# Pupil premium strategy statement

This statement details our school's use of pupil premium 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 | Robin Hood Juniors |
| Number of pupils in school | 358 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024-25; 2025-26; 2026-27 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Gary Kench/Emma Rix |
| Pupil premium lead | Gary Kench |
| Governor / Trustee lead | Donna Foster |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £116,530 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £116,530 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Robin Hood Juniors, we seek to create a safe, caring and happy environment in which all pupils can thrive personally, socially and academically. Our intention is that all pupils, irrespective of their background or the challenges they face, make better than average progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that goal, making decisions that are evidence-informed.

High quality teaching across the curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school. Implicit in our intended outcomes detailed below is the intention that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

We have implemented a school development plan which includes all teachers, teaching assistants and early career teaching mentoring. Our plan builds on the work undertaken in previous years and enables us to continue to improve our curriculum and practice. Time is given for collaborative team planning, teaching and monitoring thus sharing expertise and ensuring consistency and progression across the school.

We understand that some pupils face non-academic challenges to their success at school and provide support for children relating to attendance, behaviour and/or social and emotional needs so that they are ready to learn.

Although we understand that gaps in learning are usually best addressed through high quality classroom teaching, we recognise that additional targeted interventions are sometimes the most effective approach. Our use of interventions is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, observation and ongoing discussions between teaching staff and school leaders.

In addition, we recognise that disadvantaged pupils sometimes lack the experiences and opportunities afforded to their non-disadvantaged peers. We aim to provide opportunities for a range of enrichment activities throughout their time at our school.

We believe that having an effective partnership between parents/carers and the school is key to delivering the best outcomes for our pupils and seek to build and maintain positive relationships with all our families.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among some of our disadvantaged pupils. |
| 2 | Assessments and observations indicate that average attainment in reading amongst disadvantaged pupils is below that of non-disadvantaged pupils: this includes the number of children who start in Year 3 without having passed their phonics check. (Summer 2024 end of KS2 tests showed 60% against 84% at age-related expectation; 15% against 47% at greater depth.) |
| 3 | Assessments and observations indicate that average attainment in writing amongst disadvantaged pupils is below that of non-disadvantaged pupils. (Summer 2024 end of KS2 data showed 60% against 84% at age-related expectation; 10% against 20% at greater depth.) |
| 4 | Assessments and observations indicate that average attainment in maths amongst disadvantaged pupils is below that of non-disadvantaged pupils. (Summer 2024 data showed 70% against 91% at age-related expectation; 30% against 57% at greater depth.) |
| 5 | Observations and discussions with staff, pupils and families indicate many of our disadvantaged pupils continue to experience social and emotional barriers to learning. Referrals for support remain high. |
| 6 | Many of our disadvantaged pupils and families are not able to access the same range of enrichment opportunities particularly with regards sporting activities, the arts and cultural experiences. Cost of living pressures continue to make this a challenge for many families. |
| 7 | Some of our disadvantaged families are reluctant to engage with the school to work together to support their children's learning. This can be for many reasons including language barriers, the pressures of work and complex home situations. |
| 8 | Many of our disadvantaged pupils have multiple barriers to their learning (SEND, EAL, summer born, emotional needs, young carers, attendance). |

## 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 |
|---|---|
| Improved oral language skills amongst disadvantaged pupils with a focus on tier 2 and 3 vocabulary | Assessments, observations, work scrutinies and pupil voice indicate language skills for disadvantaged pupils at the same level as for non-disadvantaged peers. |
| Improved retention of key learning amongst disadvantaged pupils | Assessments, observations, work scrutinies and pupil voice indicate long-term recall of key learning for disadvantaged pupils at the same level as for non-disadvantaged peers. |
| Improved reading attainment/progress amongst disadvantaged pupils | Disadvantaged pupils to achieve at least national average progress scores in KS2 Reading; attainment for disadvantaged pupils to be at least in line with the national average. |
| Improved writing attainment/progress amongst disadvantaged pupils | Disadvantaged pupils to achieve at least national average progress scores in KS2 Writing; attainment for disadvantaged pupils to be at least in line with the national average. |
| Improved maths attainment/progress amongst disadvantaged pupils | Disadvantaged pupils to achieve at least national average progress scores in KS2 Maths; attainment for disadvantaged pupils to be at least in line with the national average. |
| To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils | Sustained high levels of wellbeing as shown by qualitative data from student voice, student and parent surveys and teacher observations; evidence of participation in a range of enrichment activities by the end of Year 6. |
| Improved engagement with the families of disadvantaged pupils. | Parent/Carer survey used to create defined aims; plan monitored and aims achieved. |

## 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: £45,479

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| National College Membership and other external CPD; ECT/NPQ support; school CPD and curriculum development programme | Providing high quality class teaching with a focus on mastery learning can lead to an additional 5 months' progress within an academic year. There is strong evidence that having a deep pedagogical knowledge and a clear command of core instructional skills related to each subject lead to improved learning.<br>What Works? Major & Higgins 2019<br>Effective Professional Development<br>Mastery Learning: EEF | 1, 2, 3, 4, 5, 8 |
| Embedding dialogic activities and oral language approaches across the curriculum | On average, oral language approaches have a high impact on pupil outcomes of up to 6 months' additional progress. Activities include explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of curriculum-focused dialogue and interaction.<br>Oral Language Interventions: EEF | 1, 2, 3, 4, 5 (evidence suggests a smaller impact in maths) |
| UPR group leading a review of pupil metacognition and self-regulation across all aspects of school life. | Metacognition and self-regulation strategies support our pupils to think about their own learning and choices more explicitly, by teaching them specific methods for planning, monitoring and evaluating the choices they could and do make. Research shows that this has a very high impact for very low cost (up to 7 months' additional progress).<br>Metacognition and Self-Regulation: EEF | 1, 2, 3, 4, 5, 6, 7, 8 (evidence shows the greatest impact in maths) |
| Purchase of standardised diagnostic assessments. | Standardised assessments can provide reliable insights into the specific strengths and weaknesses of each pupil | 1, 2, 3, 4, 5, 8 |

| | | |
|---|---|---|
| Training for staff to ensure assessments are administered and interpreted correctly.<br>Termly Pupil Progress Meetings to discuss assessments and next steps. | to help ensure they receive the correct additional support through interventions and/or teacher instruction.<br>Research shows that providing effective feedback at the right level of challenge can lead to up to 6 months' additional progress.<br>Individualised instruction, particularly in maths, can lead to up to 4 months' additional progress.<br><br>Feedback: EEF<br>Individualised Instruction: EEF | |
| Providing high quality provision in target curriculum areas: computing, music, art and swimming.<br><br>Providing digital technology platforms in maths, reading, spelling, geography, Spanish and computing. | As well as the obvious benefits of being able to communicate in another language, some research suggests it may lead to more progress in literacy (as a result of greater metalinguistic awareness) as well as intercultural competence.<br>Engaging in the arts can lead to up to 3 month's additional progress but it also has intrinsic value: it enhances cultural capital and can improve attitudes towards learning and wellbeing. There are established links between playing a musical instrument, spatial awareness, reading and reasoning skills.<br>Some studies suggest that being physically active can lead to up to 1 month's extra progress but it also teaches transferable skills: enhanced confidence, control, attention and focus; a sense of fairness and respect for others; improvements in collaborative learning.<br>Utilising digital technology platforms effectively can lead to up to 4 months' extra progress within an academic year.<br>These digital technologies also facilitate individualised instruction and effective home learning, which can lead to 4 and 5 months' additional progress respectively over a year.<br><br>Foreign Language Learning: EEF<br>Arts Participation: EEF<br>Physical Activity: EEF<br>Using Digital Technology to Improve Learning: EEF<br>Individualised Instruction: EEF<br>Homework: EEF | 1, 2, 3, 4, 5, 6, 7, 8 |

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

Budgeted cost: £41,916

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Maintenance of diagnostic tools and associated training to then identify gaps in learning and behavioural difficulties; create targets and provide practical strategies for groups and individuals. | Small group tuition can lead to up to 4 months' extra progress as long as the sessions are intensive, targeted with a clear focus. Research shows that teachers can have twice the impact of teaching assistants.<br>The explicit teaching of reading comprehension strategies can lead to up to 6 months' additional progress.<br>The average impact of targeted behaviour interventions is four additional months over the course of a year.<br>Small Group Tuition: EEF<br>Reading Comprehension Strategies: EEF<br>Behaviour Interventions: EEF | 1, 2, 3, 4, 5, 8 |
| Maintenance of Little Wandle Phonics Programme, resources and associated training for all staff. Phonics sessions targeted at pupils requiring extra support in years 3, 4, 5 and 6. | Research shows that developing a thorough understanding of phonics can lead to up to 5 extra months' progress for children up to the age of 10. Teachers can have twice the impact of other staff.<br>Phonics: EEF | 1, 2, 8 |
| SALT sessions targeted at pupils requiring extra support. | Having effective oracy skills (the ability to understand and articulate new thinking) can lead to up to 6 additional months' progress.<br>Oral Language Interventions: EEF | 1, 5, 8 |
| OT sessions targeted at pupils requiring extra support. | Physical development is related to other aspects of child development. There is a link between physical development and self-care, self-regulation and the brain's ability to manage complex tasks and achieve goals. There is also a link between physical development and handwriting.<br>Physical Development: EEF | 3, 5, 8 |

| | | |
|---|---|---|
| EAL sessions targeted at pupils requiring extra support (including Learning Village). | Although pupils generally learn more quickly and more effectively from their peers in a classroom setting, intensive, focused small group tuition can lead to up to 4 months' extra progress.<br>Small Group Tuition: EEF | 1, 2, 3, 4, 8 |
| Reading Dog sessions and reading book schemes targeted at pupils requiring extra support and confidence | Although the evidence base regarding the impact of reading to a dog is limited, it does suggest a beneficial effect on the enjoyment of reading, which in turn is a key factor in educational success. Therapy dogs can also reduce physiological symptoms of stress.<br>Review of Reading to Dogs<br>Pros and Cons of School Dogs<br>Research Evidence on Reading for Pleasure | 1, 2, 5, 8 |
| SNAP maths sessions/ precision teaching targeted at pupils requiring extra support. | Although pupils generally learn more quickly and more effectively from their peers in a classroom setting, intensive, focused small group tuition can lead to up to 4 months' extra progress.<br>Small Group Tuition: EEF | 4, 5, 8 |
| Before school/ lunchtime/after school provision, including the use of digital technology platforms, provided for pupils who might not access this at home. | Intensive, focused small group tuition can lead to up to 4 months' extra progress.<br>Individualised learning can lead to up to 4 extra months' progress. It develops independence and personal responsibility.<br>Small Group Tuition: EEF<br>Individualised Instruction: EEF<br>Using Digital Technology to Improve Learning: EEF | 1, 2, 3, 4, 7, 8 |
| Improve digital access for disadvantaged pupils both at school and at home by purchasing 30 additional Chromebooks. | Utilising digital technology platforms effectively can lead to up to 4 months' extra progress within an academic year.<br>These digital technologies also facilitate individualised instruction and effective home learning, which can lead to 4 and 5 months' additional progress respectively over a year.<br>Using Digital Technology to Improve Learning: EEF<br>Individualised Instruction: EEF<br>Homework: EEF | 1, 2, 3, 4, 7, 8 |

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

Budgeted cost: £29,135

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Supporting children's mental health: maintaining 3 trained wellbeing mentors and an inclusion mentor; providing training for 2 new wellbeing mentors; providing external play therapy support; support at lunchtimes; providing supervision sessions for mentors. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school (up to 4 months' extra progress) and in later life (in terms of life satisfaction and wellbeing, career success and good overall health)<br>Social and Emotional Learning: EEF | 5, 7, 8 |
| Funding places at Breakfast Club and After-School Club. | Research indicates that experiencing a session before the school day prepares pupils for learning by providing a routine before school starts. It is attending the session rather than just the breakfast itself, that makes the difference. It can lead to an additional 2 months' progress.<br>Similarly, the after-school club provides structured activities and the opportunities for physical activity as well as a suitable environment to complete homework. Completing homework can lead to 5 months' additional progress (although this is more noticeable in secondary school-aged pupils).<br>Magic Breakfast: EEF | 5, 6, 7, 8 |
| Providing disadvantaged children with enrichment activities: sporting and/or art clubs; school trips/workshops/visitors; library sessions; individual music lessons and choir; Year 6 residential trip. | Engagement in the arts can have a positive impact on academic outcomes (up to an additional 3 month's progress) although, at this stage, we consider arts engagement to be valuable in and of itself and that it helps broaden the children's life experience.<br>School trips link directly to curriculum areas and learning. They are an important part of the wider school experience regardless of any impact on academic outcomes.<br>Although there is insufficient evidence at present to link outdoor adventure learning and academic progress, there is a wider evidence base indicating that | 5, 6, 7, 8 |

| | | |
|---|---|---|
| | it can positively impact on pupil self-efficacy, motivation and teamwork.<br>Arts Participation: EEF<br>Physical Activity: EEF<br>Outdoor Learning: EEF | |
| Maintaining principles of good practice as set out in the DfE's Working Together to Improve School Attendance document | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br>Working Together to Improve School Attendance: DfE | 5, 7, 8 |
| Developing parental engagement opportunities in conjunction with our families by providing practical strategies to support learning at home; tailoring school communications to encourage positive dialogue about learning; offering more sustained and intensive support when needed. | There is an established link between the home learning environment and children's performance at school.<br><br>Effective parental engagement can lead to learning gains of 4 months over the course of a year.<br><br>Parental Engagement: EEF | 1, 2, 3, 4, 5, 7, 8 |
| Contingency fund for acute issues. | Based on our experiences, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified. | 5, 6, 7, 8 |

## Total budgeted cost: £116,530

# 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year drawing on national assessment data and our own internal summative and formative assessments.

Our in-school data shows that both disadvantaged and non-disadvantaged children have made greater than expected progress in reading and maths across the school. Our regular Pupil Progress meetings with staff indicate that progress in writing is at the expected rate for both groups.

As all groups of children have made similar rates of progress, the attainment of disadvantaged pupils remains lower than that of non-disadvantaged pupils.

The Little Wandle Phonics programme is now embedded across the school. Although it has mainly been targeted at pupils requiring extra support in year 3, it has also been used as required in years 4, 5 and 6. A SEND programme is in place to support individual pupils.

Our diagnostic assessment scheme is fully embedded, with children's progress being measured from their arrival in the school. Class teachers and leaders use the data to gain insights into the specific strengths and weaknesses of individual pupils and groups of pupils. The results generate specific, targeted interventions which are being used to address any gaps.

Pupil wellbeing and mental health needs have remained at a consistent level this year. Our assessments and observations indicate that the emotional support provided by the school makes a significant difference to the wellbeing, progress and attainment of the pupils receiving it. 98% of all children felt they had made progress throughout the year; 93% had become more independent in their learning and 90% reported growing in confidence. Maintaining and seeking to extend our provision of emotional support remains a high priority.

Our school has continued to welcome many families from other countries with over 36 languages now spoken. 57% of our pupils do not have English as their first language. Supporting these children effectively requires time and resources and this remains an area for future focus.

Analysis of our in-school data shows that, although the attendance of disadvantaged pupils is slightly lower than the school average, it is still in line with national targets for most pupils. We will continue to monitor the attendance of all pupils and work with our local authority attendance officer to support families using our contingency fund as required.

Our online professional development provider has been used by teaching assistants, class teachers, subject leaders, senior leaders and admin staff to ensure that all staff remained up-to-date with new initiatives. This year, weekly TA training sessions were introduced to help develop and widen their skill set. NPQs in senior leadership and headship have either been completed or are ongoing.

Our end of year pupil survey indicated that all of our disadvantaged children were able to access some enrichment opportunities over the year: 96% of all children acted or sang in a play or performance; 77% belonged to a club; 77% played a musical instrument; 94% saw a live show, concert or play; 99% learned on a school trip; 97% raised money for charity; 95% took on a responsibility in school.

This review completes the three-year cycle of our strategy which began in November 2021.

## 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 |
|---|---|
| Mathletics | 3P Learning |
| Readiwriter | 3P Learning |
| Accelerated Reader | Renaissance Learning |
| Times Tables Rockstars | Maths Circle Ltd |
| Power Maths | Pearson |
| Little Wandle | Wandle Learning Trust |
| Learning Village | Across Cultures |
| Spelling Shed | Education Shed Ltd |
| Digimaps | Edina |
| Purple Mash | 2Simple Ltd |
| Developing Experts | Developing Experts Ltd |
| Jigsaw PSHE | Jigsaw Education Ltd |