

Pupil premium strategy statement – Robertswood School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Robertswood School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Edward Richings
Pupil premium lead	Edward Richings
Governor / Trustee lead	Dr Carroll

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,004
Recovery premium funding allocation this academic year	£4,205
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	£48,209

Part A: Pupil premium strategy plan

Statement of intent

Robertswood School's strategy aims and intends to reduce all aspects of inequality. The school's approach is rooted in tackling the literacy gap in the classroom and other significant causes of disadvantage.

The whole school community intends to work hard to address:

- Fluency in reading (including addressing limited vocabulary) – helping all pupils access the wider school curriculum through reading.
- Oral communication skills – ensuring pupils can demonstrate their understanding, express their feelings and ask questions.
- Self-esteem and confidence – pupils must feel successful in their learning and aware of their value to the school.
- Improving staff knowledge and skills – staff must be aware of, and equipped to tackle, the barriers facing our disadvantaged pupils.
- Labelling and bias – all staff must be objective in the pursuit of high expectations for all pupils regardless of background.

Implementation - Based on EEF's – tiered approach

1. **High quality teaching.** Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

An understanding of teaching pedagogy best suited to age, phase and subject

2. **Targeted academic support.** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

- Mixture of programmed and interventions 'validated' by EEF
- Support and interventions based on individual's needs.

3. **Wider strategies** Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Impact

1. Teachers improve teacher knowledge, confidence and expertise.
2. 100% of children attaining Age Related Expectations
3. Attendance, behaviour and social and emotional issues are not negatively affecting children's engagement in school.

Challenges

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

Challenge number	Detail of challenge
1	Lacking knowledge and skills to demonstrate understanding in reading, writing and mathematics.
2	Lack of confidence and self- belief and independence

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
1. Teacher knowledge, confidence and expertise	1. Teachers improve teacher knowledge, confidence and expertise.
2. Children attaining Age Related Expectations	2. 100% of children attaining Age Related Expectations
3. Attendance, behaviour and social and emotional issues	3. Attendance, behaviour and social and emotional issues are not negatively affecting children's engagement in school.

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: £45,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>X 3 FTE staff</i>	To deliver tier 1, 2 and 3 support and interventions in order for 100% children to maintain Age Related Expectations	1 and 2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 6 tutoring programme</i>	Discounted and suggested use of finances to catch up children onto their attainment trajectory	1 and 2
<i>Catch up programme</i>	Tier 3 ongoing and well – rated catch-up programmes including NELI. Catch up children to ARE.	1 and 2

Support in order to meet target	Target - 100% ARE reading								
	Y6	Y5	Y4	Y3	Y2	Y1	YR	YN	
Tier 1 - Phonics	X	X	X	✓	✓	✓	✓	✓	
Tier 2 - Reading	✓	✓	✓	✓	✓	✓	✓	✓	
Tier 3 - Programme	✓	✓	✓	✓	✓	✓	✓	x	
	NTP	TBC	TBC	TBC	TBC	TBC	NELI		
	Until July 2022	Until July 2023	Until July 2024	Until July 2025	Ongoing	Ongoing	Ongoing	Ongoing	
Tier 1 and 2 frequent Intervention				Tier 3 catch up programme					

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
X5 sessions of ELSA	One – to – one tuition for well being	1 and 2
Covering costs of breakfast and after school club	To allow children to come to school on time	1 and 2

Total budgeted cost: £58,444