

Pupil Premium at Robin Hood Primary and Nursery School

Pupil Premium is a grant allocated to schools to support socially disadvantaged pupils. Pupil premium is not allocated to individual students. It is not an individual entitlement. 25% of the school population is currently eligible for Pupil Premium funding, including Ever Six. In 2017/18 we received £76,600.00 in Pupil Premium funding.

The school has the responsibility for allocating the Pupil Premium funding to support pupils or groups of pupils. We have to set our own criteria for how the money is best allocated in order to meet the needs of the greatest number of disadvantaged pupils.

We are accountable for how we have used the additional funding to support students and we are required to publish online information about how we have used the Pupil Premium, in order to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they have receive.

Where funding is allocated to an intervention it may be that some groups have a mixture of PP pupils entitled to Pupil Premium and non PP pupils.

How we use the PP funding at Robin Hood Primary and Nursery School

At Robin Hood we track the progress and attainment of all our pupils carefully. Provision for pupils is carefully planned to support individuals and groups and reduce barriers to their learning, this could be a physical or emotional barrier in addition to a specific challenge they may face with their learning.

We strive to provide an equality of experience for all our pupils and PP funding helps us to achieve this.

Pupil Premium Strategy for Robin Hood Primary and Nursery School

1. Summary Information					
School	Robin Hood Primary and Nursery School				
Academic Year	2017-2018	Total PP Budget (inc Ever 6)	£76600	Date of most Recent PP Review	September 2017
Total number of pupils on role	199	Number of pupils eligible for PP (in Ever 6)	49	Date for next internal review of this strategy	March 2018

2. Current attainment at KS2 (2017)		
	Pupils eligible for PP (your school 2017 and not taking into account pupils who didn't take the test)	Pupils not eligible for PP (England State-funded schools other pupils)
% achieving EXS+ in reading, writing and maths	42% (5/9 pupils)	67%
% achieving 'high' standard in reading, writing and maths	0%	11%
Average progress score in reading	0.3	0.3
Average progress score in writing	-1.3	0.2
Average progress score in maths	-0.4	0.3
Average scaled score in reading	102	105
Average scaled score in maths	102	105

3. Barriers to future attainments (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Slow progress from KS1 to KS2 for disadvantaged pupils.
B	Poor attainment in GPS at the end of KS2 with only 33% reaching the expected standard
C	Poor attainment in KS1 for exceeding in writing
External barriers (issues which also require action outside school, such as low attendance)	
D	Number of pupils who are considered PA (below 90%) has reduced but this could be improved further.
E	There is a large disparity between pupils and the extra-curricular experiences that they have.

Desired outcomes		
	Desired outcome and how they will be measured	Success Criteria
A	Pupils will make accelerated progress from KS1 to KS2 in RWM with some pupils making additional progress.	Improved outcomes for KS2. Increased % of pupils achieving the expected standard at the end of KS2
B	Pupils have greater confidence and knowledge with GPS and are working at the expected, or higher, standard by the end of Year 6.	Improved outcomes for KS2. Increased % of pupils achieving the expected standard at the end of KS2
C	Increased number of children working at greater depth in writing at the end of Year 2.	Improved outcomes for KS1. Increased % of pupils achieving greater depth in writing at the end of KS1.
D	Pupils attendance rates improve and fewer PP pupils are identified as PA.	Reduced PA figures. Improved attendance and punctuality figures.
E	All pupils get the opportunity to experience a wider range of extra-curricular opportunities including learning music and playing sport.	Increased participation figures. Pupil feedback shows more enjoyment for the curriculum and learning.

4. Planned expenditure					
Academic Year		2017 2018			
The three subheadings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Pupils will make accelerated progress from KS1 to KS2 in RWM with some pupils	Year 6 Maths groups – 4 way intervention split.	We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting the	Weekly discussion for staff involved in the progress pupils have made and next steps.	Y6 Class Teacher KS2 Phase Leader	End of Spring term. Mid May.

making additional progress.		expected standards.’ Research base: <i>EEF Teaching and Learning Toolkit – reducing class size</i>			
	Year 6 Writing groups – 3 way split.	We want to ensure PP pupils are meeting the expected standard and higher in writing. Research base: <i>Improving Literacy in Key Stage 2: Guidance Report (EEF)</i> <i>EEF Teaching and Learning Toolkit – reducing class size</i>	Weekly discussion for staff involved in the progress pupils have made and next steps.	Y6 Class Teacher	End of Spring term. Mid May.
	Maths mastery CPD for all class teachers. (AfC Course and in-house staff meetings)	We want to invest some of the PP in longer term change which will help all pupils. Research base: <i>EEF Teaching and Learning Toolkit – mastery learning.</i>	Staff meeting discussions to share experiences and discuss future developments.	Maths Co-ordinator Class teachers	Half termly
Increased number of children working at greater depth in writing at the end of Year 2.	Year 2 literacy classes – 3 way split.	We want to ensure PP pupils can achieve high attainment as well as simply ‘meeting the	Weekly discussion for staff involved in the progress pupils have made and next steps.	Y2 Class Teachers	End of Spring term. May half term.

		<p>expected standard'.</p> <p>Research base: <i>EEF Teaching and Learning Toolkit – reducing class size</i></p>			
<p>All pupils get the opportunity to experience a wider range of extra-curricular opportunities including learning music and playing sport.</p>	<p>Forest Schools – Reception to Y6</p>	<p>We want PP Pupils to have opportunity to develop their emotional well-being, social skills and collaborative learning in an outdoor environment.</p> <p>Research base: <i>The Forest Schools Initiative and its perceived impact on children's learning and development (M.Close 2012)</i></p> <p><i>Teaching and Learning Toolkit - OAA</i></p>	<p>Specialist teacher will work closely with class teachers.</p> <p>Year groups given set blocks of forest school experience to ensure consistency and progression.</p>	<p>Forest School teacher – Mrs Spires</p> <p>Class teachers</p>	<p>Termly pupil review meetings.</p>
<p>Pupil engagement and enjoyment for learning increases with a positive impact on RWM.</p>	<p>Engaging Learners – Andy Griffith & Mark Burns</p>	<p>We want to invest some of the PP Grant to bring about long term change to the teaching and learning at Robin Hood.</p>	<p>Staff meeting time is dedicated to reviewing teaching and learning practises.</p> <p>Teaching and learning</p>	<p>Mr Boulton</p> <p>Phase Leaders</p>	<p>Performance Management discussions.</p>

		Research base: <i>Osiris Educational Award Winning – Outstanding Teaching Intervention Programme</i>	observation and teacher’s personal reflection on their teaching has an identified focus linked to training.		
Total budgeted cost					£24800
ii. Targeted support					
Pupils have greater confidence and knowledge with GPS and are working at the expected, or higher, standard by the end of Year 6.	Extending the school day – Year 6 school day extended to 4.30pm, once a week for an 8 week block.	We want pupils to feel confident with their writing ability but also have a greater understanding of grammatical technicalities. Research base: <i>EEF Teaching and Learning Toolkit – extending the school day.</i>	Assessment coordinator will monitor assessment data. PP Lead to review pupil progress with class teachers and maintain high profile of PP pupils	Mr Boulton Class teacher - Mr Ashford	
Pupils will make accelerated progress from KS1 to KS2 in RWM with some pupils making additional progress.	Maths intervention groups from Y2 to Y6 from Autumn 2017.	We want pupils to become confident with their mathematical knowledge and show the transference of skills with mathematical reasoning. Research base: <i>EEF Teaching and</i>	Assessment and Maths coordinator will monitor assessment data. PP Lead to maintain high profile of PP pupils and review progress with class teachers.	Mr Boulton Maths Coordinator – Mr Jones	Termly pupil review meetings

		<p><i>Learning Toolkit – reducing class size, mastery learning.</i></p> <p><i>Closing the gaps with the new primary curriculum –NCTL Sept 2014</i></p>			
<p>Pupils will make accelerated progress from KS1 to KS2 in RWM with some pupils making additional progress.</p>	<p>Y6 one to one mathematics booster.</p> <p>Y5 small group maths intervention.</p> <p>Y3 small group intervention – pre-teaching, booster and reading intervention.</p>	<p>We want pupils to become confident with their mathematical knowledge and show the transference of skills with mathematical reasoning.</p> <p>Research base: <i>Closing the gaps with the new primary curriculum –NCTL Sept 2014</i></p> <p><i>EEF Teaching and learning toolkit – One to one teaching.</i></p>	<p>Class teachers and teaching assistants work closely to ensure progress and next steps are agreed.</p>	<p>Mr Ashford</p> <p>Mr Jones</p>	<p>Termly pupil review meetings.</p>
<p>Pupils will make accelerated progress from KS1 to KS2 in RWM with some pupils</p>	<p>Year 6 daily reading with an identified reader for a set period of time.</p>	<p>We want to ensure that PP pupils are making good or better progress to close and avoid an</p>	<p>Assessment coordinator will monitor assessment data.</p>	<p>Mr Boulton</p> <p>Class teachers</p>	<p>Termly pupil review meetings</p>

making additional progress.	3 TAs x 3 pupils each for 15 minutes daily reading per pupil.	attainment gap. Research base: <i>Closing the gaps with the new primary curriculum –NCTL Sept 2014</i>	PP Lead to maintain high profile of PP pupils and review progress with class teachers.	Teaching assistants	
Higher rates of progress and attainment with the Phonic Screening, and reducing the number of pupils who need to retake in Y2.	'Catch up' intervention across EYFS and KS1	We want to ensure PP pupils make good or better progress from the start of their education to avoid a gap in attainment.	Assessment coordinator will monitor assessment data. EYFS and KS1 lead to review pupil progress.	Mr Boulton Mrs Bookbinder Miss Ashgar Mrs Cox	Termly pupil review meetings
	Parent phonic workshop for Reception and Year 1.	Research base: <i>EEF Teaching and Learning Toolkit – Phonics and reading comprehension strategies.</i>	PP lead to maintain high profile of PP pupils.		
Pupils with EAL make accelerated progress.	New to English individual support. English intervention groups with a focus on vocabulary and grammatical structure. Extra-curricular groups	We want to ensure PP pupils who speak English as an additional language , or who are new to English, ascertain the communication skills needed to succeed in their classroom as	Assessment co-ordinator to monitor data, including EAL progress. EAL Co-ordinator to monitor EAL progress data.	Mr Boulton Mrs Wales Class teachers. Mrs Zoromba	Termly pupil review meetings.

	to support English acquisition.	quickly and as proficiently as possible. Research bas: <i>EEF Teaching and learning toolkit – One to one teaching.</i> <i>Effective classroom strategies for closing the gaps in educational achievement for children and young people living in poverty, including white-working class boys (C4EO 2011)</i>	Class teachers to work closely with EAL TA to ensure progress and next steps are agreed.		
Raise attainment & achievement across the school so that PPG pupils attain in line with their peers – to ensure closing of gaps.	Additional IT resources to enable PP pupils to have online access for home learning tasks which have been set.	We want to ensure that PP pupils have opportunity to complete online home learning tasks and become proficient with their knowledge and use of IT. Research base: <i>Teaching and learning Toolkit – Digital Technology</i>	Class teachers will identify key pupils and meet with families to discuss how school can support. Phase leaders to review key individuals that class teachers highlight being unable to complete home learning.	Mr Boulton Class Teachers	Termly Pupil Review Meetings. Parent Consultation meetings.
Raise attainment & achievement across the	Additional resources to provide individualised	We want to ensure identified PP pupils	Class teacher will review planning with	Year 6 teacher	Weekly planning meeting.

school so that PPG pupils attain in line with their peers – to ensure closing of gaps.	curriculum. Transition preparation for Secondary School.	have basic skills with reading, writing and maths so they are able to access the curriculum at their Secondary provision. We want to ensure identified PP pupils are prepared and feel secure with their transition to Secondary so that this is successful.	teaching assistant daily to ensure appropriate work is set and review learning. SENDCo will plan and liaise with teaching assistant to develop a transition plan.	Y6 Pupil Teaching Assistant SENDCo	Pupil review meetings.
Raise attainment & achievement across the school so that PPG pupils attain in line with their peers – to ensure closing of gaps.	Update and extend curriculum resource provision to increase engagement and provide positive learning experiences for pupils.	We want to ensure that PP pupils are inspired to learn and increase their positive engagement with learning. Research base:	Subject leaders to monitor the impact on curriculum and progress.	Subject leaders	Subject leader reviews/action planning.
Total budgeted cost					£26720
iii. Other approaches					
All pupils get the opportunity to experience a wider range of extra-curricular opportunities including learning music and playing sport.	Music provision – external music specialist to provide pupils with opportunities to play an instrument, compose and perform music.	We want to ensure all PP pupils get an opportunity to explore different aspects of their creative development. Research base: <i>EEF Teaching and</i>	Music co-ordinator to liaise with provider to ensure quality of curriculum and teaching provide the best learning opportunities for all	Mrs Cox – Music Co-ordinator	February 2018

		<i>Learning Toolkit –arts participation.</i>			
All pupils get the opportunity to experience a wider range of extra-curricular opportunities including learning music and playing sport.	Sports participation – sports coaches providing timetabled sports opportunities.	We want to develop a sense of pride in education and learning for PP pupils and do this through positive experiences at school. Research base: <i>EEF Teaching and Learning Toolkit – educational engagement.</i>	PE Co-ordinator to liaise with provider to ensure they implement key objectives into their planned sports activities.	Mr Ashford – PE Co-ordinator Mr Boulton	February 2018
All pupils get the opportunity to experience a wider range of extra-curricular opportunities including learning music and playing sport.	Financial support to ensure PP pupils participate in educational visits, including residential trips. Theatre company visit to enrich the curriculum.	We want to develop a sense of pride in education and learning for PP pupils and do this through positive experiences at school. Research base: <i>EEF Teaching and Learning Toolkit – extended learning and outdoor adventurous activities.</i>	PP lead to maintain the high profile of PP pupils. Teacher feedback on pupil engagement.	Mr Boulton	Termly pupil review meetings.
Pupil attendance rates	Support from EWO to	We want PP pupils to	EWO and attendance	Mrs Rockall	Termly EWO meetings.

improve and fewer pupils are identified as PA.	<p>monitor and support families.</p> <p>Office staff develop relationships with families to identify barriers for improved attendance and support improvement.</p>	<p>develop a pride in their attendance and for both pupils and parents to value attendance as important towards making good and better progress.</p> <p>Research base:</p>	<p>officer termly meetings review pupils posing a concern but also progress made by individuals.</p> <p>Key messages shared with SLT and additional actions identified.</p>	Miss Stewart	
<p>Raise attainment & achievement across the school so that PPG pupils attain in line with their peers – to ensure closing of gaps.</p> <p>Reduced incidents at lunchtimes leading to improved behaviour for learning in afternoons.</p>	Happy Playtime programme launched across KS1 and KS2.	<p>We want PP pupils to have positive play experiences and break times provide pupils with an opportunity to be refreshed for learning in afternoon sessions.</p> <p>Research base:</p>	<p>SENDCo monitoring of behaviour logs show a reduction in incidents.</p> <p>Class teachers report improved learning during afternoon sessions.</p>	<p>SENDCo</p> <p>Class teachers.</p>	<p>Half termly monitoring.</p> <p>Pupil review meetings.</p>
Total budgeted cost					£25080
Overall budgeted cost					£76600

Pupil Premium allocation for the academic year 2016-2017 was £76600

What?	What was it?	Cost	Outcome																												
Quality of teaching for all	CPD – GPS, Best Practise Networks. Curriculum Resources	£22750	<p>EYFS GLD 2016</p> <table border="1"> <tr> <td>School PP Pupils GLD</td> <td>80% (4/5)</td> </tr> <tr> <td>National PP Pupils GLD</td> <td>52%</td> </tr> <tr> <td>National Non PP Pupils GLD</td> <td>69%</td> </tr> </table>	School PP Pupils GLD	80% (4/5)	National PP Pupils GLD	52%	National Non PP Pupils GLD	69%																						
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Targeted Support	Intervention Groups – phonic, maths, literacy. EYFS Language Programme – Sound awareness. Additional reading support. Individualised curriculum.	£34600	<p>Year 1 Phonic Screening 2016</p> <table border="1"> <tr> <td>School PP Pupils Y1 Phonics</td> <td>83% (10/12)</td> </tr> <tr> <td>National PP Pupils Y1 Phonics</td> <td>70%</td> </tr> <tr> <td>National Non PP Pupils Y1 Phonics</td> <td>83%</td> </tr> </table> <p>Year 2 Phonic Screening 2016</p> <table border="1"> <tr> <td>School PP Pupils Y2 Phonics</td> <td>50% (1/2)</td> </tr> <tr> <td>National PP Pupils Y2 Phonics</td> <td>86%</td> </tr> <tr> <td>National Non PP Pupils Y2 Phonics</td> <td>93%</td> </tr> </table> <p>N.B the pupil who did meet the standard had been disapplied the previous year and scored 17 when taking the test in 2016. This pupil has an EHCP.</p> <p>KS1 2016</p> <table border="1"> <thead> <tr> <th>EXS</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>School PP Pupils</td> <td>43%</td> <td>43%</td> <td>57%</td> </tr> <tr> <td>National PP</td> <td>62%</td> <td>53%</td> <td>60%</td> </tr> <tr> <td>National Non PP</td> <td>78%</td> <td>70%</td> <td>77%</td> </tr> </tbody> </table> <p>1/7 (14%) PP Pupils GDS in Reading</p>	School PP Pupils Y1 Phonics	83% (10/12)	National PP Pupils Y1 Phonics	70%	National Non PP Pupils Y1 Phonics	83%	School PP Pupils Y2 Phonics	50% (1/2)	National PP Pupils Y2 Phonics	86%	National Non PP Pupils Y2 Phonics	93%	EXS	Reading	Writing	Maths	School PP Pupils	43%	43%	57%	National PP	62%	53%	60%	National Non PP	78%	70%	77%
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Other Approaches	<p>Music provision</p> <p>Lunchtime Sports Coaches</p> <p>Extended hours provision</p> <p>Financial Support</p>	£19250	<p>Increased numbers of PP pupils attending educational and residential visits. Pupils had greater pride and engagement with learning as their self-esteem improved.</p> <p>Improved self-esteem for individuals which lead to improved behaviour for learning. Families were more engaged with school as they felt supported. Through extended provision pupils and families benefited from greater structure and routine as a family.</p> <p>Reduced incidents at lunchtimes. Teachers report improved focus and behaviour for learning during afternoon sessions.</p> <p>Pupils had more enjoyment for learning. Increased number of PP Pupils taking part in school choir events such as Young Voices.</p>															