

### **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 funding. In 2018/19 we received £69,800.00 in Pupil Premium funding. In 2019/2020 we received XXXXX 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 received.

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					
<b>School</b>	Robin Hood Primary and Nursery School				
<b>Financial Year</b>	2019-20	<b>Total PP Budget (inc Ever 6)</b>	£54210	<b>Date of most Recent PP Review</b>	March 2019
<b>Total number of pupils on role</b>	189	<b>Number of pupils eligible for PP (in Ever 6)</b>	41	<b>Date for next internal review of this strategy</b>	September 2019

2. Current attainment at KS2 (2019)		
	Pupils eligible for PP	Pupils not eligible for PP
<b>% achieving EXS+ in reading, writing and maths</b>	66%	70%
<b>% achieving 'high' standard in reading, writing and maths</b>	0%	35%
<b>Average progress score in reading</b>	0.3	0.8
<b>Average progress score in writing</b>	1.3	0.2
<b>Average progress score in maths</b>	0.0	3.0
<b>Average scaled score in reading</b>	102.3	104.5
<b>Average scaled score in maths</b>	103.6	108.1

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)	
<b>A</b>	Weaker grammar and spelling skills is limiting the number of pupils achieving the expected standard.
<b>B</b>	Our PP pupils are not making sufficient progress from KS1-2 in writing which is affecting the overall number of pupils attaining the expected standard at KS2.
<b>C</b>	Poor and in consistent engagement with reading.
<b>D</b>	Pupils at risk of not achieving a GLD
<b>E</b>	PP pupils are not meeting the expected standard for reading and writing by the end of KS1.
<b>External barriers (issues which also require action outside school, such as low attendance)</b>	

<b>E</b>	Attendance and punctuality rates for pupils eligible for PP are below target of all children of 96%. This reduces their school hours and impacts detrimentally progress.	
<b>Desired outcomes</b>		
	<b>Desired outcome and how they will be measured</b>	<b>Success Criteria</b>
<b>A</b>	Improved spelling and grammar skills across KS2 leading to a higher number of PP pupils attaining the expected standard and greater depth in writing.	PP pupils without additional barriers to learning (SEN/EAL) achieve the expected standard in writing at the end of KS2. Higher number of PP pupils achieve greater depth in writing.
<b>B</b>	Higher rates of progress in writing across KS1 and 2 leading to greater value added at the end of KS2 and more pupils achieving the expected level or higher, greater depth, in writing.	PP pupils without additional barriers to learning (SEN/EAL) achieve the expected standard in writing at the end of KS2. Higher number of PP pupils achieve greater depth in writing.
<b>C</b>	Greater engagement with reading and pupils exhibit a love of reading through their reading habits.	Pupils are able to manage their own motivation towards learning and show how they can implement consolidated skills and build on prior learning. Reading is completed regularly and on time.
<b>D</b>	Increased number of PP pupils achieving a GLD and preventing an achievement gap occurring at the beginning of a pupils learning journey.	Increased proportion of PP pupils to achieve a GLD.
<b>E</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absences among pupils eligible for PP. Overall PP attendance improves.

#### 4. Planned expenditure

<b>Academic Year</b>	2019/20
----------------------	---------

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?
Improved spelling and grammar skills across KS2 leading to a higher number of PP pupils attaining the expected standard and greater depth in writing.	<p>Extending the school day for Y6 for a GPS/ Writing focussed session.</p> <p>Y6 Intervention groups to support GPS with Y6 teacher and Literacy Lead.</p> <p>Y6 Booster group and ability groupings for writing .</p> <p>Spelladrome subscription to support home learning.</p> <p>Rising Stars GPS Work Books</p> <p>Year 6 Phonic Spelling group.</p>	<p>We want to ensure pupils have the necessary skills and confidence with the expected standard and greater depth in writing.</p> <p>Research base: <i>Improving Literacy in Key Stage 2 Guidance Report.</i></p> <p><i>Closing the gap with the new primary national curriculum September 2014 (NCTL)</i></p> <p><i>Improving writing with a focus on guided writing: Primary National Strategy 2007.</i></p> <p><i>Transforming writing: Interim Evaluation Report (National</i></p>	<p>Weekly planning review with key staff.</p> <p>Teachers to monitor pupils completion of tasks on Spelladrome.</p> <p>Writing moderations and assessments show improvement.</p> <p>Half termly assessments of GPS show progress and higher attainment for individuals.</p>	<p>Year 6 Class Teacher Phase Leader</p> <p>SENDCo</p> <p>PPG Co-ordinator</p> <p>Assessment Co-ordinator</p> <p>Literacy Co-ordinator</p> <p>Class Teachers</p>	<p>End of Spring term 2020</p> <p>End of Spring term 2020</p> <p>End of Spring term 2020</p> <p>Weekly monitoring of Spelladrome</p>

		<p><i>Literacy Trust) 2012. Academic Research into Effective Writing (James Clements) 2016.</i></p> <p><i>Good Writers (National Strategies: Pie Corbett) 2008.</i></p> <p><i>EEF evidence shows that extending school hours for a specific time period can increase progress by 2 months.</i></p>			
<p>Higher rates of progress in writing across KS1 and 2 leading to greater value added at the end of KS2 and more pupils achieving greater depth in writing.</p>	<p>Y6 Booster and ability groupings.</p> <p>Cross school moderation sessions.</p> <p>Moderation sessions with neighbouring schools and LA.</p> <p>Closing the gap vocabulary focus across KS2. Including a Vocabulary Parade on WBD.</p>	<p>We want to ensure pupils have the necessary skills and confidence with the expected standard and greater depth in writing, with a key focus on reasoning.</p> <p>Research base: <i>Closing the gap with the new primary national curriculum September 2014 (NCTL)</i></p> <p><i>Improving writing with a focus on guided writing: Primary National Strategy 2007</i></p>	<p>Weekly planning review with key staff.</p> <p>Teachers review pupils vocabulary knowledge (CAT Inset)</p> <p>Half termly assessments of maths show progress and higher attainment for individuals.</p>	<p>Literacy Co-ordinator</p> <p>Assessment Co-ordinator</p> <p>Year 6 Teacher</p> <p>SENDCo</p> <p>PPG Co-ordinator</p> <p>Class Teachers</p>	<p>End of Spring term 2020</p> <p>End of Spring term 2020</p>

		<i>Closing the gap with the new primary curriculum – NCTL September 2014.</i>			
Greater engagement with reading and pupils exhibit a love of reading through their reading habits.	<p>Regular weekly monitoring of reading data (AR)</p> <p>Promotion of reading with parents and school community.</p> <p>Class visits to Kingston library.</p> <p>Phonics grouping and intervention to support early skill acquisition.</p> <p>Phonic workshops for parents.</p> <p>SATs workshops for KS1 and KS2 to inform parents of the end of Key Stage expectations.</p>	<p>We want all pupils to be fluent readers who can share a passion for books with others.</p> <p>We want all pupils to be confident with reading to ensure they can access all aspects of the curriculum.</p> <p><i>Research base EEF Teaching and Learning Toolkit</i></p> <p><i>The impact of parental involvement on children's education – DfE</i></p> <p><i>Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Pupils – NFER 2013</i></p>	<p>Teachers to monitor daily reading.</p> <p>Phase leaders to review, half termly, any key individuals who persistently does not complete daily reading.</p> <p>Termly phonic assessment within Year 1 and for those pupils due to re-take in Year 2.</p>	<p>Class teachers</p> <p>Phase Leaders</p> <p>Literacy Co-ordinator</p>	<p>Weekly</p> <p>May half term 2020</p> <p>Termly</p> <p>End of each term.</p> <p>End of Spring term 2020</p> <p>End of Autumn term 2020</p>

					Total budgeted cost	£25000
<b>ii. Targeted support</b>						
Higher rates of progress in writing across KS1 and 2 leading to greater value added at the end of KS2.	Vocabulary Group - weekly group focussing on deepening pupils vocabulary bank.	<p>We want PP pupils to demonstrate a confidence with vocabulary when using it for effect within their writing.</p> <p>Research base:</p> <p><i>EEF Teaching and learning toolkit – Collaborative learning and small group tuituon</i></p>	<p>Teacher and lead for intervention to liaise to share the identified vocabulary to be explored.</p> <p>Teacher to use opportunities for pupil to rehearse and implement skills from session into writing lesson.</p>	<p>Class Teachers</p> <p>Teaching Assistant</p>	<p>Half termly – class teachers and intervention lead</p> <p>Termly – Pupil review meetings</p>	
Greater engagement with reading and pupils exhub a love of reading through their reading habits.	<p>Teaching Assistant with responsibility for reading.</p> <p>TA to monitor focus pupils engagement and competion of reading.</p> <p>TA to support pupils by reviewing their comprehension prior to using AR.</p>	<p>We want to ensure PP pupils are secure with the vocabulary of comprehension questioning.</p> <p>We want to ensure PP pupils have a love of reading which gives them enjoyment.</p> <p>Research base:</p> <p><i>EET teaching and learning toolkit – One to one teaching.</i></p> <p><i>Effective classroom</i></p>	<p>Assessment co-ordinator to monitor data, including AR data.</p> <p>Class teachers to work closely with TA to ensure progress and next steps are agreed.</p>	<p>Teaching Assisnat</p> <p>Class teachers</p>	<p>Termly pupil review meetings.</p> <p>Data collection points (October, February and May half term)</p>	

		<i>strategies for closing the gaps in educational achievement for children and young people living in poverty, including white-working class boys (C4EO 2011)</i>			
Improved spelling and grammar skills across KS2 leading to a higher number of PP pupils attaining the expected standard and greater depth in writing.	EYFS and KS1 Intervention, including language programs (School Start)  Phonics Intervention Groups (Y1 and Y2)  Out of school hours GPS booster group  Spelladrome Club	We want to ensure PP Pupils make good or better progress from the start of their education to avoid a gap in attainment.  Research base: <i>EEF Teaching and Learning Toolkit – Phonics and reading comprehension strategies.</i>	Assessment co-ordinator will monitor assessment data.  EYFS and KS1 Phase leaders to review pupil progress.	KS1 Leader  KS1 teachers and teaching assistants  Y6 Teacher  SENDCo  Year 4 teacher	Data collection points (October, February and May half term)  Termly pupil review meetings.
Pupils have a positive learning experiences and develop collaborative learning skills.	Forest school – Reception to Y6	We want PP Pupils to have opportunity to develop their emotional well-being, social skills and collaborative learning in an outdoor environment.  Research base: <i>The Forest Schools Initiative and its</i>	Specialist teacher will work closely with class teachers.  Year groups given set blocks of forest school experience to ensure consistency, progression and equitable access.	Outdoor Learning Lead  Class teachers	Outdoor learning planning.  Termly pupil review meetings.

		<i>perceived impact on children's learning and development (M. Close 2012)</i>			
Increased number of PP pupils achieving a GLD and preventing an achievement gap occurring at the beginning of a pupils learning journey.	Additional one to one reading for PP pupils within Reception.	We want PP pupils to make good progress and achieve a GLD, we want to prevent an achievement gap forming pupils starting point.  Research base: <i>EEF Teaching and Learning toolkit – Early Years Intervention.</i>  <i>Closing the Gap in Early Years 2015-2018 – North Yorkshire County Council</i>	Phase leader to review pupil progress.  Weekly planning to identify links with interventions.  Consultation meetings – assess, plan, do and review parental engagement.	Mrs Spires  Phase Leader – Mrs Bookbinder	Half termly phase leader review.  Termly pupil review meetings.  Parent consultation meetings.
	Intervention groups for PP pupils in Reception – Colourful semantics, school start.				
	Intervention groups with pupils in Nursery – Colourful semantics, listening and attention, Little stars – social skills				
Support parental engagement with home learning through individualised support or parent workshops.					
<b>Total budgeted cost</b>					£20120
<b>iii. Other approaches</b>					
Increased attendance	Attendance Awards	We want pupils to have		Attendance officer	Half termly

<p>rates for pupils eligible for PP.</p>	<p>Meeting and supporting key families with a history of Persistent Absence.</p>	<p>a positive viewpoint of attendance and see the importance of punctuality.</p> <p>Research base:</p> <p><i>Report on research on 'Closing the Gap': Raising Achievement for Disadvantaged Pupils – University of Warwick 2016</i></p> <p><i>Supporting the attainment of disadvantage pupils: articulating success and good practice – DfE 2015</i></p>	<p>Regular meetings with families to identify barriers to improved attendance and celebrate success.</p>	<p>Class teachers</p>	
<p>Improved spelling and grammar skills across KS2 leading to a higher number of PP pupils attaining the expected standard and greater depth in writing.</p> <p>Higher rates of progress in writing across KS1 and 2 leading to greater value added at the end of</p>	<p>PP Co-ordinator and champion to raise profile of PP Pupils within school community.</p> <p>Robust monitor and intervention planning through assess, plan, do and review cycle.</p> <p>Staff have identified pupils to 'champion'</p>	<p>We want to ensure PP Pupils make good or better progress from the start of their education to avoid a gap in attainment.</p> <p>Research base:</p> <p><i>Effective classroom strategies for closing the gaps in educational</i></p>	<p>Half termly attendance reviews with follow meetings with class teachers/families.</p> <p>Phase leaders to review, half termly, any key individuals are flagged with SLT/PPG Co-ordinator with clear actions identified.</p> <p>Termly pupil review</p>	<p>Class teachers</p> <p>PPG Co-ordinator/champion</p> <p>All staff</p> <p>Phase leaders</p>	<p>Half termly phase leader reviews.</p> <p>Termly pupil review meetings.</p> <p>Half termly attendance reviews.</p>

KS2.  Increased attendance rates for pupils eligible for PP.		<i>achievement for children and young people living in poverty, including white-working class boys (C4EO 2011)</i>  <i>EEF Teaching and Learning Toolkit</i>	meetings.		
Increased engagement from PPG families with extra-curricular activities and events.	Financial support for education and residential visits.  Financial support to attend extracurricular activities.	We want to ensure PP Pupils have equal opportunities to enrichment activities.  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.	Mrs Wales  Class teachers	Termly pupil review meetings.  Pupil voice survey.
<b>Total budgeted cost</b>					£7000
<b>Overall budgeted cost</b>					£54120

**Pupil Premium allocation for the financial year 2018-2019 was £76600**

<b>What?</b>	<b>What was it?</b>	<b>Cost</b>	<b>Outcome</b>				
Quality Teaching for all	Year 6 Maths Intervention Groups – 4 groups Year 6 Writing Intervention Groups – 3 groups Maths Mastery CPD Year 2 Literacy Groups – 2 groups Forest Schools Engaging Learners	£24800	<b>EYFS GLD 2019</b> <table border="1" style="width: 100%;"> <tr> <td>School PP Pupils (7)</td> <td>57%</td> </tr> <tr> <td>School Other Pupils (20)</td> <td>75%</td> </tr> </table> <p>N.B 100% PP pupils achieved expected in all 12 learning goals</p>	School PP Pupils (7)	57%	School Other Pupils (20)	75%
School PP Pupils (7)	57%						
School Other Pupils (20)	75%						

**Year 1 Phonic Screening 2019**

School PP Pupils (5)	100%
School Other Pupils (24)	83%

**Year 2 Phonic Screening 2019**

School PP Pupils (2)	50%
School Other Pupils (3)	66%

**KS1 2019**

EXS	Reading	Writing	Maths
School PP Pupils (6)	66%	50%	100%
School Other Pupils (15)	93%	80%	93%
GDS	Reading	Writing	Maths
School PP Pupils (6)	17%	0%	0%
School Other Pupils (15)	6%	0%	0%

**KS2 2019**

EXS	RWM	Reading	Writing	Maths
School PP (6)	50%	66%	83%	83%
School Other Pupils (17)	65%	76%	94%	94%

		GDS				
		School PP (6)	RWM	Reading	Writing	Maths
			0%	0%	0%	16%
		School Other (17)	24%	35%	41%	53%
Targeted Support	Grammar Groups –Y2-6 Y6 one to one booster Y3 Small group intervention – pre-teaching and booster Daily Reading with an identified pupil. EYFS and KS1 Catch up interventions Parent Phonic workshop Individual new to English support. EAL intervention groups Extended hours intervention groups Additional IT resources Curriculum resources for personalised learning. Transition preparation	£26720	Year 1 Phonics - 100% PP pupils working at the expected standard.  Year 2 Phonics Progress made: Pupil A – Y1 – 6 Y2 – 34 Pupil B – Y1 – 5 Y2 – 28  Year 6 GPS School PP - 66% School Other – 94%  Year 6 Progress Measures  Identified pupils have improved their engagement with Mathletics and Spelladrome.			
Other approaches	Sports participation Financial support for educational and residential visits. Theatre company visit EWO support Happy Playtime programme	£25080	Behaviour log – Shows a reduced number of incidents at playtimes.  Attendance figures – reduced number of families being monitored by school and EWO  PP pupils represented the school through a range of sports events and arts events (Y3 Shakespeare Production at the Rose Theatre).			