

Pupil Premium Strategy 2020/21

Summary information					
School	Robin Hood Primary & Nursery School				
Academic Year	2020/21	Total PP Budget	£63,215	Date of most recent governor PP review	September 2020
Total number of students	188	Total number of students eligible for PP	47	Date for next internal governor review of strategy	Feb 2021
Pupil Premium Target Group					
Year Group	Early Years		Key Stage 1		Key Stage 2
Number of students eligible for FSM	1		14		32
Number of students eligible for PP	1		14		33

The pupil premium grant 2019/20 was allocated to the following whole school budgets:

Quality teaching for all: Salaries for staff to team-teach in Years 2 and 6, learning resources including online subscriptions, whole school assessment resources and whole school and specific staff training. (£28,000)

Targeted Support: Staff salaries for specific interventions, salaries for small group interventions in KS2, additional reading to increase fluency, parent workshops, transition support, EAL interventions, extended hours intervention for Y6 and curriculum resources. (£27,120)

Enjoyment and engagement: financial support for extra-curricular activities and residential trips (£5,520)

Pupil Premium Strategy 2020/21

Impact of the 2019/20 grant funding on the outcomes 2020 (N.B Spring 2020 Data)

		Mainstream all pupils	Mainstream disadvantaged pupils	Gap	Mainstream non disadvantaged pupils
EYFSP	Good Level of Development	71%	100%	+7	69%
Phonics	Y1 Expected	Data Unavailable			
KS1	RWM Expected	65%	20%	-11	72%
	Reading	65%	20%	-11	78%
	Writing	65%	20%	-11	78%
	Maths	70%	20%	-12	83%
KS2	RWM Expected	62%	38%	-7	71%
	Reading	73%	63%	-3	81%
	Writing	76%	63%	-3	86%
	Maths	73%	38%	-7	95%

KS1 to KS2 Progress 2019/20

	Robin Hood disadvantaged pupils	National average for non-disadvantaged pupils (2018 data used as 2019 data is not available until December 2019)	Gap
Reading	Data Unavailable		
Writing			
Maths			

Pupil Premium Strategy 2020/21

2020/21 Strategy

Barriers to Future Attainment		
In-school Barriers (issues to be addressed by the school)		Desired outcome/Success Criteria
1.	PP pupils in LKS2 making rapid progress with reading, writing and maths	Pupils have increased their chronological reading age and the gap between their reading age and chronological age has closed.
2.	PP pupils at risk of not meeting the expected standard in phonics.	Pupils are meeting the expected standard within phonics
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 being secure with their 12x12 tables recall in preparation for the UKS2 curriculum.	PP Pupils demonstrate a fluency with their 12x12 tables and are able to score 80%+ on assessments.
5.	Risk of the achievement gap between PP and non-PP pupils increasing	PP Pupils make rapid progress across the curriculum.
External Barriers (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. PP Pupils in LKS2 make rapid progress with reading, writing and maths.			
Daily reading with an adult.	We want all PP pupils to have the necessary skills to be confident writers, readers and mathematicians working within the expected standard, or higher, so that they are prepared for the next stage in their learning. 'A good education, with the qualifications to show for it, can transform lives for the better. EEF, 2018, <i>Attainment Gap Report</i> . Research base: EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report</i> . EEF, 2018, <i>Attainment Gap Report</i> .	Pupils will consistently score 80%+ on their reading quizzes.	Year 3 class teacher
Personalised curriculum.		Pupils can consistently form grammatically correct sentences.	Year 4 class teacher
Readiwriter subscription.		Pupils	Phase Leaders
Mathletics Subscription.		Pupils have attainment and achievement is in line with peers and the gap has been closed.	English Subject Leader
Phonic intervention		Pupils are working at the expected phonics level.	Maths Subject Leader
Whole staff training/updates for maths and English to ensure teaching is consistently good or better..			Assessment Leader

Pupil Premium Strategy 2020/21

	<p>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, Good Writers (National Strategies) EEF, <i>Teaching and Learning Toolkit.</i></p>		
Total Budgeted Cost		£8,000	
2. PP Pupils at risk of not meeting the expected standard in phonics.			
Y1 Phonic intervention.	<p>We want all PP pupils to have the necessary skills to be confident decoders working within the expected standard, or higher, so that they are prepared for the next stage in their learning.</p> <p>Research base: EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report.</i> NCTL, 2014, <i>Closing the Gap with the new Primary Curriculum.</i> EEF, <i>Teaching and Learning Toolkit</i></p>	Pupils implementing GPS within their independent writing.	Year 6 teacher
Y2 Phonic Intervention		Confidence with assessments.	Assessment Lead
Phonic Parent Workshops		Increased vocabulary evident within independent writing.	Literacy Lead
Total Budgeted Cost		£8,000	
Action	Rationale?	Success Criteria	Lead/Date
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>	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

Pupil Premium Strategy 2020/21

Class visits to Kingston Library (In line with current guidelines)	<p>Research base: EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report.</i> DCSF, 2008, <i>The impact of parental involvement on children's education.</i> 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> EEF, <i>Teaching and Learning Toolkit</i></p>	Pupils demonstrate greater enthusiasm for different texts.	Phase Leaders
Phonics intervention and ability grouping.		Increased fluency with phonics.	KS1 Phase Leader
Parent reading workshop		Greater engagement with home learning activities.	Year 1 teacher
KS1 & KS2 SATS information sessions for parents.		Greater engagement with home learning.	Year 2 and Year 6 teachers
Total Budgeted Cost		£14,000	
4. PP pupils at risk of not being secure with their 12x12 tables recall in preparation for the UKS2 curriculum.			
Times tables Club	<p>We want PP pupils to have a flute and rapid recall of all times tables facts up to 12x12.</p> <p>We want PP pupils to functionally use their times tables knowledge in mathematical reasoning scenarios.</p> <p>'Knowing the times tables (and their associated division facts) supports mathematical learning and understanding and those children who have a strong grasp of them tend to be more self-assured when learning new concepts.' Rising Stars, <i>Times Tables Matter.</i></p> <p>Research base: EEF, <i>Teaching and Learning Toolkit</i> Rising Stars, <i>Times Tables Matter - Working Towards Multiplication Mastery</i> Doodle Maths, 2019, <i>Why learning times tables is important.</i></p>	Pupils will score 80%+ consistently in times tables tests.	Maths Subject Leader
Times table intervention groups		Pupils are observed to use the recall of facts when completing calculations.	Year 4 teacher
Times Tables Parent workshop		Parents feel empowered to support their child at home with times tables acquisition.	Maths Subject Leader
Mathletics subscription.		Pupils engagement with Mathletics is a minimum of 30 minutes a week.	KS2 Phase Leader
Total Budgeted Cost		£8,000	

Pupil Premium Strategy 2020/21

Action	Rationale?	Success Criteria	Lead & Date
5. Risk of the achievement gap between PP and non-PP pupils increasing			
Personalised curriculums.	We want to ensure PP pupils make good progress or better progress from the start of their education experiences.	70% of PP Pupils are working within the expected level for reading.	Phase Leaders
Focused 'recover' curriculum in the AUtumn term.		75% of PP Pupils are working within the expected level for writing.	Maths subject leader
Curriculum interventions and boosters using a collaborative learning approach. Advice and support from Trust therapists (SALT, OT and EP). Focussed and effective feedback to pupils.		'A good education, with the qualifications to show for it, can transform lives for the better. EEF, 2018, <i>Attainment Gap Report</i> . 'There is a 4.3month gap at the start of school between disadvantaged children and their classmates. This more than doubles to 9.5months by the end of primary school.' EEF, 2018, <i>Attainment Gap Report</i> . Research base: EEF, 2018, <i>Attainment Gap Report</i> . EEF. Teaching and Learning Toolkit - Phonics and reading comprehension strategies. EEF, 2017, <i>Improving Literacy in Key Stage 2: Guidance Report</i> .	60% of PP Pupils are working within the expected level for maths Agreed feedback and marking policy is consistently adhered to.
Total Budgeted Cost		£16,000	
6. Attendance and punctuality			
Attendance awards	We want PP pupils to have a positive viewpoint of attendance and punctuality.	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.		Research base: 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> .	Families understand and are accountable for their child's attendance.

Pupil Premium Strategy 2020/21

		Total Budgeted Cost	£3,120
Action	Rationale?	Success Criteria	Lead & Date
7. Extra-curricular/funding			
Financial support for residential trips (Y4/5 Marchants Hill and Y6 Broadstone Warren)	We want to ensure PP pupils have equal opportunities for enrichment activities. Research base: EEF, Teaching and Learning Toolkit - extended learning and outdoor adventurous activities.	Pupils have been able to attend and experience outdoor and adventurous activities.	Senior Leadership Team
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	
		Total Budgeted Cost	£6000