

Pupil premium strategy statement – Robin Hood Primary School



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	143 = 32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Henry Overton (Acting Headteacher)
Pupil premium lead	Ruth Byrne
Governor / Trustee lead	Dan Beeston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£231,090

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/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	Poor retention skills
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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

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>	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.' <i>'Strategies to address disadvantage should align with wider school development plans.'</i>	all
Additional Teacher in Year 5/6 <i>To accelerate progress of pupils and provide targeted support for pupils who are at risk of underachieving</i>	Additional teacher in Year 6 has accelerated progress in KS2 and worked towards closing 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 2025 29% 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>	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF	1, 2
Teacher CPD Programme e.g. retention and developing memory, Little Wandle, subject lead CPD, Oracy)	According to the EEF's Guide to The Pupil Premium 'High quality teaching' should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key.	1, 2, 3, 4
iPads ICAN project	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
Whole school approach to Oracy <i>Oracy Lead, Chitter Chatter assemblies, staff CPD, embedding into curriculum subjects</i>	Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication. Oracy skills set children up for success in school and life. Voice 21 Oracy United Kingdom	1, 2, 3, 6
Embed Zones of Regulation Main teaching focus in PSHE sessions. Half termly focus on specific zone, classroom display and resources to support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4, 6

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle <i>(Phonics Lead, coaching model, 1:1 keep up sessions, reading</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: EEF's Teaching and Learning Toolkit	1, 3

<i>practice sessions, books/resources)</i>	found that one to one intensive phonics supported pupils to catch up with their peers (+5 months)	
Brainy Tea <i>Small group tutoring sessions for Y6 pupils who are in danger of not meeting end of year targets</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition EEF	2, 3, 6
The Brilliant Club <i>University style learning for Y5&6 pupils. The Brilliant Club aims to increase the number of pupils from under represented backgrounds achieving places at highly selective UK universities.</i>	We aim for all pupils to have high aspirations for their future. Marc Rowland (Pupil Premium Advisor) states, ' <i>We must not accept that disadvantaged pupils are destined to underachieve.</i> ' ' <i>Our disadvantaged pupils do not lack talent or ability to make significant contributions to our society. But they sometimes lack opportunity.</i> '	6,7

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

Budgeted cost: £70,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Improvement Officer (HL x1 day a week) and attendance prizes	Attendance impacts on attainment. A 2025 report published by The Institute for Public Policy Research (IPPR) on the attendance crisis states that The most vulnerable and disadvantaged children are impacted the most. Five years since schools went into lockdown, attendance crisis at record levels IPPR	5

Funded big trip F2-Y6 £3,000	Many of our pupils have limited experiences beyond the classroom	7
Nurture Team including Place2Be	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4, 6
Forest Schools	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
Y4 and 6 Residential	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: £231,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

RHPS 2025 data

EYFS

% of chn achieving GLD	57% (Nat: 69%)
PP (16 pupils) / Non PP gap 6/16 = 38% / 29/45 = 64%	26% gap (widening from 18% in 2024)

KS1 Phonics Screening check

% of chn passed	71% (Nat: 80%)
PP (14 pupils) /Non PP gap 7/14 = 50% / 29/37 = 78% (Nat: 67% / Nat: 84%)	28% gap (widening from 22% in 2024) Nat: 17%

KS2

% of chn combined Maths, Reading, Writing	67% (Nat: 62%)
PP (26 pupils) /Non PP gap 13/27 = 50% / 27/34 = 79% (Nat: 47% / Nat: 69%)	29% gap (closing from 36% in 2024) Nat: 22%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Table Rock Stars	Maths Circle Ltd
Marvellous Me/Tapestry	Marvellous Me/Tapestry Journal
White Rose Maths	White Rose
Testbase	AQA