

Pupil Premium Strategy Statement

Version 3 September 2021

This statement details our academy'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.

Academy overview

Detail	Data
Academy name	Robsack Wood Primary Academy
Number of pupils in the academy	396 (+130 in Nursery)
Proportion (%) of pupil premium eligible pupils	100 (25.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023 2021-2022 this document
Date this statement was published	1/9/21
Date on which it will be reviewed	1/9/22
Statement authorised by	Caroline Thayre, Executive Principal
Pupil premium lead	Caroline Thayre, Executive Principal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,600 (Academy)
Recovery premium funding allocation this academic year	£ 26,336 (2020/21) £ 14,790 £ 11,138 (Tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 198,864

Part A: Pupil premium strategy plan

Statement of intent

Robsack Wood provides opportunities for pupils to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. We want our pupils to be well prepared for their next phase in education.

Robsack Wood is an inclusive academy and believes all pupils can be well supported to develop the skills and knowledge to succeed by offering a highly personalised and alternative provision. We serve a higher than national area of deprivation and a higher than national proportion of pupils with special educational needs.

We recognise that not all pupils in need of additional support are in receipt of free school meals and that not all pupils who receive free school meals are socially disadvantaged so strive to provide a universal offer to all pupils in need and in relation to their circumstances. A number of our pupils fall into one or more identified vulnerable groups so carefully planned and enhanced support through intervention provides curriculum access for these pupils.

We deliver an ambitious curriculum to **all** pupils where reading sits at the heart as we believe that reading unlocks limitless learning for pupils. We ensure that early reading skills are systematically developed through high quality phonics to support pupils to develop the decoding skills they need, alongside systematic opportunities for them to develop their language comprehension through their engagement in quality texts. We believe in the investment of inspiring texts for the pupils to enjoy.

Our Pupil Premium Strategy focuses on addressing the key barriers to pupils accessing learning.

These include:

- Pupils attending school daily and with good punctuality,
- Pupils who fall into one or more vulnerable groups so therefore require enhanced support and provision,
- Pupils well-being, mental health and emotional support,
- Pupils showing a readiness and curiosity to learn,
- Pupils language and vocabulary development,
- Access to the curriculum, wider opportunities and cultural capital deficit,
- Pupils who are disadvantaged need to make accelerated progress to close the attainment gap with their non disadvantaged peers.

Through targeted intervention, specialist support and additional capacity we are driving our strategy forward.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance – a core group of disadvantaged pupils have historical poor attendance, and were considered persistently absent, and/or frequently arriving late.</p> <p>These pupils have already missed essential concepts in learning. Many of the parents of these disadvantaged and vulnerable pupils did not take up the offer of a space within our provision during closure, they were also anxious for pupils to return to the academy when open.</p>
2	<p>Covid-19 - lockdown and school closures and the impact on lost learning, behaviour regulation, readiness to learn and being able to adapt to the expectations of school.</p> <p>Disadvantaged and vulnerable pupils are particularly vulnerable to the 5 losses (routine, structure, friendship, opportunity and freedom), and many experience significant difficulty settling back into a daily school routine. Gaps have continued to widen.</p>
3	<p>Complex pupil needs – show significant overlaps between SEND 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.</p> <p>Increased complexity of profiles of disadvantaged pupils, with a cross over between disadvantage and safeguarding/child protection means that multiple agencies and services are required to support high needs pupils to access learning. Time scales for accessing services have grown and pupils do not receive the support they require externally due to high need and capacity.</p>
4	<p>Pupils' wellbeing – increase of mental health concerns and emotional support required by high levels of our pupils. There are also significant concerns regarding the decline in the mental health of our parent and carers which is having a significant impact on our pupils.</p> <p>Pupils' profiles are complex and they require high levels of support and engagement in just attending daily and being within the academy which has a significant impact on their readiness to learn within busy classrooms. Their access to the curriculum is highly personalised and delivered in an alternative way to engage them.</p>
5	<p>Language and vocabulary development – we are seeing a significant increase in pupils' speech and language difficulties especially within the early year's foundation stage due to the lack of access to early years provision during the past two years or more due to Covid-19.</p> <p>Pupils identified as needing additional support and intervention missed out on a number of therapeutic support due to the lack of availability within the last two academic years. This then impacts on pupils' access to the curriculum in terms of language and vocabulary development.</p>
6	<p>Wider opportunity – more likely to have developed greater gaps in experiences and learning during lockdown, and are the least prepared to return to school.</p> <p>Some pupils have a lack of opportunity for wider opportunities and enrichment experiences out of school due to poverty or access to transport.</p>
7	<p>Parental reading support – high numbers of pupils are not heard read at home regularly with a few not heard at all. During closure, the impact of this is likely to have been amplified significantly.</p> <p>This also then is replicated in support for pupil's home learning with limited support so do not complete. This is then linked to the periods of lockdown and school closures</p>

	<p>where pupils did not join online live lessons or access remote learning provision at all despite targeted intervention and the provision of funded laptops.</p> <p>Some of our parent and carer profile indicates an underachievement in their own education with low standards of literacy or numeracy, therefore a focus on the importance on access to education is limited or they are ill equipped to provide support to their child.</p>
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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>Attendance</p> <p>To provide enhanced support to families where attendance is a concern for vulnerable pupils, working in partnership and involving external agencies to offer further support.</p> <p>To provide carefully timetabled and well planned provision to support pupils at the start of each day, improving punctuality and then readiness to learn.</p>	<p>Attendance figures will improve with fewer pupils falling into the persistent absence category.</p> <p>Parents and carers will receive the support they need to ensure good attendance patterns and routines are established.</p> <p>Pupils will access planned provision at the start of the academy day such as sports nurture, sensory circuits and soft landings.</p>
<p>Complex pupil needs and wellbeing</p> <p>To ensure all pupils, including those most vulnerable, are ready to learn, regulated and emotionally supported to access the curriculum.</p>	<p>Pupils will be able to use the skills and knowledge they require to regulate their emotions with the support of skilled and experienced staff.</p> <p>Reduction in incidents where pupils are de regulated and thus not engaged in learning.</p>
<p>Language and vocabulary development</p> <p>To ensure that pupils develop age-appropriate speech, language and communication skills and that speech and language difficulties do not impact on a pupil's access to the curriculum.</p>	<p>Pupils requiring support are able to access provision in order to meet their needs through wave one classroom provision, individually and/or in small groups.</p> <p>Pupils will achieve key targets as part of their management plans.</p>
<p>Disadvantaged pupils</p> <p>To provide high-quality targeted catch-up in early reading and phonics, leading to a reduction in the disadvantaged reading gap across the academy.</p> <p>To provide high-quality targeted catch-up in maths and English -resulting in disadvantaged pupils accessing high quality wave 1 teaching.</p>	<p>Pupils will make accelerated progress from starting points and an increased proportion of pupils will achieve age related expectations in reading and phonics (GLD, reading age, phonic screening).</p> <p>Increased proportions of pupils will achieve age related outcomes at end of key stage expectations (KS1 and KS2 SATS).</p> <p>Curriculum planning will show progression in all areas with careful scaffolding and support so all pupils can access.</p>
<p>Wider opportunity</p>	<p>Disadvantaged pupils have access to a wide range of experiences that support the wider</p>

<p>To broaden the horizons of disadvantaged and vulnerable pupils and to ensure that all pupils have access to experiences that develop their cultural capital. Including enrichment such as music lessons.</p> <p>To ensure that every pupil at Robsack Wood has the uniform and equipment that they need to feel proud coming into the academy each day, and to have a clear sense of belonging at Robsack Wood.</p> <p>To ensure that transport is not a barrier to enable key disadvantaged pupils to attend sporting and enrichment events.</p>	<p>curriculum and enrichment activity offered to pupils.</p> <p>Pupil voice will support the development of personal plans for our disadvantaged pupils so they are able to select areas and activities of interest.</p> <p>Pupils will have all the required uniform equipment to attend a wide range of activities available to them, such as swimming, sports etc.</p>
<p>Parental reading support</p> <p>To provide support to parents and carers in engaging and promoting in reading at home with pupils.</p>	<p>Increase in pupils reading for pleasure and having access to high quality texts.</p> <p>Parents and carers will attend reading and phonics workshops and book clubs.</p> <p>Pupils will show an increase in achieving age related outcomes in reading and phonics.</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: £154,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide specialist support for staff to become reading experts.</p> <p>Expert reader programme across the Trust for teaching and support staff.</p> <p>Sounds write training for all new staff within EYFS and KS1 including intervention training, coaching and modelling for staff within KS2.</p> <p>Training for the Reading Champion in engaging parents and carers through book clubs and other reading interventions.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p> <p>7</p>
<p>Develop wave one teaching and learning support and strategies to support the needs of all pupils.</p> <p>Planning support from leadership team to ensure the curriculum is planned and taught well.</p> <p>Delivery of weekly high quality CPD sessions for staff.</p> <p>Coaching and mentoring for staff to ensure teaching is high quality and meeting the needs of the pupils. Modelling and team-teaching support for teachers in scaffolding, differentiation and engagement.</p>	<p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>7</p>
<p>Supporting pupils with complex needs</p>	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p> <p>3</p>

<p>Train staff within the safeguarding and inclusion team as mental health first aiders</p> <p>Therapeutic Thinking training with East Sussex County Council for three senior staff</p>		4
<p>To provide training for all staff in Word Aware to narrow the vocabulary gap between disadvantaged pupils and their peers.</p> <p>Launch the programme across the academy with the SALTA providing support to individual staff.</p>	Vocabulary is a strong predictor of academic and reading success (DCSF, 2008 from Biemiller, 2003)	5

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

Budgeted cost: £30,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide speech and language therapy to a caseload of pupils with significant speech, language and communication difficulties.</p> <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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<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>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2

<p>To address gaps in knowledge and understanding that disadvantaged pupils in particular will have developed during closure for Covid-19.</p> <p>To implement key interventions (e.g. Reading between the lines) in response to identified pupil need, and in particular to ensure that those vulnerable and disadvantaged pupils affected by Covid-19 closure are supported to catch up.</p>		
<p>To provide specialist Nurture provision to support children's inclusion and emotional needs in order for them to access the curriculum in a carefully planned way.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p> <p>4</p>
<p>To support pupils who struggled to reintegrate into the academy in September to developed the executive functioning skills that they need to manage in the classroom. This will be achieved through targeted group work and the continued provision of high-quality coaching to vulnerable pupils.</p> <p>To include sports nurture, sensory circuits and other mental health and well-being interventions.</p>	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p> <p>4</p>

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

Budgeted cost: £14,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To providing financial support for families in need through:</p> <p>Subsidised school trips and curriculum enrichment opportunities including resources.</p> <p>Provision of school uniform on an annual basis.</p> <p>Provision of magic breakfast to allow all pupils to access the bagel bar daily on arrival</p>	<p>https://www.magicbreakfast.com/thepower-of-a-healthy-free-school-breakfast</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>

Provision of a hardship fund for families in need and facing poverty.		
Attendance initiatives led by the Safeguarding team to support the pupils most at need.	The DfE published research to indicate the impact of poor attendance on attainment - Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)	1

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Pupil premium funding was utilised to support pupils in a wide range of ways throughout 2020-2021 through the Covid-19 pandemic and school closures. All vulnerable pupils received additional support throughout this period including DfE laptops, food parcels, hygiene kits and home visits.

Attendance during the various lockdowns remained a challenge. Many pupils were attending during this time and attendance for these pupils was in line with our expectations. Despite this, for pupils who were working remotely, attendance in online teaching sessions remained a challenge. The academy spent considerable time providing technical support for pupils and parents during home visits and this supported some access however families had many barriers which prevented pupils from attending these sessions.

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
Purple Mash	2Simple
Bug club	Active Learn
Language Link and Speech Link	Speech link Multimedia