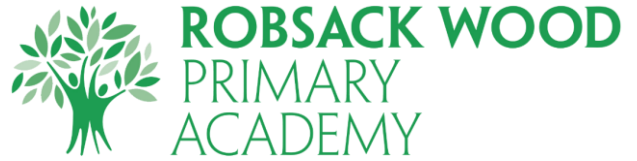


# Pupil Premium Strategy Statement

## 2019-2020



### What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
  - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
  - Children and young people with parents in the regular armed forces

### Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

### Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

### How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

### How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

### Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

## Pupil Premium Strategy Statement:

1. Summary Information: Current					
Academy: Robsack Wood Primary Academy					
Academic Year	2019/20	Total PP budget	115,740	Date of most recent PP review	September 2019
Total number of pupils	420	Number of pupils eligible for PP	90	Date of next review	January 2020

2. Barriers to future achievement – internal factors
<ul style="list-style-type: none"> <li>• Significant overlaps between SEN and disadvantaged pupils, therefore pupils are not only at risk due to their disadvantage but also due to special educational needs and neuro diverse profiles.</li> <li>• In year admissions and pupil mobility, including school hoppers who move from school to school.</li> </ul>

3. Barriers to future achievement – external factors
<ul style="list-style-type: none"> <li>• Attendance. A core group of disadvantaged pupils have poor attendance, are considered persistently absent, and/or arrive late. Pupils miss essential concepts in learning.</li> <li>• Poor parental support for reading. A high number of pupils are not heard read at home regularly. A few are not heard read at all.</li> <li>• Poor parental support for home learning. Pupils most in need of support have limited support for home learning and some do not complete it at all.</li> <li>• Historic lack of value for education or high standards in education. A minority of parents lack engagement and do not understand the value of them as partners in their child's learning.</li> <li>• Parents who have underachieved in their own education and have low standards of literacy or numeracy. Thus, despite a desire to help, they are ill-equipped to help their child and do not have an appreciation of the age-related standards that are expected.</li> <li>• Increased complexity of profiles of disadvantaged pupils, with cross over between disadvantage and safeguarding/child protection means that multiple agencies and services are required to enable particular high need pupils to access learning. The time scales for accessing external services are a key risk to disadvantaged pupils.</li> <li>• Persistent or toxic stress experienced by pupils in the past can mean that some pupils find it more difficult to manage in the classroom and meet behavioural expectations. This can lead to pupils developing gaps in their learning.</li> <li>• Current external stressors for pupils, such as an ongoing insecure home life, can result in pupils finding it harder to engage with and focus on learning whilst at school. This can lead to underachievement, including gaps in learning.</li> </ul>

<b>4. How we will spend the funding and why:</b>		
<b>Amount and what will we spend it on?</b>	<b>Why:</b>	<b>How will we know we are successful?</b>
<b>Pupil Premium Teacher 41.36%</b>	<p>To provide high quality wave 1 teaching for small groups of pupils and wave 2 interventions focused on developing basic reading, writing and maths skills</p> <p>To support class teachers with interventions and resources to deliver and manage effective wave 1 and 2 teaching.</p> <p>To raise the profile of disadvantaged pupils and champion approaches to best meet their needs.</p> <p>To monitor the strategy and evaluate impact on a regular basis so only interventions which have significant impact continue.</p>	<p>Targeted disadvantaged pupils will have made accelerated progress and reached age related expectations or narrowed the gap. All Pupil Premium funded interventions will show accelerated learning in reading with closing gaps.</p> <p>The gaps for attainment and progress between disadvantaged and non-disadvantaged pupils will have narrowed within each cohort.</p> <p>Disadvantaged pupils will be high profile and all teachers will have a range of strategies evident to improve outcomes.</p> <p>Where pupils are both SEND + disadvantaged, APDR (Assess, Plan, Do, Review) will clearly evidence impact intervention and support against that pupil's identified targets.</p>
<b>Speech and Language Therapy Assistant 17.12%</b>	<p>To support Speech and Language therapist to enable pupils with language difficulties to access the curriculum through the provision of a language rich environment, as well as wave 3 therapy for pupils who have speech and language difficulties.</p> <p>To include regular high-quality training for staff to enable a language rich environment and appropriate strategies to reframe and develop language.</p> <p>To support staff to understand how language is a barrier to learning and plan for this accordingly in their lesson planning.</p>	<p>Progress against small step targets evidenced on management plans, developed from baseline assessments.</p> <p>Data will show targeted pupils have made progress in line with, or exceeding, their targets.</p> <p>Language will not be a barrier to achievement in the wider curriculum – all pupils will access the curriculum.</p>
<b>Academic Intervention TA3 9.76%</b>	<p>To improve key stage two outcomes for disadvantaged pupils, with a particular focus on reading.</p>	<p>End of key stage two outcomes for disadvantaged pupils are above National for 2020.</p>
<b>Sports Nurture Coach 4.65%</b>	<p>To improve attendance of vulnerable pupils by through provision of sports nurture as</p>	<p>PA is reduced to less than 10%.</p>

<b>4. How we will spend the funding and why:</b>		
<b>Amount and what will we spend it on?</b>	<b>Why:</b>	<b>How will we know we are successful?</b>
	part of Breakfast Club and at start of academy day, with a particular focus around pupils who are persistently absent.	Pupil Voice of key identified pupils demonstrates improved attitude to learning.
<b>Behaviour Nurture Intervention TA3</b> <b>9.27%</b>	To support leadership team in implementation of Empowerment Approach through provision of high quality coaching to vulnerable pupils who do not yet have the executive functioning skills they need to manage in the classroom. To implement key interventions (e.g. Reading between the lines, in response to identified pupil need)	Identified pupils are enabled to access the curriculum or are making rapid progress towards this point. Number of anti-social/anti-learning incidents logged reduces between term 1 and term 6. Only in exceptional circumstances will a pupil need an alternative setting to the classroom, and reintegration will be rapid and systematic.
<b>Teaching assistant to deliver key interventions (catch up reading programmes, handwriting intervention)</b> <b>7.81%</b>	To ensure that identified gaps in learning in the core areas are rapidly plugged so that pupils can access the full curriculum successfully.	Disadvantaged pupils make at least expected progress, with targeted pupils making the progress they need to catch up with their peers.
<b>High quality academic tuition for vulnerable pupils – HTLA</b> <b>1.44%</b>	To improve end of key stage two outcomes for disadvantaged pupils and ensure that all disadvantaged pupils leaving RSW have the core skills they need to succeed in the next phase of their education.	Disadvantaged pupils' outcomes at end of key stage two are above National. Progress of disadvantaged pupils is above National.
<b>CPD and teaching resources</b> SoundsWrite training Upgrade of Penpals handwriting resources Resourcing phonics with high quality texts matched to sounds Book clubs books for key pupils <b>4.27%</b>	To further improve standards of phonics teaching to ensure that all pupils, but especially disadvantaged and disadvantaged + SEND pass phonics screening in Year 1. To ensure that disadvantaged pupils have the texts they need to learn to read (matched to sounds) and to develop a love of reading. To address in handwriting and presentation between all non-disadvantaged and disadvantaged pupils.	Outcomes for the phonics screening demonstrate improvement year on year. KS1 & KS2 outcomes for reading for disadvantaged pupils are above National. Pupil voice shows high levels of engagement with reading. Disadvantaged pupils attend book club and are supported to develop a love of books, where this is not yet in place.
<b>Uniform</b> <b>0.86%</b>	To ensure pupils are equipped for the school day.	PP pupils have the correct academy uniform.

<b>4. How we will spend the funding and why:</b>		
<b>Amount and what will we spend it on?</b>	<b>Why:</b>	<b>How will we know we are successful?</b>
	Increase attendance of PP pupils.	Attendance of PP pupils is improved.
<b>Hardship</b> <b>0.43%</b>	To enable key families to meet pupils basic needs.	Pupils are clean and have the basic provisions they need to safe, calm and learning at their best.  Parents & pupils report they are able to provide key pupils with basic provisions such as food and transport into the academy.  Attendance of PP pupils improves.
<b>Trips and Enrichment</b> To include Mallydams <b>0.43%</b>	To enable pupils who have had negative experiences with the police to engage in a positive way (Mallydams) and improve their self-concept and thus engagement with learning. To ensure that transport is not a barrier to enable key disadvantaged pupils to attend sporting and enrichment events.	Boxall profiles of pupils attending Mallydams evidences impact of the programme.  Disadvantaged pupils will access enrichment events and participate fully in all opportunities offered by the academy.
<b>Educational Consultancy</b> To include Rocksteady (6 PP pupils funded, 3 through bursary) Music box lessons <b>2.59%</b>	Disadvantaged pupils are able to access the same range of opportunities for music lessons and other external services as their peers. Through Rocksteady, disadvantaged and other vulnerable groups are engaged in learning an instrument through a programme that is proven to progress musicianship, confidence and teamwork skills.	Key targeted pupils will demonstrate improved social and emotional behaviours to enable improved access in the classroom.  Key pupils will demonstrate increasingly positive attitudes towards coming to school.

## 5. Review of the impact of funding for the previous academic year

<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	121,440
<b>Total number of pupils</b>	521 including Nursery 512 Reception –Year 6	<b>Number of pupils eligible for PP</b>	80 (19.3%)

### What we spent the funding on and why

<b>What we spent it on?</b>	<b>Why:</b>	<b>Impact:</b>
Academic intervention and support 21% of total budget	To improve progress and attainment for PP pupils. To close the attainment gap between PP pupils and their peers.	In term 1 2018-19, only 21% PP children in Y6 were on track for combined ARE. By end of year, 50% of PP children achieved combined ARE in statutory assessments.  Across the academy, at the start of the year, 25% of PP pupils on track for ARE. By Term 6, 38% on track for combined ARE.
Staffing of Nurture provision 38% of total budget	To remove barriers for learning for disadvantaged pupils. To provide early intervention for pupils with social and emotional difficulties.	KS1 pupils accessing Nurture: 12 pupils over the academic year (in full time Nurture class – Huckleberries). 11/12 pupils had not reached GLD at the end of Reception. 8/12 pupils had not passed Year 1 phonics screening. By end Year 2, an additional 4 pupils had passed as a result of focused teaching within Nurture learning provision.  9 high-need pupils accessed KS2 Nurture over the course of the academic year.  Improved engagement with hard to reach families.  Improved pupils' self-esteem and attitudes to learning.
Speech and language provision 38% of total budget	To provide rapid access to early assessment for pupils speech, language and communication difficulties, removing barriers to learning. To provide intense therapy work.	42 pupils on S&L caseload. 62% of pupils achieved at expected level of progress. 25% of pupils achieved above expected level of progress. 13% of pupils (6 pupils in total) on caseload achieved below

What we spent the funding on and why		
What we spent it on?	Why:	Impact:
	To provide training for staff to ensure quality first teaching for all pupils, but especially those with speech, language and communication difficulties.	<p>expected level. Individual analysis shows that 5/6 pupils also have low attendance and 2 have additional hearing difficulties).</p> <p>Children within the Reception cohorts were assessed using the Renfrew Action Picture Test (RAPT) pre and post Wave 1 training and Wave 3 Intervention. The RAPT looks at information content (vocabulary levels) and grammar content of the children and gives an age equivalent score. Two children within the cohort receiving this intervention achieved 12/13 targets to 80-100% level (achieved) and 1 target to a 50-79% level (partially achieved). All the other children within this intervention achieved 100% of their targets. Three supporting adults delivering this intervention were supported to achieve their Level 4 qualification in Speech, Language and Communication Needs. As a result, all pupils, but especially those likely to be disadvantaged by their vocabulary levels and grammar content, are more fully prepared to be successful at Key Stage 1.</p>
Resources and visits 3% of total budget	<p>To ensure pupils are equipped for the school day.</p> <p>Increase attendance of PP pupils.</p> <p>To meet pupils basic needs</p> <p>To have a settled start to the day.</p> <p>To improve progress and attainment for all Pupil Premium pupils.</p> <p>To close the attainment gap between Pupil premium pupils and their peers.</p> <p>To increase numbers of pupils accessing extra-curricular opportunities to support their wider development.</p>	Contributions were made to reduce costs for disadvantaged pupils to the following educational visits: Mallydams, Jerwood Gallery, Herstmonceux, Middle Farm, Bohemia Fire Station, Rare Breeds Centre, London – Kidzania and the Lion King, Hever Castle, Drussillas and the South of England show.

**Outcomes: 2018/19**

<b>End KS2: Year 6</b>		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP- national</i>
<b>% reaching expected standard R,Wr, ma</b>	50	81
<b>Average Progress score: Reading</b>	+1.0	+3.0
<b>Average Progress Score: Writing</b>	-0.6	+0.8
<b>Average progress Score: Maths</b>	+0.5	+1.4

<b>End Key Stage 1:</b>		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
<b>% reaching expected standard Reading</b>	44	66
<b>% reaching expected standard Writing</b>	44	66
<b>% reaching expected standard Maths</b>	50	71

<b>End EYFS:</b>		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
<b>% reaching Good level of Development: GLD</b>	63	85

<b>Attendance:</b>		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
<b>Academic year 2018-19</b>	92	96