

**Pupil Premium Strategy 2021 - 22**

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 £132, 940 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.

Sandwiched between the developing areas of Kings Cross & Angel Islington and in an industrial area off the Caledonian our school reflects the local community. It is diverse with over 30 different languages spoken in the school and more than 25 ethnic groups. Almost half our pupils have English as an additional language (48%). We are determined that all of our children make good or better progress, preparing them to be year 7 when they leave us. 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, their readiness for learning and their engagement with the curriculum on offer. A strong emphasis is placed on the provision of an inspiring curriculum, providing rich experiences to support high levels of engagement and build 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.



*School leaders promote equality of opportunity through the curriculum ...The curriculum is broad and balanced...Leaders have invested time in planning a curriculum that is highly engaging for pupils...They have thought very carefully about subjects and topics that will interest pupils... There is a strong focus on the arts and leaders ensure that pupils have opportunities to develop their creativity...The headteacher and her team have high expectations of their pupils....Pupils’ spiritual, moral, social and cultural development is promoted very well across all aspects of school life.*

**Ofsted May 2019**

## Outcomes 2021(Statutory Data 2019)

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 <b>91% in all subjects &amp; combined</b>	<b>84%</b> <b>Reading 85%, writing 84 % &amp; Maths 85%</b> (2018-Reading & writing 63% and Maths 50%)	<b>65%</b>
Progress measures from KS1 to end of KS2 in Reading <b>2.46</b>	<b>2.48</b> (-0.2)	
Progress measures from KS1 to end of KS2 in Writing <b>4.97</b>	<b>5.00</b> (1.2)	
<b>Progress measures from KS1 to end of KS2 in Mathematics</b> <b>1.47</b>	<b>1.48</b> (0.9)	

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, engaging, inspiring and rich in experience.



## Potential barriers to learning and progress:

- 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.
- SEND and vulnerability: 33% of pupils have special educational needs (UK is 14.6%, Inner London 15%, Islington 19%). Many of these pupils are also eligible for Pupil Premium funding.
- Deprivation: - Our school serves a diverse community which reflects the social and economic challenges of inner city London.
- 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.
- Social Care Needs: - A proportion of families have historically or are currently 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.

The recent Ofsted inspection carried out in May 2019 acknowledged the significant changes in the school, the quality of our curriculum and the high levels of engagement of pupils. We have worked hard together to drive quality professional development, be outward facing and work with our local community and outside agencies to improve to drive outcomes and address our children and their families’ barriers to learning. We have introduced an out of class teacher in KS2 to support pupil’s opportunities to engage effectively with the curriculum. There has been an increase in the number of support staff to ensure all groups of pupils have increased opportunities to access the curriculum, and to improve the quality of our provision and outcomes.

Desired outcomes	Success criteria
<ol style="list-style-type: none"> <li>1. <b>To further embed our enriched curriculum to increase engagement, improve access to all areas of learning and enhance opportunities for effective pupil engagement.</b></li> <li>2. <b>To further minimise the impact of barriers to learning through promoting cultural capital and developing a common language of learning</b></li> <li>3. <b>Further develop the use of additional adults to drive improved provision</b></li> <li>4. <b>To demonstrate a reduced gap between pupil premium and non pupil premium pupils' attainment and progress across the school</b></li> <li>5. <b>A robust and well thought out pastoral care offer across the entire school day, including support for new arrivals to the school</b></li> </ol>	<ul style="list-style-type: none"> <li>➤ Evidence of a wide range of cultural enrichment experiences and activities which have been thoughtfully woven into their thematic learning</li> <li>➤ Interventions evidence improved and/or accelerated progress.</li> <li>➤ Accelerated progress for all pupils</li> <li>➤ Increased levels of engagement demonstrable through attitudes and dispositions towards learning</li> <li>➤ Children demonstrate good 'Habits of Mind'</li> <li>➤ Each cohort can demonstrate a reduction in the gap between PP &amp; NPP</li> <li>➤ Improved learning behaviour across school evidenced through behaviour monitoring and EYFS indicators</li> <li>➤ Improved outcomes in reading, writing, maths &amp; science across the school</li> <li>➤ Improved attendance and punctuality figures</li> <li>➤ New arrivals are swiftly settled into routines and progress is sharply tracked</li> </ul>

Area of Support	Chosen action/approach	Expected Impact
<p><b>1.</b> <b>Minimising the impact of barriers to learning and promoting cultural capital and a common language of learning ‘habits of mind’</b></p> <p><b>2.</b> <b>A programme of enriched cross curricular provision which supports improved access to reading, writing, maths &amp; Science.</b></p>	<ul style="list-style-type: none"> <li>➤ The provision of an enriched cross curriculum programme of work</li> <li>➤ Free and heavily subsidised whole school, class and group trips including full/heavily subsidised school journey.</li> <li>➤ Increased pupil talk through quality first teaching &amp; embedding of ‘Habits of Mind’.</li> <li>➤ Increased profile of pupil voice through school council including outward facing network school council projects.</li> <li>➤ Subsidised support with educational visits</li> <li>➤ Subsidised support with school uniform.</li> <li>➤ Development of school reading resources, including library, book corners and guided reading materials.</li> <li>➤ Cultural Passport and ambassador role developed within healthy schools Team</li> <li>➤ Embedding of ‘mindful’ behaviour across the school.</li> <li>➤ Termly cycle of thematic displays fully participated in and celebrated.</li> <li>➤ Whole school ‘do something different days’ promoted diversity and engaging with local and global awareness raising events and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further development and driving of thematic learning by Deputy Head &amp; Arts Leads.</li> <li>➤ Educational visits &amp; enrichment activities carefully considered and integrated as part of a thematic approach in planning monitored at phase and leadership level.</li> <li>➤ Quality of enriched thematic approach will be reflected in the quality of children’s engagement, work, displays, interviews &amp; surveys.</li> <li>➤ Book and work scrutiny demonstrated improved outcomes, quality, excitement and engagement in thematic learning enriched through educational visits and hands on learning.</li> <li>➤ Increased engagement with curriculum through outdoor learning, enrichment activities and arts outcomes.</li> <li>➤ Increased support for targeted groups, individuals and vulnerable families promoting engagement, improved learning behaviours, improved attendance &amp; PSED.</li> <li>➤ Improved outcomes for Pupil premium and disaffected pupils and families, in particular those</li> </ul>

	Budgeted cost	£49 000
<p><b>3.</b> <b>The use of additional adult support to improve overall provision</b></p> <p><b>4. Securing the progress of targeted learners</b></p>	<ul style="list-style-type: none"> <li>➤ CPD training to further and embed 'Maximising the impact of support staff' to improve the efficiency and effectiveness of interventions.</li> <li>➤ Additional support in Years 5 &amp; 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.</li> <li>➤ 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"> <li>➤ Dedicated time for phase leaders to support teaching and learning within phase ensure sustained high outcomes for all pupil groups, including disadvantaged pupils.</li> <li>➤ DHT increased contact time to support closing gap in UKS2 to ensure the gap between PP and NPP is broadly in line.</li> <li>➤ Targeted interventions and support to accelerate progress of groups below ARE</li> <li>➤ 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.</li> <li>➤ Targeted handwriting and spelling programmes for pupils with fine motor control difficulties and specific literacy difficulties including dyslexia.</li> <li>➤ Targeted interventions for pupils with specific literacy difficulties and dyslexia in KS1 and KS2</li> <li>➤ Socially Speaking Groups in KS1 and KS2 where social communication difficulties impacting on learning in core subjects.</li> <li>➤ Short term focused booster classes across KS2 to target pupils below ARE</li> <li>➤ Literacy interventions for pupils with specific literacy difficulties and struggling to read with meaning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Aspirational target: school in top quartile for progress in Key Stage 2.</li> <li>➤ Increased capacity for pupil voice eg, raised profile of school council.</li> <li>➤ Accelerated progress for targeted groups and pupils.</li> <li>➤ Progress of PP pupils broadly in line with or exceeding that of other pupils.</li> <li>➤ Embedding and further development of our inclusion team approach to improve targeted support to all groups.</li> <li>➤ Class and group intervention to consider and support PSED</li> <li>➤ All teaching to be at least good, support staff in all classes to secure the best possible provision.</li> <li>➤ 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.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Phonics Intervention &amp; Rec &amp; for pupils who did not pass the national KS1 phonics test in Y1 and Y2.</li> <li>➤ targeted intervention for pupils who need support with reading and spelling.</li> </ul>	
	<b>Budgeted Cost</b>	<b>£62 000</b>
<p><b>5.</b> <b>A robust and well thought out pastoral care offer across the entire school day, including support for new arrivals to the school.</b></p>	<ul style="list-style-type: none"> <li>➤ Extended day provision improved and participation increased.</li> <li>➤ Breakfast and afterschool club subsidised for PP pupils.</li> <li>➤ Additional support from Engaging &amp; Safeguarding Children in Education</li> <li>➤ Increased capacity of Learning Mentor to improve attendance and punctuality of vulnerable groups and individuals.</li> <li>➤ Additional mid-day meal supervisors to support play.</li> <li>➤ Art therapy for targeted children.</li> <li>➤ Full time SEND support across all three phases groups.</li> <li>➤ Specialist provision in clubs, including morning fitness and coaching sessions (including targeted children)</li> <li>➤ Extended day provision is monitored in line with monitoring and evaluation schedule.</li> <li>➤ Attendance and punctuality are tracked half termly.</li> <li>➤ Behaviour is robustly tracked. Data indicates positive impact of any targeted provision for cohorts and/or individuals as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improved quality of breakfast and afterschool club in line with the schools vision.</li> <li>➤ Improved uptake of Breakfast Club and After School Club offer</li> <li>➤ Increased levels of support for targeted groups and vulnerable families around engagement, attendance, behaviour and PSED.</li> <li>➤ Develop the tracking of extended day provision to align with the monitoring and evaluation schedule.</li> <li>➤ Tracking of attendance and punctuality shows an upward trajectory and reduced absence and lateness.</li> <li>➤ Accelerated pupil progress for cohorts and targeted pupils.</li> <li>➤ Progress of PP &amp; NPP pupils broadly in line with or exceeding that of other pupils.</li> <li>➤ Pupils reaching expected level at end of KS2 exceeds the combined attainment and is broadly in line with or better than progress measures in 2021-22. Aspirational target: school in top quartile for progress in Key Stage 2.</li> </ul>
	<b>Budgeted Cost</b>	<b>£23 000</b>
<b>TOTALS</b>	<b>Pupil Premium     £131 830</b> <b>Additional School Supplement     £ 1 170</b>	<b>£133 000</b>