



**Robertswood School**  
**Pupil Premium Strategy**

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Deputy Headteacher	Emmeline Davison	Pupil Premium champion	Kate Carroll

Summary information			
Number of eligible pupils:	36	Date of most recent review	September 2020
Total pupil premium budget:	£59,573	Date of next review of this strategy	September 2021

Data		
<b>Key Stage 2</b>		
% achieving EXPECTED+ in reading, writing and maths	34	
% achieving EXPECTED+ in reading	38	
% achieving EXPECTED+ in writing	34	
% achieving EXPECTED+ in maths	34	
% achieving AT GREATER DEPTH in reading	4	
% achieving AT GREATER DEPTH in writing	4	
% achieving AT GREATER DEPTH in maths	8	
<b>Key Stage 1</b>		
% achieving EXPECTED+ in reading, writing and maths	71	
% achieving EXPECTED+ in reading	71	
% achieving EXPECTED+ in writing	71	
% achieving EXPECTED+ in maths	71	
% achieving AT GREATER DEPTH in reading	14	
% achieving AT GREATER DEPTH in writing	14	
% achieving AT GREATER DEPTH in maths	14	
<b>Early Years Foundation Stage</b>		
% achieving EXPECTED GLD	33%	
% achieving EXPECTED in reading	33%	
% achieving EXPECTED in writing	33%	
% achieving EXPECTED in number	33%	
% achieving EXPECTED in SSM		
<b>Attendance</b>	Pupil Premium	
Overall attendance 20/21	92%	
Persistent absence 20/21	15%	

Pupil Premium Action Plan 2020-21	
Barriers to future attainment for PPG eligible pupils at our school (taken from individual needs analysis forms)	
A	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge and maintain focus on tasks
B	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
C	Low attendance and persistent absenteeism of PP/disadvantaged children
D	Some pupils need to develop their organisational skills, resilience and determination. In addition, many children rely and adult support in class and are reluctant to 'have a go' due to fear of failure.

ADDITIONAL PRIORITIES/INITIATIVE
School leaders are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that 'fallen behind' disadvantaged children receive intervention and support every day in every classroom.

Desired outcome and how measured	Success Criteria
<p>A</p> <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p> <p>To ensure fallen behind children receive targeted high-quality intervention.</p> <p>To embed and sustain a reading culture that's ensures all pupils read regularly and develop a love of books.</p> <p>Pupils read regularly and have access to high quality books for personal and guided reading.</p>	<ul style="list-style-type: none"> <li>- All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous data set taken in February 2020</li> <li>- Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</li> <li>- Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.</li> <li>- Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result.</li> <li>- New books to be bought for the colour-coded system.</li> </ul>
<p>B</p> <p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum. School to provide children with access to technology which they cannot access at home.</p>	<ul style="list-style-type: none"> <li>- Teachers and support staff will plan a wide range of learning experiences to inspire/enhance learning and make it memorable underpinned by skills builder.</li> <li>- Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> <li>- Children are given opportunities to change their reading book each day.</li> </ul>

C	All disadvantaged pupils will meet national expectations for attendance/persistent absence.	<ul style="list-style-type: none"> <li>- Disadvantaged pupils will close the gap on match or exceed national averages. (5.7 overall and 16.5% for persistent respectively)</li> <li>- Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.</li> </ul>
D	Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.	<ul style="list-style-type: none"> <li>- Lesson observations/learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</li> <li>- Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>- Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> </ul>

<p>Every child receives teaching which is good and frequently outstanding in every classroom/ every day</p>	<p>Robust 'teaching over time' monitoring schedule in place to ensure both high standards and expectations as well as a high level of consistency across the school.</p> <p>Regular monitoring of subjects by subject lead alongside SLT to ensure that teaching is good or better and that good/outstanding</p>	<p>As a school we have high expectations for all pupils and do not believe a disadvantaged background is reason not to achieve highly. Our socio-economic profile for each year group demonstrates the specific challenges of each year group which is known and recognised as a context for learning but not seen as a barrier to success.</p> <p>Teaching quality monitored over time against each cohort to establish the teaching and learning journey.</p> <p>Use of accurate data and knowledge of children to set challenging but achievable targets for all.</p> <p>TAs in every classroom in the morning with flexibility in some afternoons to deliver interventions.</p> <p>Curriculum time for teachers to lead their subject area.</p> <p>Lesson observations/book looks/learning walks by SLT and Subject leaders show increasing %s of outstanding practices seen. (40%)</p>		<p>Half termly monitoring schedule to be devised by SLT in Aut 1 and disseminated to subject leaders.</p>
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	<p>practice is being shared regularly across school.</p> <p>Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Training/Support programme for NQT teachers to ensure that they develop into good/outstanding inspirational teachers.</p> <p>Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching.</p>	<p>Head, Deputy and Assistant Heads to provide constructive feedback to staff.</p> <p>Cover arranged for leadership time and attendance of courses including regular contact e.g. Power of Reading and Mastery in Maths.</p> <p>Deputy release time to work with NQT teacher to design and implement weekly support programme.</p> <p>Maths lead and English leads to research initiatives and subscriptions such as Times tables rockstars, talk for writing.</p>		<p>Termly</p> <p>When requested by staff throughout the year.</p> <p>Weekly meetings and termly observations.</p> <p>Ongoing throughout the year.</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior</p>	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff given training and made aware of children who are not maintain their progress trajectory and who they need to target.</p> <p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure</p>	<p>Book trawls, learning walks and termly assessment data analysis by Deputy. Termly staff meetings for staff to analyse progress of fallen behind children.</p> <p>Deputy head dedicated time weekly to lead Pupil Premium: management release time for key stage leaders to drive and monitor interventions in their teams; leading Teaching</p>		<p>Staff meetings every term. Termly monitoring schedule for all subjects.</p> <p>Daily intervention schedules every term to</p>

attainment standards.	<p>disadvantaged pupils keep-up and catch-up, including Easter School.</p> <p>Increase pupil to adult ratios to support PP children by deploying more TAs in the classrooms in the morning.</p> <p>Books and equipment to support the delivery of interventions and individualised learning. Mathletics/TT Rockstars/Mastery Maths materials to be purchased to increase interaction and enthusiasm in maths.</p> <p>Develop the approach to assessment to allow for more comprehensive capture of understanding and standardisation in statutory and non-statutory year groups.</p>	<p>Assistants and team leaders with interventions and how to analyse progress of interventions; monitoring interventions; delivering interventions (including higher achievers).</p> <p>TAs to work with PP children in the morning to support them in the classrooms and provide short/concise interventions. Pre-learning support and post learning reinforcements from TAs and teachers.</p> <p>Team leaders, literacy and maths leaders to continually research and check for new available initiatives/programmes which will support PP and other children with their attainment and support TAs with their interventions.</p> <p>Assessment lead to research and deliver and implement with children</p>		<p>be devised and analysed by intervention leader.</p> <p>Daily.</p> <p>Purchased throughout the year.</p> <p>Purchased throughout the year</p>
Pupils will have good self-organisation skills, resilience and determination.	ELSA support through either individualised or group support.	ELSAs to work across the school to support both parents and children.	Regular Inclusion meetings to discuss children.	
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated	<p>ELSA support through either individualised or group support.</p> <p>DSL to address specific needs for pupils and work with social care as needed.</p>	<p>ELSAs to work across the school to support children.</p> <p>DSL to work with families with social care issues so that they feel well supported. Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement.</p>	Regular Inclusion meetings to discuss children.	Ongoing throughout the year.

	Uniform, milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling including spaces available at the After School Club	Business manager and office staff to ensure appropriate families receive financial support they are offered.		Ongoing throughout the year.
Absence & persistent absentee rates are at least in line with national	To further develop and improve attendance so that the attendance of PP pupils continues to rise and so that the gap between PP and non PP children attendance is diminished	<p>Attendance is regularly celebrated both weekly and termly for individual children as well as whole classes.</p> <p>Phone calls are made to any parent whose child is not in school by 9.10am by the office if no response calls are made to all contact numbers on the list provided.</p> <p>Regular reminders about attendance expectations are stated in newsletter as well as reminders if a child's attendance is falling below the 95%.</p> <p>All requests for absence are signed for by the Headteacher and are refused if attendance is poor.</p> <p>EWO involvement is for all children whose attendance is below 90%.</p>		