

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	470
Proportion (%) of pupil premium eligible pupils	31% (143 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Nicky Bridges (Headteacher)
Pupil premium lead	Aimie Habgood (Ruth Byrne)
Governor / Trustee lead	A Bradshaw, N Thorpe & C Farrelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,055
Recovery premium funding allocation this academic year	£20,735
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	£218,790

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. 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 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 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, 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
- Additional teachers and TAs
- 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
- The Brilliant Club

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: £109,395

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 Teachers in Year 2 and Year 5 <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 5 has accelerated progress in KS2 and closed the PP and non PP gap. 2018 15% gap PP/Non PP combined 2019 8% gap PP/Non PP combined	1, 2, 3, 6
Level 4 Teacher Assistant (Stay and Play) <i>To build early relationships with parents and prepare pupils for school setting</i> £5500	'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.' (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, support for SEND, NPQ release time £20,200	According the <u>EEF's Guide to The Pupil Premium</u> 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium'	1, 2, 3, 4
iPads ICAN project £26,100	iPads support learning at home and improve home-school links. iPads provide pupils with increased opportunities to be challenged and collaborate in learning. <u>Impact Ed Lockdown lessons study (Feb 21)</u> found that <i>during 2020, challenges with remote learning</i>	3, 6, 7

	<i>were felt much more strongly by pupils from disadvantaged backgrounds. Only 45% of students eligible for Pupil Premium said that they understood their school work in lockdown compared to 57% of their peers.</i>	
Language Lead Project Development of high-quality speech, language and communication teaching in the EYFS. EYFS staff CPD around quality interactions £3345	Children enter the setting with weak communication and language skills. This project is an evidence-based approach, which focusses on improving the quality of universal provision for all children by upskilling the whole of the EYFS team to ensure that they are effectively supporting high quality communication and language development in all of their interactions.	1

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

Budgeted cost: £35,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 1 1:1 Phonics Intervention £1670	Previously been successful - Year 1 1:1 Phonics (spring/summer 2021) intervention was successful. March 2021 – 4/12 (33%) passed phonics screening test June 2021 – 10/12 (83%) passed phonics screening test	1
The Brilliant Club £2562	The Brilliant Club We aim for all pupils to have high aspirations for their future. Marc Rowland (Pupil Premium Advisor) states, 'We must not accept that disadvantaged pupils are destined to underachieve.' 'Our disadvantaged pupils do not lack talent or ability to make significant contributions to our society. But they sometimes lack opportunity.'	6,7
1st Class@Number £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
XCode resources support structured with LWL&S	According the EEF's Guide to The Pupil Premium 'There is strong evidence base showing the impact that high-quality	1, 2, 6

£3100	<i>interventions can have on the outcomes of struggling students'</i>	
Little Wandle <i>(1:1 keep up sessions and group reading practice sessions)</i> £21,000	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
Collins Big Cat reading book for EYFS and KS1 £4063	Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books.	1

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

Budgeted cost: £73,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brainy Breakfast <i>(provides a free breakfast and learning support)</i> £22,520	FSM numbers increased during lockdown and more families were accessing food vouchers. 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
Attendance Improvement Officer £9180	Attendance impacts on attainment. The British Psychological Society (2017) Behaviour Change: School attendance, exclusion and persistent absence. <i>'Children and young people at risk of future educational disengagement need to be identified at an early age, and their positive engagement with education effectively promoted and their attendance improved.'</i>	5
Funded big trip F2-Y6 £2,500	Many of our pupils have limited experiences beyond the classroom	7

Nurture Team including Place2Be £27,000	41% of SEND pupils at Robin Hood are disadvantaged. A survey conducted by NHS digital found that, <i>'Nearly 40% of 6 to 16-year-olds said they felt their mental health had got worse over lockdown.'</i>	4, 6
Forest Schools £9200	Pupils benefit from working outdoors with others and being introduced to a variety of experiences they may not experience at home.	7
Y2,4,6 Residential £2000	Research carried out by the universities of Cambridge and Sussex found that that, <i>'Children from poorer backgrounds were more likely to find lockdowns tougher on their mental health because they had less contact with green spaces. Extending the amount of time that children can access nature, could have a beneficial impact on their mental health.'</i>	7
Parental engagement Y2 Reading workshop £1100	Parents are a child's key educator. Weekly reading percentages for this cohort were low in 2020-21. 52% of pupils @ARE in Reading (2021) and 29% gap between PP and Non-PP. Many children are below stage 7.	1

Total budgeted cost: £237,040

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 2021 to 2022 academic year.

RHPS 2022 teacher assessment data

EYFS

% of chn achieving GLD	66%
PP (21 pupils) / Non PP gap	6%

KS1 Phonics Screening check

% of chn passed	66%
PP (19 pupils) /Non PP gap	23%

KS1

% of chn combined Maths, Reading, Writing	58%
PP (24 pupils) /Non PP gap	13%

KS2

% of chn combined Maths, Reading, Writing	58%
PP (28 pupils) /Non PP gap	16%

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
Purple Mash	2Simple
Times Table Rock Stars	TT Rockstars
Marvellous Me/Tapestry	Marvellous Me/Tapestry Journal