

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 (see below)
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 in Reading.
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	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	1 and 2
<i>Catch up programme</i>	Tier 3 ongoing and well – rated catch-up programmes including NELI	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

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.

Whilst the National Tutoring programme went ahead, the complete programme of tier 1 – 3 interventions was not implemented across the school and particularly in the earlier years as the school was preserving and deficit in its budget. A new budget in 2022 will allow the fullness of the strategy to be pursued. In terms of the impact of the strategy despite it not being fully implemented, and average of a range of 75% to 85% across the year groups attained ARE in reading. These results represents some really pleasing results ordinarily and especially against the backdrop of the culmination of the COVID years particularly in year 2 and year 6. However, the COVID years has had an impact on the EYFS results, as children haven't attended school enough including through their Nursery years as dip in PSED would begin to suggest. Similarly, the year 1 phonic check is disappointing but is also related to Covid and the chance to get through, have exposure and / or practice phonics for a sustained period of time. Analysis of SPaG tests reveals that the spelling element is bringing down the overall scores of strong grammar and punctuation element. Finally, we need to improve children reaching age related and greater depth in writing.

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Some positive results for this group in receipt of pupil premium grant with 96% of children making expected progress, 92% in Writing 84% in SPaG and 96% in Maths.

In terms of the main outcome measures;

- monitoring of provision has revealed **96% of outcomes being good or better** when it comes to teaching, book scrutinies and analysis of data which illustrates teachers' **improving knowledge and implementation of the curriculum**.
- **Reading** data being analysed for pupil premium children specifically – in the meantime Year 6 – 11% down on last year but same level as 2019 but Year 2 reduced by 7% from last year but is 9% above National Average y2 is and y6.
- **Attendance** - Ended the year with a **persistent absence rate of 16.4%** which is a reduction from last year's levels of 23% and is below the National Average to date for 22/23 of 17%. A combination of higher expectations in terms of monitoring and follow-up procedures as well as the continuing attraction of school in the first instance have combined to reduce persistent absence rates.

However, PP persistent absence is 40% which is 5% worse off than last year. Improvements in monitoring and follow up and penalty notices issued for taking holiday in term time – the good work of above - is not an effective consequence some families at the school in terms of an improving set of data.