

# Pupil premium strategy statement

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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	246
Proportion (%) of pupil premium eligible pupils	32% 78 Children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	1 <sup>st</sup> September 2024 1 <sup>st</sup> September 2025 1 <sup>st</sup> September 2026
Statement authorised by	Nichola Tomkow
Pupil premium lead	Rebekah Petre
Governor / Trustee lead	Simon Yorke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,000 (FSM) £6,000 (LAC) £5,140 (Post-LAC)
Recovery premium funding allocation this academic year	£10,899

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,039

# 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
<p>Improving attainment and progress for disadvantaged pupils, in phonics.</p>	<p>To improve the number of disadvantaged children reaching the expected standard in Phonics.</p> <p>2022-2023 70% of PP children passed the Phonics Screening.</p> <p>2023-2024 85.7% of PP children passed the Phonics Screening.</p>
<p>Improving attainment and progress for disadvantaged pupils, in reading.</p>	<p>To improve the number of disadvantaged pupils met the expected standard in Reading, at the end of Key Stage 1.</p> <p>2022-2023 36.4% of PP children met the standard at KS1.</p> <p>To improve the number of disadvantaged pupils met the expected standard in Reading, at the end of Key Stage 2.</p> <p>2022-2023 66.7% of PP children met the standard at KS2</p>
<p>Improving attainment and progress for disadvantaged pupils, in maths.</p>	<p>To improve the number of disadvantaged pupils met the expected standard in Maths, at the end of Key Stage 1.</p> <p>2022-2023 36.4% of PP children met the standard at KS1.</p> <p>To improve the number of disadvantaged pupils met the expected standard in Maths, at the end of Key Stage 2.</p> <p>2022-2023 77.8% of PP children met the standard at KS2.</p>
<p>Reducing the overall attendance gap between disadvantaged pupils and non-disadvantaged pupils, compared to last year.</p> <p>Reducing the number of persistently absent children.</p>	<p>To improve the whole school average whole school attendance, in 2022-2023 this was 93.97%.</p> <p>To improve attendance for disadvantaged pupils, 2022-2023 this was 91.6%.</p>

<p>Reducing the number of late marks given to disadvantaged pupils.</p>	
<p>Improve attainment and progress for disadvantaged pupils in communication and language.</p>	<p>To improve the number of children achieving a Good Level of Development at the end of EYFS.</p> <p>2022-2023-69.2% of PP Eligible</p> <p>2022-2023-79% FSM</p>

## 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: £32,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non-contact time – English lead (£6764) During this time, the English lead will develop whole-class reading pedagogy.</p> <p>Ready Steady Write Programme £625 September 24-August 25</p>	<p>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)</p>	1, 2, 3
<p>Reading Plus programme (£2600)</p>	<p>RESEARCH: EEF Research – Reading comprehension strategies (+5 months) NFER Building Block 4 – Meeting individual needs. Building Block 6 – Data driven and responding to evidence.</p>	1, 2, 3
<p>Ongoing subscription Oxford Owl (£230)</p>	<p>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).</p>	1, 2, 3
<p>Ongoing subscription Ruth Muskin Portal (£1850) (CPD, resources, tracking system)</p>	<p>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).</p>	1, 2, 3
<p>RWI development days, online progress meetings and</p>	<p>RESEARCH: NFER Building Block 3 – High quality teaching for all. NFER Building Block 4 – Meeting individual needs. Building Block 6 – Data driven</p>	1, 2, 3

associated cover costs. (£2000)	and responding to evidence. EEF Research – Reading comprehension strategies (+5 months), Phonics (+4 months), Early Years Intervention (+5 months).	
Implementation of RWI. (15 hours – TA per week £9,135)	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
Non-contact time – Maths lead (£525) 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
White Rose Maths Workbooks (£1850)	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
Continue to implement a whole-school assessment and tracking system to improve tracking of disadvantaged pupils and improve intervention monitoring and evaluation procedures.  Arbor system: £3946 per year.	RESEARCH: NFER Building Block 4 – Meeting individual learning needs, Building Block 6 – Data driven and responding to evidence.	1, 2, 3, 4



## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Fast Track Tutoring (20 hours per week) (£11,556) X2 staff	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 CPD: £175 2 hours per week (Teacher) £40 2 hours per week (TA) £20 £60 x 22 weeks: £1,320	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
(TA - 1.5 hours per week) (£913)	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 evidence. EEF Research – Mastery learning (+5 months).	4
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. (£1000)	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 (£500)(10 hours x 3)	RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs, Block 5 – Deploying staff effectively. EEF Research – Behaviour	6

Intervention aimed at building children's emotional resilience.	interventions (+3 months), Social and Emotional Learning (+4 months).	
Mathematics intervention 4.5 hours per week (TA) 22 weeks (£2740)	RESEARCH: NFER Building Block 4 – Meeting individual needs. Building Block 6 – Data driven and responding to evidence. EEF Research – Mastery learning (+5 months).	4
Early morning reading club 2.5 hours per week 33 weeks (See Pastoral Manager)	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
Tales Toolkit Training and Resources (TA hours 4)	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
Drawing Club	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
EY Hub Membership	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), Early Years Intervention (+5 months).	1, 2, 3

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

Budgeted cost: £46,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining a library system that enables staff to track which books are being loaned (reading diet), how many books are being	RESEARCH: NFER Building Block 4 – Meeting individual needs, EEF Research – Reading comprehension strategies (+5 months)	1, 2, 3

loaned (engagement), identify disengaged pupils and therefore develop strategies to meet children's needs. (£1000)		
Jigsaw Families First year - £567.15 Second year - £945.25 Third year £945.25	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
Friendship Formula Intervention X1 hour per week Pastoral Lead (costed below).	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
Anger Gremlin Intervention X1 hour per week Pastoral Lead (costed below).	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
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 support families of disadvantaged pupils experiencing difficulties as well as those whom are not engaging well with school and other agencies. (£34,344)	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
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	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

welfare. (£4000 per annum)		
Attendance reward (DfE guidance – 07.12.21) (£380) £10 voucher for Smyths	RESEARCH: NFER Building Block 2 – Addressing behaviour and attendance, Building Block 4 – Meeting individual needs.	5, 6
Provide at least three clubs per week. (1 hour of teacher time per week for 6 sessions per week x 15 weeks.) (£20 x 15 = £300) (£300 x 10 = £3000)	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. (£1,764) Music Service Instrumental Lessons and Y4 accessing wider lessons.	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
Thrive CPD, platform (£6000)	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
Barnados PATHS- CPD (Teacher Directed Time)	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

**Total budgeted cost: £105,000** 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 2022 to 2023 academic year.

2022-2023 Children who achieved expected standard or above.		
	All children	Pupil Premium

Reading	70%	77.8% PP Eligible 75% FSM
Writing	67%	66.7% PP Eligible 62.5% FSM
Mathematics	70%	66.7% PP Eligible 62.5% FSM
Combined	50%	44.4% PP Eligible 37% FSM

## 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
Kumon	
Developing Experts	
Kapow	
Read Write Inc. Portal	
Ready, Steady, Write	
Desty	
Spelling Shed	
Reading Plus	
Nessy	
Times Tables Rockstars	

## Service pupil premium funding (optional)

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

Measure	Details
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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?	