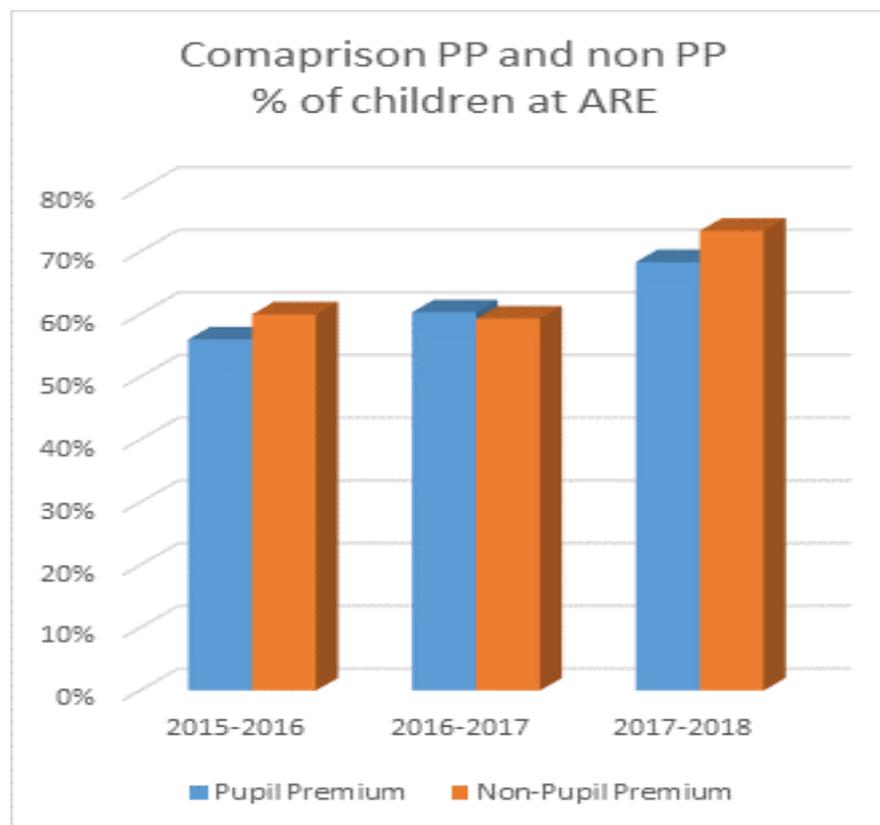


Pupil Premium Strategy 2018 - 19

Pupil Premium is the additional funding that 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 2018 – 2019 Robert Blair School has been allocated £140, 900 of 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.

Nestled just off the Caledonian Road between Kings Cross & Angel Islington our school reflects our community. It is diverse, with over 27 spoken in the school and 25 minority ethnic groups. The majority of our pupils have English as an additional language (51%). We are determined that all of our children make good or better progress, preparing them to be ready 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, providing rich 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.

Attainment & Progress measures for KS2	Pupils Eligible for Pupil Premium(at RB)	All Pupils (national average)
% attaining age related expectations in Reading, Writing & Maths combined	50% (Reading & writing 63% and Maths 50%)	64%
Progress measures from KS1 to end of KS2 in Reading	0.3	0.3
Progress measures from KS1 to end of KS2 in Writing	0.2	0.2
Progress measures from KS1 to end of KS2 in Mathematics	0.9	0.3



We are determined that all of our children make good or better progress to enable them to be ready for secondary school and beyond. We place a very high value on our children's wellbeing, as well as their attitudes and dispositions for learning. The school prides itself on the provision of a curriculum that is creative, inspiring and rich in experience.

Potential barriers to learning and progress:

- Deprivation: - Our school serves a community which reflects social and economic challenges.
- Social Care Needs: - A proportion of families have historically or are 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 (UK is 14.6%, Inner London 15.5%, Islington 18.7%). Many of these pupils are also eligible for Pupil Premium funding.
- Start Points: – Assessment on entry to the foundation stage shows that a significant number children have poorly developed communication skills, and personal, social and emotional development. Attainment on entry is well 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 schools. There is now a part-time SENDCo & 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 to support all groups of children's access to the curriculum improving their opportunities to learn.

Desired outcomes	Success criteria
<ol style="list-style-type: none"> 1. The provision of an enriched curriculum to support increased engagement and improved access to all areas of learning 2. Minimising the impact of barriers to learning through promoting cultural capital and oracy 3. The use of additional adult support to improve overall provision 4. To demonstrate a reduced gap between pupil premium and non pupil premium pupils' attainment and progress across the school 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 ➤ Children demonstrate good 'Habits of Mind' ➤ Increased levels of engagement demonstrable through attitudes and dispositions towards learning ➤ Each cohort can demonstrate a reduction in the gap between PP & NPP ➤ Improved learning behaviour across school evidenced through behaviour monitoring and EYFS indicators ➤ Interventions evidence improved and/or accelerated progress. ➤ Accelerated progress for pupils below ARE. ➤ Improved outcomes in reading, writing, maths & science across the school ➤ Improved attendance and punctuality figures ➤ Increased 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. A programme of enriched cross curricular provision which supports improved access to reading, writing, maths & Science.</p>	<ul style="list-style-type: none"> ➤ The provision of an enriched cross curriculum programme of work ➤ Recruitment of a full time Learning Mentor ➤ Free and heavily subsidised whole school, class and group trips. ➤ Specialist sports provision including breakfast and afterschool sports tuition. ➤ 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. ➤ Subsidised support with educational visits and school uniform. ➤ Development of school reading resources, including library, book corners and guided reading materials. ➤ Cultural Passport and ambassador role developed within healthy school lead. ➤ 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 children’s 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	£ 55 000
<p>3. The use of additional adult support to improve overall provision</p>	<ul style="list-style-type: none"> ➤ CPD training to further and embed ‘Maximising the impact of support staff’ to improve the efficiency and effectiveness of interventions. ➤ Additional support in Years 5 & 6, specifically in Guided Reading, Writing and Maths 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"> ➤ Embedding and further development of our inclusion team approach to improve targeted support to all groups. ➤ Class and group intervention to consider and support PSED ➤ Increased capacity for pupil voice eg, raised profile of school council. ➤ Accelerated progress for targeted groups and pupils.

<p>4. Securing the progress of targeted learners</p>	<ul style="list-style-type: none"> ➤ Dedicated time for phase leaders to support teaching and learning within phase ensure sustained high outcomes for all pupil groups, including disadvantaged pupils. ➤ DHT increased contact time to support closing gap in UKS2 (with particular note to boys' writing) and to ensure the gap between PP and NPP is broadly in line. ➤ Targeted interventions and support to accelerate progress of groups below ARE ➤ Deployment of support staff to intervene quickly to support any pupils causing concern or not making expected progress. including: <ul style="list-style-type: none"> -Targeted interventions for pupils with specific literacy difficulties and dyslexia in KS1 and KS2. E.g. Nessi, 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 SEND pupils, who are struggling with basic number skills and EAL pupils who require more structured mathematical language support. -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. 	<ul style="list-style-type: none"> ➤ Progress of PP pupils broadly in line with or exceeding that of other pupils. ➤ All teaching to be at least good, 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 better than progress measures in 2017-18. <p>Aspirational target: school in top quartile for progress in Key Stage 2.</p>
	<p>Budgeted Cost</p>	<p>£64 000</p>

<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 improved and participation increased. ➤ Breakfast and afterschool club subsidised for PP pupils. ➤ Additional support from Engaging & Safeguarding Children in Education ➤ Increased capacity of 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 (including 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. ➤ Improved uptake of Breakfast Club and After School Club offer ➤ Increased levels of support for targeted groups and vulnerable families around engagement, attendance, behaviour and PSED. ➤ Develop the tracking of extended day provision to align with the monitoring and evaluation schedule. ➤ Tracking of attendance and punctuality shows an upward trajectory and reduced absence and lateness. ➤ 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 2017-18. Aspirational target: school in top quartile for progress in Key Stage 2.
	Budgeted Cost	£23 000
TOTALS	Pupil Premium £140 900 Additional School Supplement £ 1 100	£142 000