

## Pupil Premium Strategy 2019/20

Summary information					
School	Robin Hood Primary & Nursery School				
Academic Year	2019/20	Total PP Budget	£60,340	Date of most recent governor PP review	September 2019
Total number of students	189	Total number of students eligible for PP	45	Date for next internal governor review of strategy	Feb 2020
Pupil Premium Target Group					
Year Group	Early Years		Key Stage 1	Key Stage 2	
Number of students eligible for FSM	Awaiting information		10	32	
Number of students eligible for PP	1		10	34	

The pupil premium grant 2018/19 was allocated to the following whole school budgets:

**Quality teaching for all:** Salaries for staff to team-teach in Years 2 and 6, outdoor learning lessons for the whole school, and whole school and specific staff training. (£24,800).

**Targeted Support:** Staff salaries for grammar intervention from Y2-Y6, salaries for one to one booster and small group interventions in KS2, additional reading to increase fluency, parent workshops, transition support, EAL interventions, extended hours intervention for Y6 and curriculum resources. (£26720)

**Enjoyment and engagement:** financial support for extra-curricular activities and residential trips, theatre company visit, additional Education Welfare Officer hours, sports and Happy Centred Playtime provision (£25,080)

## Pupil Premium Strategy 2019/20

### Impact of the 2018/19 grant funding on the outcomes 2019

		Mainstream all pupils	Mainstream disadvantaged pupils	Gap	Mainstream non disadvantaged pupils
EYFSP	Good Level of Development	71.4%	57%	-3ch	75%
Phonics	Y1 Expected	86.2%	100%	+1ch	83%
KS1	RWM Expected	65%	50%	-3ch	67%
	Reading	78%	66%	-2 ch	93%
	Writing	65%	50%	-3ch	80%
	Maths	70%	100%	+2ch	93%
KS2	RWM Expected	61%	50%	-3ch	65%
	Reading	74%	66%	-2ch	76%
	Writing	83%	83%	=	94%
	Maths	91%	83%	-1ch	94%

### KS1 to KS2 Progress 2018/19

	Robin Hood disadvantaged pupils	National average for non-disadvantaged pupils (2018 data used as 2019 data is not available until December 2019)	Gap
Reading	+0.3	+0.3	0
Writing	+1.3	+0.2	+1.1
Maths	0.0	+0.3	-0.3

### 2019/20 Strategy

Barriers to Future Attainment		
In-school Barriers (issues to be addressed by the school)		Desired outcome/Success Criteria
1.	Weaker grammar and spelling skills is limiting the number of pupils achieving the expected standard.	Pupils achieving the expected standard in GPS.
2.	PP pupils not making sufficient progress from KS1-2 in writing.	Pupils make greater progress in writing.

### Pupil Premium Strategy 2019/20

3.	Poor and inconsistent engagement with reading.	Pupils engaged minutes increased and consistently closer to the expected 15minutes a day.
4.	PP Pupils at risk of not achieving GLD	PP Pupils achieving a GLD and ready for the next stage of the curriculum.
5.	PP Pupils not meeting the expected standard for reading and writing by the end of KS1	PP Pupils are confident writers and fluent readers in preparation for KS2.
<b>External Barriers</b> (issues which also require action outside school)		
6	Attendance and punctuality.	No PP pupils are persistent absentees.
7	Extra-curricular/Financial Support	PP pupils are able to engage fully with extra-curricular activities.

Planned Expenditure			
Action	Rationale?	Success Criteria	Lead/Date
1. Improved spelling and grammar skills across KS2 leading to a higher number of PP pupils attaining the expected standard and greater depth in writing.			
Extending the school day for Y6 for a GPS/writing focussed session.	We want all PP pupils to have the necessary skills to be confident writers working within the expected standard, or higher, so that they are prepared for the next stage in their learning.  EEF evidence shows that by extending the school day for a specific time period can increase progress by 2 months.  <b>Research base:</b> EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report.</i> NCTL, 2014, <i>Closing the Gap with the new Primary Curriculum.</i> Primary National Strategy, 2007, <i>Improving writing with a focus on guided writing.</i> National Literacy Trust, 2012, <i>Transforming writing: Interim Evaluation Report.</i> Clements. J, 2016, <i>Academic Research into Effective Writing.</i> Corebtt. P, 2008, <i>Good Writers (National Strategies)</i>	Greater fluency and increased confidence.	Year 6 teacher
Y6 intervention groups to support GPS.		Greater confidence with grammatical terms.	Year 6 teacher
Y6 Booster group and ability groupings for writing.		Pupils implementing GPS within their independent writing.	Year 6 teacher
Spelladrome subscription.		Greater fluency with spelling.	Literacy Lead
Rising stars GPS workbooks.		Greater familiarity of GPS style questions.	Literacy Lead
Year 6 Phonic spelling group		Increased phonic knowledge.	SENDCo
<b>Total Budgeted Cost</b>		<b>£15,000</b>	

**Pupil Premium Strategy 2019/20**

2. 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.			
Action	Rationale?	Success Criteria	Lead/Date
Y6 booster and ability groups.	<p>We want all PP pupils to have the necessary skills to be confident writers working within the expected standard, or higher, so that they are prepared for the next stage in their learning.</p> <p>EEF evidence shows that by extending the school day for a specific time period can increase progress by 2 months.</p> <p><b>Research base:</b>                      EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report.</i>                      NCTL, 2014, <i>Closing the Gap with the new Primary Curriculum.</i>                      Primary National Strategy, 2007, <i>Improving writing with a focus on guided writing.</i>                      National Literacy Trust, 2012, <i>Transforming writing: Interim Evaluation Report.</i>                      Clements. J, 2016, <i>Academic Research into Effective Writing.</i>                      Corebtt. P, 2008, <i>Good Writers (National Strategies)</i></p>	Pupils implementing GPS within their independent writing.	Year 6 teacher
Cross school, cluster and LA moderation.		Confidence with assessments.	Assessment Lead
Closing the gap vocabulary focus.		Increased vocabulary evident within independent writing.	Literacy Lead
<b>Total Budgeted Cost</b>		<b>£14,000</b>	
3. Poor and inconsistent engagement with reading			
Weekly monitoring of target pupils.	<p>We want all PP pupils to be fluent readers so they are able to access and participate in a range of different life experiences, including reading for pleasure and accessing the curriculum.</p> <p><b>Research base:</b>                      EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report.</i></p>	Improved reading habits.	Literacy Lead
Promotion of reading with parents and the whole school community.		Pupil engagement increases as parents support school expectations	Literacy Lead SENDCo
Class visits to Kingston Library		Pupils demonstrate greater enthusiasm for different texts.	Phase Leaders
Phonics intervention and ability grouping.		Increased fluency with phonics.	KS1 Phase Leader

## Pupil Premium Strategy 2019/20

Parent phonic workshop	DCSF, 2008, <i>The impact of parental involvement on children's education.</i>	Greater engagement with home learning activities.	Year 1 teacher
KS1 & KS2 SATS information sessions for parents.	Grayson. H, 2013, <i>Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Pupils</i> , NFER C4EO, 2011, <i>Effective classroom strategies for closing the gaps in educational achievement for children and young people living in poverty, including white-working class boys.</i>	Greater engagement with home learning.	Year 2 and Year 6 teachers
<b>Total Budgeted Cost</b>		<b>£10,000</b>	
<b>4. PP pupils at risk of not achieving a GLD.</b>			
Language interventions (School start)	We want PP pupils to make good progress and reach a good level of development to ensure they have good learning foundations.  <b>Research base:</b> EEF, Teaching and Learning Toolkit: Early Years Intervention. North Yorkshire County Council, 2015, <i>Our Strategy for closing the gap in Educational Progress and Attainment in Schools and Settings 2015-2018.</i> Close. M, 2012, <i>The Forest Schools Initiative and its perceived impact on children's learning and development.</i> EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report.</i>	Improved expressive and receptive language skills.	EYFS teachers EYFS Lead
Phonic intervention		Increased fluency with phonics	EYFS teachers
Forest school sessions		Pupils have positive learning experiences and develop collaborative learning skills.	Outdoor learning lead
Parent support sessions (Nursery Focus children, workshops, personalised support)		Parents feel empowered to support their child at home.	EYFS teachers
Additional reading		Improved comprehension skills	EYFS teachers
<b>Total Budgeted Cost</b>		<b>£9,000</b>	
<b>Action</b>	<b>Rationale?</b>	<b>Success Criteria</b>	<b>Lead &amp; Date</b>
<b>5. PP Pupils not meeting the expected standard for reading and writing by the end of KS1</b>			
Phonic intervention groups	We want to ensure PP pupils make good progress or better progress from the start of their education experiences.  <b>Research base:</b>	Increased fluency with phonics	Year 2 teacher
Personalised curriculum with EP support		Greater independence with literacy/word tasks	Year 2 teacher
Additional reading		Improved comprehension skills	Year 2 teacher

**Pupil Premium Strategy 2019/20**

	EEF. Teaching and Learning Toolkit - Phonics and reading comprehension strategies. EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report.</i>		
<b>Total Budgeted Cost</b>		<b>£4,000</b>	
<b>6. Attendance and punctuality</b>			
Attendance awards	We want PP pupils to have a positive viewpoint of attendance and punctuality.  <b>Research base:</b> University of Warwick, 2016, <i>'Closing the Gap': Raising Achievement for Disadvantaged Pupils.</i> DfE, 2015, <i>Supporting attainment of disadvantaged pupils: articulating success and good practice.</i>	Pupils have pride in their achievements	SENDCo
Pastoral support offered		Barriers to poor attendance addressed and reduced	SENDCo
Weekly monitoring and maintain contact with families.		Families understand and are accountable for their child's attendance.	SENDCo
<b>Total Budgeted Cost</b>		<b>£3,120</b>	
<b>Action</b>	<b>Rationale?</b>	<b>Success Criteria</b>	<b>Lead &amp; Date</b>
<b>7. Extra-curricular/funding</b>			
Financial support for residential trips (Y4/5 Marchants Hill and Y6 Broadstone Warren)	We want to ensure PP pupils have equal opportunities to enrichment activities.  <b>Research base:</b> EEF, Teaching and Learning Toolkit - extended learning and outdoor adventurous activities.	Pupils have been able to attend and experience outdoor and adventurous activities.	
Providing school uniform for families in which this prevents a barrier to attending school.		Families are supported and engage/attend school in line with 96% expectation.	
Breakfast club/after school club provisions		Pupils have a safe space	
<b>Total Budgeted Cost</b>		<b>£5520</b>	