little Wandle, subject lead CPD, staff meeting implementation time £20,200	According to the EEF's Guide to The Pupil Premium 'Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.'	1, 2, 3, 4
iPads ICAN project £26,000	iPads support learning at home and improve home-school links. iPads provide pupils with increased opportunities to be challenged and collaborate in learning.	3, 6, 7

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

Budgeted cost: £33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1st Class@Number (Y2,3,4) £3500	In previous years, intervention impact sheets highlight the progress made by pupils accessing this intervention. Pupils have raised confidence in Maths lessons and achieve end of year targets.	2, 3, 6
Little Wandle <i>(Phonics Lead, coaching model, 1:1 keep up sessions, group reading practice sessions, books/resources)</i> £30,000	The EEF's Teaching and Learning Toolkit found that one to one intensive phonics supported pupils to catch up with their peers (+5 months)	1, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brainy Breakfast <i>Provides a free breakfast and learning support</i> £22,326	Research shows that breakfast consumption in children has been found to: • Improve cognitive function, particularly memory, attention and executive function • Improve academic performance, including school grades and achievement test scores • Increase on-task behaviour in the class	2, 5, 6
Brainy Tea (KS2) Puzzles/Games Club (F2) £1205	Research carried out by the Nuffield Foundation found that taking part in after school clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, providing opportunities to	2, 3, 6

	socialise, as well as opportunities for relaxation	
Attendance Improvement Officer (HL x1 day a week) and attendance prizes £12,000	Attendance impacts on attainment. 2023 report published on the attendance crisis (Listening to, and learning from, parents in the attendance crisis) states, <i>The link between attendance and attainment is well known. Sporadic attendance impacts children's academic results, mental health and resilience. Those who take an occasional day (or a week, or a fortnight) off school miss building blocks of knowledge. Catching up is a treadmill that becomes unmanageable and so their learning is fractured.</i>	5
Funded big trip F2-Y6 £3,000	Many of our pupils have limited experiences beyond the classroom	7
Nurture Team including Place2Be £18,000	90% of vulnerable pupils are in receipt of PP. A survey conducted by NHS digital found that, 'Nearly 40% of 6 to 16-year-olds said they felt their mental health had got worse over lockdown.'	4, 6
Forest Schools £7200	According to the Forest Schools Association, research highlights the benefits of forest learning on childhood development and wellbeing. Studies have suggested attending these sessions can improve a child's confidence, social and communication skills, motivation and concentration levels.	7
Y2,4,6 Residential £3000	A review of research into outdoor learning highlighted the positive impact on childhood relationships, interpersonal skills, improved self-esteem and coping strategies.	7

Total budgeted cost: £218,136

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.

RHPS 2024 data

EYFS

% of chn achieving GLD	62%
PP (18 pupils) / Non PP gap 9/18 = 50% / 27/40 = 68%	18% (widening from 14% in 2023)

KS1 Phonics Screening check

% of chn passed	82%
PP (10 pupils) /Non PP gap 6/10 = 60% / 31/38 = 82%	22% (widening from 5% in 2023)

KS1

% of chn combined Maths, Reading, Writing	53%
PP (23 pupils) /Non PP gap 9/23 = 39% / 22/35 = 63%	24% (widening from 13% in 2023)

KS2

% of chn combined Maths, Reading, Writing	57%
PP (27 pupils) /Non PP gap 10/27 = 37% / 24/33 = 73%	36% (widening from 13% in 2023)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rock Stars/Numbots	TT Rockstars
Marvellous Me/Tapestry	Marvellous Me/Tapestry Journal