

Pupil Premium Strategy September 2017

Pupil Premium is the additional funding publicly funded schools in England receive to raise the attainment of disadvantaged pupils and close, where it occurs, the gap between them and their peers. For the financial year 2017- 2018 Robert Blair School has been allocated £161,620 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years and £1,900 for Children who are Looked After.

Our community is very diverse, with over 27 spoken in the school and 36 minority ethnic groups. We are determined that all our children make good or better progress enabling them to be fully prepared for secondary school and beyond. Attainment on entry is very low and many pupils join the school with few life experiences. In response, the school places a very high value on our children's well-being and their readiness for learning, along with a strong emphasis on the provision of an inspiring curriculum, rich in experiences to support increased cultural capital. The proportion of pupils eligible for free school meals is high with some families, including working families, falling in and out of eligibility. The school provides a heavily subsidised Breakfast and After School Club.

Many of our pupils face a number of potential barriers to learning including:

- Deprivation: - The school serves a community which reflects social and economic challenges.
- Social Care Needs: - A proportion of families have historically or currently been supported by Social Care. Many parents need support from school to help them to address their needs and to support their children's learning.
- Mental and social health and wellbeing needs: - Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.
- SEND and vulnerability: 39% of pupils have special educational needs, which is much higher than the national average. Many of these pupils are also eligible for pupil premium funding.

- Start Points: – Assessment on entry to the foundation stage show that some children have poorly developed communication skills, personal, social and emotional development. Attainment on entry is below developmental milestones for some of our children.
- Diversity – Many children are from minority ethnic families and speak English as an additional language. Some of these children, as well as those from white British backgrounds, need targeted support in order to diminish the difference with their peers in both progress and attainment.

The last inspection was carried out in June 2015 and gave the school keynotes on developing the school further. Since then, there have been significant changes in the leadership team. There is now a part-time SENCo & a full time Learning Mentor to support our children’s, and their families’, barriers to learning. The number of support staff has been increased to ensure that each cohort of children has additional adult support to increase all groups of pupils access to the curriculum and their opportunities to learn.

Desired outcomes	Success criteria
<ol style="list-style-type: none"> 1. Minimising the impact of barriers to learning and promoting cultural capital and oracy 2. The provision of an enriched curriculum which supports increased engagement and improved access to reading 3. The use of additional adult support to improve overall provision 4. Securing the progress of targeted learners 5. A robust and well thought out pastoral care offer across the entire school day, including support for new arrivals to the school 	<ul style="list-style-type: none"> ➤ Evidence of a wide range of cultural enrichment experiences and activities which have been thoughtfully woven into their thematic learning. ➤ Increased levels of engagement, improved levels of PSED and general school readiness. ➤ Improved behaviour across school evidenced through behaviour monitoring and EYFS indicators. ➤ Interventions evidence improved and/or accelerated progress. ➤ To continue to demonstrate a reduced gap between PP and non PP attainment in all phases. ➤ Accelerated progress for pupils below ARE. ➤ Improved reading outcomes across the school ➤ Improved attendance and punctuality figures. ➤ Higher uptake of subsidised Breakfast Club and After School Clubs. ➤ New arrivals are swiftly settled into routines and progress is sharply tracked.

Area of Support	Chosen action/approach	Expected Impact
<p>1. Minimising the impact of barriers to learning and promoting cultural capital and oracy</p> <p>2. The provision of an enriched curriculum which supports improved access to reading</p>	<ul style="list-style-type: none"> ➤ The provision of an enriched curriculum ➤ Recruitment of a full time learning Mentor ➤ Free and heavily subsidised whole school, class and group trips. ➤ An environmental tutor ➤ Specialist sports provision ➤ Progression to arts mark gold ➤ Full/heavily subsidised school journey. ➤ Increased pupil talk through quality first teaching & Philosophy for Children across key Stage 1. ➤ Increased profile of pupil voice through school council and network school council project. ➤ Development of school reading resources, including library, book corners and guided reading materials. ➤ Cultural ambassador role developed within healthy school lead. ➤ Subsidised support with educational visits and school uniform. ➤ Termly cycle of thematic displays fully participated in and celebrated. 	<ul style="list-style-type: none"> ➤ Educational visits & enrichment activities carefully considered and integrated as part of a thematic approach in planning monitored at phase and leadership level. ➤ Quality of enriched thematic approach will be reflected in the quality of childrens engagement, work, displays, interviews & surveys. ➤ Book and work scrutinies demonstrate increased quality, excitement and engagement in thematic learning enriched through educational visits and hands on learning. ➤ Increased engagement with curriculum through arts participation, outdoor learning and enrichment activities. ➤ Implementation of thematic learning closely monitored by Deputy Head and creative arts lead. ➤ Increased support for targeted groups and vulnerable families around engagement, attendance, behaviour and PSED.
	Budgeted cost	£ 68 400
<p>3. The use of additional adult support to improve overall provision</p>	<ul style="list-style-type: none"> ➤ CPD training ‘Maximising the impact of support staff’ for teachers and Support staff teacher to improve efficiency and effectiveness of interventions. ➤ Additional support in Year 6, specifically in Guided Reading to ensure that all pupils, including disadvantaged pupils, close the gap with ARE and that the gap between PP and NPP is broadly in line. 	<ul style="list-style-type: none"> ➤ Development of a new inclusion team & approach to improve targeted support to all groups. ➤ Class and group intervention to support PSED ➤ Increased capacity for pupil voice eg, raised profile of school council. ➤ Accelerated pupil progress for cohorts and targeted pupils.

4. Securing the progress of targeted learners

- Dedicated time for interim phase leaders to support teaching and learning within phase ensure sustained high outcomes for all pupil groups, including disadvantaged pupils.
- Recruitment of an experienced Part time SENDCo to lead Support staff to ensure all pupils, including disadvantaged pupils, close the gap with ARE and that the gap between PP and NPP is broadly in line.
- DHT increased contact time to support closing gap in UKS2, including disadvantaged pupils, to ensure the gap between PP and NPP is broadly in line.
- Pupil Prescription interventions for targeted pupils in Year 6 (based on pupil data and weekly teacher assessment).
- Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils.
- Deployment of support staff to intervene quickly to support any pupils causing concern or not making expected progress. including:
 - Targeted interventions for pupils with specific literacy difficulties and dyslexia in KS1 and KS2. Eg Toe by toe
 - Socially Speaking Groups in KS1 and KS2 where Social Communication difficulties impacting on learning in core subjects.
 - Literacy interventions for pupils with specific literacy difficulties and struggling to read.
 - Phonics Intervention for pupils who did not pass the national KS1 phonics test in Y1 and Y2.
 - Targeted intervention for pupils who struggle with reading and spelling.
- Intervention groups in Maths for pupils, including SEN pupils, who are struggling with basic number skills and EAL pupils who require more structured mathematical language support.

- Progress of PP & NPP pupils broadly in line with or exceeding that of other pupils.
- All teaching to be good or outstanding, with support provided for teachers through support staff in all classes to secure the best possible provision.
- Pupils reaching expected level at end of KS2 exceeds the combined attainment and is broadly in line with or better than progress measures in 2016-17. Aspirational target: school in top quartile for progress in Key stage 2.

	<ul style="list-style-type: none"> ➤ Targeted handwriting and spelling programmes for pupils with fine motor control difficulties and specific literacy difficulties including dyslexia. ➤ Booster Maths and Literacy in year 6. 	
	Budgeted Cost	£73 000
<p>5. A robust and well thought out pastoral care offer across the entire school day, including support for new arrivals to the school</p>	<ul style="list-style-type: none"> ➤ Extended day provision in improved and participation increased. ➤ Breakfast and afterschool club subsidised for PP pupils. ➤ Additional support from Engaging & Safeguarding Children in Education ➤ Learning Mentor to improve attendance and punctuality of vulnerable groups and individuals. ➤ Additional mid-day meal supervisors to support play. ➤ Art therapy for targeted children. ➤ Full time SEND support across all three phases groups. ➤ Specialist provision in clubs, including morning fitness and coaching sessions which include targeted children. ➤ Extended day provision is monitored in line with monitoring and evaluation schedule. ➤ Attendance and Punctuality are tracked half termly. ➤ Behaviour is robustly tracked. Data indicates positive impact of any targeted provision for cohorts and/or individuals as necessary. 	<ul style="list-style-type: none"> ➤ Improved quality of breakfast and afterschool club in line with the schools vision. ➤ Uptake of Breakfast Club and After School Club offer and improved ➤ Increased levels of support for targeted groups and vulnerable families around engagement, attendance, behaviour and PSED. ➤ Monitoring of extended day provision in line with the monitoring and evaluation schedule. ➤ Tracking of attendance and punctuality shows an upward trajectory and reduced absence and lateness. ➤ Increased engagement with curriculum through arts participation, outdoor learning and enrichment activities. ➤ Accelerated pupil progress for cohorts and targeted pupils. ➤ Progress of PP & NPP pupils broadly in line with or exceeding that of other pupils. ➤ Pupils reaching expected level at end of KS2 exceeds the combined attainment and is broadly in line with or better than progress measures in 2016-17. Aspirational target: school in top quartile for progress in Key stage 2.
	Budgeted Cost	£23 000
TOTALS	Pupil Premium £161 620 Additional School Supplement £2780	£164 400

Outcomes from 2016-17

Year 2

% of Pupil Premium Pupils meeting Age Related Expectations

2016-2017		Reading	Writing	Maths
	Pupil Premium	75%	81%	88%
	Non- Pupil Premium	56%	56%	56%
	Difference	+19%	+25%	+32%
2015-2017				
	Pupil Premium	47%	27%	60%
	Non- Pupil Premium	71%	57%	71%
	Difference	-24%	-30%	-11%

Year 6

% of Pupil Premium Pupils meeting Age Related Expectations

2016-2017		Reading	Writing	Maths
	Pupil Premium	67%	67%	78%
	Non- Pupil Premium	67%	67%	67%
	Difference	0%	0%	+11%
2015-2016	Pupil Premium	71%	81%	71%
	Non- Pupil Premium	n/a		
	Difference	(no non-EHCP children non-PP)		