

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Robins Lane Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	22.12.21
Date on which it will be reviewed	22.06.21
Statement authorised by	David Spruce
Pupil premium lead	Katie Middlehurst
Governor / Trustee lead	Simon Yorke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,005
Recovery premium funding allocation this academic year	£4,536
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£79,541

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make at least expected progress from their starting points and meet at least age-related expectations across the curriculum. Simultaneously, we intend to reduce the attainment gap through equitable, targeted academic support. To further develop the cultural capital of disadvantaged pupils, our aim is to provide them with access to many wider curriculum experiences and opportunities.

To support the progress and attainment of disadvantaged pupils, quality first teaching is our priority. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure there are clear links to all other planning strands
- build a clear and consistent pedagogy based on Ofsted and EEF research
- ensure the best use of all staffing through high quality CPD
- ensure all actions will be evidenced based
- establish regular monitoring and review processes

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Area: Reading</p> <p>2019 End of Key Stage 2 data (most recently available) and internal assessment information indicates that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
2	<p>Area: Early Reading/Decoding</p> <p>Autumn 1 baseline assessments, ongoing half-termly assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Area: Early language skills/vocabulary gaps</p> <p>On entry baseline assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Area: Maths</p> <p>2019 End of Key Stage 2 data (most recently available) and internal assessment information indicates that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In addition, this subject has regressed most significantly as a result of recent successive lockdowns.</p>
5	<p>Area: Attendance and Punctuality</p> <p>Disadvantaged pupils have lower attendance and poorer punctuality compared to non-disadvantaged pupils. Our assessments and observations indicate that such challenges are negatively impacting disadvantaged pupils' progress.</p>
6	<p>Area: Social, Emotional and Behavioural Issues</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improving attainment and progress for disadvantaged pupils, in phonics.	70% (7/10) disadvantaged pupils in Year 1 passing the Phonics Screening Check. 71% (5/7) of Year 2 disadvantaged pupils will pass the delayed Phonics Screening Check.
Improving attainment and progress for disadvantaged pupils, in reading.	71% (5/7) of Year 2 disadvantaged pupils will meet age-related expectations at the end of Key Stage 1.
Improving attainment and progress for disadvantaged pupils, in maths.	71% (5/7) of Year 2 disadvantaged pupils will meet age-related expectations at the end of Key Stage 1. 100% of Year 6 disadvantaged children (6/6) who achieved expected standards in Key Stage 1 to achieve expected standards in Key Stage 2. 50% of disadvantaged children to achieve expected standards at the end of Key Stage 2.
Reducing the overall attendance gap between disadvantaged pupils and non-disadvantaged pupils, compared to last year. Reducing the number of persistently absent children. Reducing the number of late marks given to disadvantaged pupils.	Accounting for Covid related absences, whole-school attendance will be 96%. The attendance gap between disadvantaged pupils and non-disadvantaged pupils will be less than 4.3%. The number of persistently absent children will be less than 63. The number of late marks given to disadvantaged pupils is less than 580.
Improve attainment and progress for disadvantaged pupils in communication and language.	75% (6/8) children to achieve the expected standard for communication and language at the end of EYFS.
Continue to be below the national average for all pupils including disadvantaged, for exclusion. Reducing the number of high-level warnings.	Less than 0.8% of pupils excluded by the end of the year. Number of high-level warnings per month is less than 10.

Reducing in the number of children receiving single warnings.	Less than 50% of children receive a behaviour point.
Increasing the number of children receiving the gold award (ClassDojo.)	50% of children achieve the gold award (400 dojos.)
Increasing the number of children attaining the expected standard in P.S.H.E.	70%+ children attain the expected standard or above in P.S.H.E. (69% during 2020-2021.)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading CPD (£1000) (consultant day, year group specific CPD, cover related costs)	RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Reading comprehension strategies (+5 months)	1, 2, 3
Non-fiction whole-class shared reading sets (reading materials) (£1500)	Numerous institutions, and authorities such as Herts for Learning, are now advocating the benefits of whole-class approaches to reading.	1, 2, 3
Non-contact time – English lead (£5,889) During this time, the English lead will develop whole-class reading pedagogy.	RESEARCH: NFER Building Block 3 High quality teaching for all. Building Block 6 – Data driven and responding to evidence. NFER Building Block 7 – Clear, responsive leadership. EEF Research – Reading comprehension strategies (+5 months)	1, 2, 3
Reading Plus programme and tablets (£2600) (£150 x 10 = £1500) (£4100)	RESEARCH: EEF Research – Reading comprehension strategies (+5 months) NFER Building Block 4 – Meeting individual needs. Building Block 6 – Data driven and responding to evidence.	1, 2, 3
Ongoing subscription Ruth Muskin Portal (£229) (CPD, resources, tracking system.)	RESEARCH: NFER Building Block 3 – High quality teaching for all. NFER Building Block 4 – Meeting individual needs. Building Block 6 – Data driven and responding to evidence. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4 months), Early Years Intervention (+5 months).	1, 2, 3
Cal Tobin (£2400) external advisor plus associated cover costs	RESEARCH: NFER Building Block 3 – High quality teaching for all. NFER Building Block 4 – Meeting individual needs. Building Block 6 – Data driven and responding to evidence. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4	1, 2, 3

	months), Early Years Intervention (+5 months).	
Increase stock of early books levels Acquire sufficient stock of book bag books (£2000)	RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4 months).	1, 2, 3
Implementation of RWI. (15 hours – TA per week £1,589)	RESEARCH: NFER Building Block 3 – High quality teaching for all. NFER Building Block 4 – Meeting individual needs. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4 months).	1, 2, 3
Maths No Problem CPD for new staff (£240)	RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Mastery learning (+5 months).	4
Non-contact time – Maths lead (£6,357) During this time, the Maths lead will develop the school's approach to teaching mathematics.	RESEARCH: NFER Building Block 3 High quality teaching for all. Building Block 6 – Data driven and responding to evidence. NFER Building Block 7 – Clear, responsive leadership. EEF Research – Mastery learning (+5 months).	4
Coaching (£350 per day x 10 = £3500) MNP Beacon school rep	RESEARCH: NFER Building Block 3 High quality teaching for all. EEF Research – Mastery learning (+5 months).	4
Concrete materials (£1000)	RESEARCH: NFER Building Block 3 High quality teaching for all. EEF Research – Mastery learning (+5 months).	4
Times Tables Rock Stars (£84)	RESEARCH: NFER Building Block 4 – Meeting individual needs. EEF Research – Mastery learning (+5 months).	4
TA deployed to support effective learning behaviours in Year 1 due to disruptions to their early years education (£532)	RESEARCH: NFER Building Block 4 – Meeting individual needs, Building Block 5 – Deploying staff effectively	1, 2, 3, 4
Continue to implement a whole-school assessment and tracking system to improve tracking of disadvantaged pupils and improve intervention monitoring and	RESEARCH: NFER Building Block 4 – Meeting individual learning needs, Building Block 6 – Data driven and responding to evidence.	1, 2, 3, 4

evaluation procedures. (Tracker Online subscription = £864)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast Track Tutoring (20 hours per week) (£10,627)	RESEARCH: NFER Building Block 4 – Meeting individual needs, Building Block 5 – Deploying staff effectively, Building Block 6 – Data Driven and responding to evidence. EEF Research – Phonics (+4 months), Early Years Intervention (+5 months).	1, 2, 3
Fresh Start (Cost to be calculated post January assessment)	RESEARCH: NFER Building Block 4 – Meeting individual needs, Building Block 5 – Deploying staff effectively, Building Block 6 – Data Driven and responding to evidence. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4 months).	1, 2, 3
Talk Boost (TA - 1.5 hours per week) (£798)	RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Oral language interventions (+5 months), Early Years Intervention (+5 months).	3
Welcomm (£582) This toolkit will identify children needing speech and language support and provide activities to support them.	RESEARCH: NFER Building Block 3 – High quality teaching for all. EEF Research – Oral language interventions (+5 months), Early Years Intervention (+5 months).	3
Kumon (monthly £60, 15 places, x6) (£7200)	RESEARCH: NFER Building Block 4 – Meeting individual needs. Building Block 6 – Data driven and responding to	4

	evidence. EEF Research – Mastery learning (+5 months).	
Booster classes provided by qualified teaching staff (Headteacher, Deputy Headteacher and class teacher) to enable children to meet the expected standards at the end of KS2. (£2000 – Maths £1000 – reading)	RESEARCH: NFER Building Block 4 – Meeting individual needs. Building Block 6 – Data driven and responding to evidence. EEF Research – Mastery learning (+5 months).	1, 4
Desty programme (£305)(10 hours x 3) Intervention aimed at building children's emotional resilience.	RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs, Block 5 – Deploying staff effectively. EEF Research – Behaviour interventions (+3 months), Social and Emotional Learning (+4 months).	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing books for children to keep (£750) (£5 per book per disadvantaged child)	RESEARCH: NFER Building Block 4 – Meeting individual needs, EEF Research – Reading comprehension strategies (+5 months)	1, 2, 3
Maintaining a library system that enables staff to track which books are being loaned (reading diet), how many books are being loaned (engagement), identify disengaged pupils and therefore develop strategies to meet children's needs. (£1000)	RESEARCH: NFER Building Block 4 – Meeting individual needs, EEF Research – Reading comprehension strategies (+5 months)	1, 2, 3
Restock library (non-fiction) (£1000)	RESEARCH: NFER Building Block 4 – Meeting individual needs, EEF Research – Reading comprehension strategies (+5 months)	1, 2, 3
Provide a full-time Pastoral Manager to	RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance,	5, 6

support families of disadvantaged pupils experiencing difficulties as well as those whom are not engaging well with school and other agencies.(£30,366)	Building Block 4 – Meeting individual needs. EEF Research – Social and Emotional Learning (+4 months), Behaviour interventions (+3 months).	
Buy in to the Service Level Agreement (SLA) for Learner Support services, which includes the Traveller Liaison Officer and support team (Learner support service - £1500 annual SLA fee)	RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual learning needs. EEF Research – Parental engagement (+3 months).	5, 6
Engage the services of the LA Education Welfare Service each week to support families with improving attendance and pupil welfare. (£4000 per annum)	RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs. EEF Research – Social and Emotional Learning (+4 months), Behaviour interventions (+3 months).	5, 6
Attendance reward (DfE guidance – 07.12.21) (£1000)	RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs.	5, 6
Provide at least one club, per day, for each key stage. (1 hour of teacher time per week for 10 sessions per week x 20 weeks.) (£20 x 20 = £400) (£400 x 10 = £4000)	RESEARCH: NFER Building Block 1 – Whole-school ethos of attainment for all. Building Block 2 – Addressing behaviour and attendance. Building Block 4 – Meeting individual learning needs.	5, 6
Provide additional enrichment opportunities, including opportunities for musical instrument lessons (Spring 2) (Music lessons to be costed in Spring 2021.)	EEF Research – Arts Participation (+ 2 months), Collaborative learning (+5 months), Digital technology (+4 months), Extending School Time (+2 months), Reading Comprehension Strategies (+6 months) and Sports Participation (+2 months.)	5, 6

Total budgeted cost: £97,412

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	