

**REVIEW 2023**

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

**School overview**

Detail	Data
School name	Robert School & Childrens Centre
Number of pupils in school	<b>227</b>
Proportion (%) of pupil premium eligible pupils	<b>48%</b>
Academic years that our current pupil premium plan covers	2 years 2022/23 to <b>2023/24</b>
Date this statement was published	5 November 2022
Date on which it was reviewed	6 December 2023
Statement authorised by	Michelle Bahn
Pupil Premium Lead	Janet Coulburne (Sept 2022-Dec 2023)
Governor / Trustee lead	Paul Convery

**Funding overview**

Detail – 2022 2023 Amount	Detail – 2022 2023 Amount
Pupil premium funding allocation this academic year	£126, 700
Recovery premium funding allocation this academic year	£13 050
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£139 750
Detail – 2023 2024	Amount
Pupil premium funding allocation this academic year	<b>£126, 205</b>
Recovery premium funding allocation this academic year	<b>£0</b>
Pupil premium funding carried forward from previous years	<b>£12, 470</b>
Total budget for this academic year	<b>£138, 675</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

We want our children to make accelerated progress so that they leave primary school with a strong 'tool-kit' of skills which ensures their success in secondary school and beyond. This 'tool-kit' is in regard to their achievement in core subjects and the wider curriculum, as well as their personal resilience and sense of self.

Our PP numbers are high. Our school and wider community face many social and economic challenges. Islington has the 4th highest child poverty figures in the country. The average PP figure for cohorts leaving our Year 6 is 65%. Mobility is a key feature of the school.

Our Pupil Premium strategy aims are centred in ensuring quality first teaching through consistent and well embedded whole school systems and routines; a rich curriculum with a priority on Personal Social and Emotional Development and which broadens pupils' cultural capital; oracy and vocabulary development from relatively low starting points; good levels of attendance and punctuality and support for pupils who experience high mobility.

Our PP strategy plan prioritises pastoral provision across an extended day offer; targeted interventions for children demonstrating challenges around their behaviour and/or wellbeing; targeted tutoring which supports accelerated progress.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations demonstrate low oral language skills and vocabulary gaps among many disadvantaged pupils. This is across all year groups.
2	Assessments suggest that disadvantaged pupils have greater difficulties with phonics and early reading skills than their peers. This impact negatively on their development as readers.
3	Assessment data from Spring & Summer 2021 indicates that the education and wellbeing of many of our disadvantaged pupils have been impacted. It has been acknowledged widely that the impact of the pandemic on disadvantaged families has been disproportionate compared to families not in disadvantage. Our tracking shows that many children in disadvantage did not engage effectively with remote learning and therefore are not achieving at their expected levels. This is most evident in maths outcomes at KS2.
4	Our attendance data and persistent absentee figures are challenging and have worsened since the pandemic. Absenteeism is negatively impacting disadvantaged pupils' progress.

5	The school has a high case load of Early Help, SEND and families in need of pastoral and welfare support involvement. Many of these are children and families in disadvantage.
6	Many of our pupils in disadvantage have very little wider cultural experience despite living in the capital & within the heart of the knowledge quarter <a href="https://www.knowledgequarter.london/">https://www.knowledgequarter.london/</a>

## 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 and vocabulary among disadvantaged pupils	Improved oral language and vocabulary is evident in work scrutiny, lesson observations and interactions between pupil and pupils and pupils and staff.
Improved phonics attainment among disadvantage pupils	Tracking and assessment demonstrate no gap between attainment for disadvantaged pupils and their peers in KS1 and LK2 where appropriate.
Improved reading and maths attainment among disadvantaged pupils at the end of KS2	Minimal or no gap between attainment in Reading and Maths for disadvantaged pupils compared to non-disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained improved attendance and numbers of persistent absentees can be demonstrated with a reduced gap between disadvantaged pupils and non-disadvantaged pupils.
To maintain a high quality of pastoral provision across the school	High standards in behaviour and attitudes, as well as personal development. Behaviour management is effective and strongly rooted in trauma informed practice. Pupil, staff and parent feedback reflects high levels of wellbeing.
All pupils, many of whom are pupils in disadvantage will experience a rich curriculum offer to support the development of cultural capital.	Planning, work scrutiny and displays reflect a rich curriculum offer. High uptake of enrichment activity which is a central feature to children's learning experience and the curriculum offer

## 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: £ 52 000**

Activity	Evidence that supports this approach	Challenge number addressed
Purchase of standardised resources, including diagnostic assessments. Training to ensure that resources, including assessments, are planned for, administered, evaluated and analysed correctly	Standardised and diagnostic tests such as NFER and Benchmark for Reading give insights into strengths and areas for development for individual pupils. <a href="https://www.nfer.ac.uk/for-schools/products-and-services/nfer-tests/">https://www.nfer.ac.uk/for-schools/products-and-services/nfer-tests/</a> <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a> <a href="https://www.testbase.co.uk/">https://www.testbase.co.uk/</a>	2 & 3
Enhanced adult: pupil ratio in Reception cohort. Classes with a class teacher, an experienced EYE and SEND support	Our data has demonstrated impact over the last 3 years (up to 2019) in closing the gap between PP children and non PP children	1, 2 & 3
Early Years Speech and Language support	Oral language interventions have strong evidence of impact on language and oracy development. Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF	1
Purchase of & training of Read, Write Ink.	Base for the impact of a robust phonics approach across the school, in particular for pupils in disadvantage.	2
Enhance 'effective teaching' and increased engagement with families to increase pupil engagement, improved engagement, learning habits, dispositions and levels of independence. <a href="https://www.habitsofmindinstitute.org/">https://www.habitsofmindinstitute.org/</a>	Improvements in oracy and sense of self and general wellbeing are noted in attitudes and dispositions, levels of engagement; in particular the impact on students with low oracy and reading skills	1,3,4 & 5
Enhanced maths teaching and curriculum planning in line with EfE and Eef guidance <a href="https://www.gov.uk/guidance/mathematics-guidance-key-stages-1-and-2">Mathematics guidance: key stages 1 and 2 - GOV.UK</a>	The DfE non statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics.	3

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

**Budgeted cost: £ 28 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted school led tutoring in Yr 6 in Maths and Reading	Individual targeted tuition targeted at identified knowledge gaps can be an effective method to support children to make accelerated progress. <a href="https://thirdspacelearning.com/">https://thirdspacelearning.com/</a>	3
Additional phonics interventions targeted at disadvantaged pupils who require extra support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="https://www.ruthmiskin.com/programmes/phonics/">https://www.ruthmiskin.com/programmes/phonics/</a> Trained and familiar adults, through a targeted phonics programme- individual and small group, additional to the daily class programme has a positive impact on deepening pupils knowledge and understanding.	2
School Led Tutoring across KS 1 & 2.	Individual targeted tuition aimed at identified knowledge gaps can be an effective method to support children to make accelerated progress.	1, 2 7 3

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

**Budgeted cost: £ 60, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma informed practice	Evidence shows that staff become more attuned to pupils and curious about behaviour; improvements in staff: pupil interactions; improved regulation and ability of staff to self-regulate and respond to situations empathetically; pupils' ability to reflect on their emotions and become better able to self-regulate. <a href="https://www.islingtoncs.org/itips">https://www.islingtoncs.org/itips</a>	4 & 5
Whole school Training on Trauma Informed Practice	Research has identified that the framework of mental health and resilience practice in schools effectively supports pupils mental health and resilience. Evidence shows children are happier, make friends, sustain relationships, are aware of others, face problems and setback, enjoy their play and leisure time and most importantly for schools LEARN BETTER	4, 5 & 6

	<a href="https://vai.org.uk/wp-content/uploads/2022/06/Islingtons-Trauma-Informed-Practice_Community-Project-2022.pdf">https://vai.org.uk/wp-content/uploads/2022/06/Islingtons-Trauma-Informed-Practice_Community-Project-2022.pdf</a>	
Fully staffed, well trained Pastoral Care Team to support wellbeing of targeted pupils and the behaviour and personal development across the school	Targeted and universal approaches can have positive overall effects. Behaviour interventions   EEF (educationendowmentfoundation.org.uk)	4, 5 & 6
Breakfast programme free to PP and disadvantaged pupils. Including universal free breakfast at the start of the school day.	Case studies have demonstrated the positive impact our breakfast club has provided in ensuring good punctuality and attendance and a positive start to the day, ready for learning.	4 & 6
Develop an outward facing inclusion hub in the local area to share good practice around attendance, pupils learning behaviours and pupil & families attitudes and dispositions towards school (attendance) to improve outcomes.	<p>Good practice shared amongst schools to drive consistency, including a common/collective understanding supports families and communication between schools to drive improved outcomes.</p> <p>Research has shown, during times of collective purpose leads to collective teacher efficacy. Schools acting as stewards of <i>collective</i> purpose: the shared understanding of, belief in, and pursuit of communal values and goals improves outcomes.</p> <p><a href="https://globalonlineacademy.org/insights/articles/the-power-of-collective-purpose-in-schools">https://globalonlineacademy.org/insights/articles/the-power-of-collective-purpose-in-schools</a></p>	6

**Total budgeted cost: £ 139, 000**

## Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year

### Outcomes for disadvantaged pupils

Our strategy for 22/23 to 23/34 builds on an approach that we are confident has impact in our school community.

Our last inspection report noted that we “are a highly inclusive school. Pupils’ behaviour is good. Pupils are extremely proud of their school and enjoy being there. They benefit from attentive pastoral care from the minute they join the school.”

Enrichment opportunities are provided by the school with no cost barriers to families, ensuring that all pupils have the opportunity to take part.

Our pastoral care team know pupils well and help to ensure that they get the support they need. Outcomes across the school for 2023 were good; broadly at least in line or above local and national levels.

Progress measures between KS1 and KS2 are broadly positive and reflect the key areas focused on for support needed for our pupil premium pupils to reach their potential.

## School Data Summer 2023

KEY				
Well Below National	Below National	Broadly National	Above National	Well-Above National

EYFS AND YEAR 1 2023						
Criteria & National	No.	Well Below	Below	Broadly National	Above	Well Above
EYFS – GLD (67%)	29	Below 50%	60%	63% - 71%	72% - 84%	85%+
Phonics Yr 1 (80%)	28	Below 62%	75%	76% - 84%	85% - 94%	95%+

YEAR 2 2023 ATTAINMENT: EXPECTED						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Percentage Meeting Expected Standard <b>68% Indicative National</b>						
READING	28	Below 50%	50% - 63%	64% - 72%	86%	85%+
WRITING - Percentage Meeting Expected Standard <b>59% Indicative National</b>						
WRITING	28	Below 40%	40% - 54%	55% - 63%	64% - 74%	82%
MATHEMATICS - Percentage Meeting Expected Standard <b>70% Indicative National</b>						
MATHEMATICS	28	Below 50%	50% - 63%	66% - 74%	82%	96%
COMBINED: Reading, Writing and Mathematics: <b>55% Indicative National</b>						
COMBINED RWM	28	Below 35%	35% - 50%	51% - 59%	60% - 70%	74%

YEAR 2 2023 ATTAINMENT: GREATER DEPTH (GDS)						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Greater Depth/High Standard: <b>18% Indicative National</b>						
READING	28	Below 5%	5% - 14%	15% - 22%	30%	
WRITING - Greater Depth/High Standard: <b>8% Indicative National</b>						
WRITING	28	0%	1% - 5%	6% - 10%	19%	21%+
MATHEMATICS - Greater Depth/High Standard: <b>16% Indicative National</b>						
MATHEMATICS	28	Below 4%	4% - 11%	13% - 19%	22%	30%+
COMBINED: Reading, Writing and Mathematics: <b>6% Indicative National</b>						
COMBINED	28	0%	1% - 3%	4% - 8%	11.1%	16%+

YEAR 4 MULTIPLICATION CHECK 2023						
Y4 MULTIPLICATION	No.	Well Below	Below	Broadly National	Above	Well Above
MEAN/AVERAGE SCORE: 20.4 National						
MEAN SCORE	25	Below 17	17.0 - 19.4	21.1	21.5 - 22.9	23.0+
FULL MARKS: 31% National						
25 MARKS (%)	25	Below 15%	15% - 27%	32%	35% - 49%	50%+

YEAR 6 ATTAINMENT SUMMER 2023: EXPECTED						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Percentage Meeting Expected National Standard 73% National						
READING	25	Below 60%	60% - 68%	69% - 77%	84%	90%+
WRITING - Percentage Meeting Expected National Standard 71% National						
WRITING	25	Below 55%	55% - 66%	67% - 75%	76%	87% +
MATHEMATICS - Percentage Meeting Expected National Standard 73% National						
MATHEMATICS	25	Below 53%	68%	69% - 77%	78% - 88%	89%+
GPS - Percentage Meeting Expected National Standard 72% National						
GPS	25	Below 56%	56% - 67%	68% - 76%	80%	88%+
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 59% National						
COMBINED	25	Below 44%	44% - 54%	55% - 63%	68%	75%+

YEAR 6 ATTAINMENT: GREATER DEPTH 2022 (GDS)						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Greater Depth/High Standard: 28% National						
READING	25	Below 10%	16%	24% - 32%	33% - 44%	45%+
WRITING - Greater Depth/High Standard: 13% National						
WRITING	25	0%	1% - 9%	10% - 16%	24%	30%+
MATHEMATICS - Greater Depth/High Standard: 22% National						
MATHEMATICS	25	Below 5%	6% - 17%	24%	27% - 39%	40%+
GPS - Greater Depth/High Standard: 28% National						
GPS	25	Below 10%	10% - 23%	28%	33% - 44%	45%+
COMBINED - Greater Depth/High Standard: 7% National						
COMBINED	25	0%	1% - 4%	5% - 9%	10% - 19%	20%+

ROBERT BLAIR PRIMARY SCHOOL PERFORMANCE DATA (LAST 3 PUBLISHED YEARS)															
2023: 67% nat	2019	2022	2023	(2023 National 80%)	2019	2022	2023	YEAR 4 MULTIPLICATION	2021	2022	2023				
EYFS (GLD)	68%	66%	60%	YEAR 1 PHONICS	80%	92%	75%			74%	84%				
Subject (% Nat.)	READING (68%/18%)			WRITING (59%/8%)			MATHEMATICS (70%/16%)			COMBINED RWM (55%/6%)			SCIENCE (83%)		
KS1	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Expected	81%	76%	86%	81%	69%	82%	76%	72%	82%	76%	69%	74%	81%	69%	76%
GDS	29%	17%	48%	19%	10%	19%	33%	21%	41%	14%	10%	11.1%			
Subject (% Nat.)	READING (73%/28%)			WRITING (71%/13%)			MATHEMATICS (73%/22%)			COMBINED RWM (59%/7%)			GPS (72%/28%)		
KS2	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Expected	91%	77%	84%	91%	69%	76%	91%	69%	68%	91%	69%	68%	91%	62%	80%
GDS	27%	15%	16%	50%	12%	24%	14%	15%	24%	14%	4%	0%	45%	7%	28%
KS1 - KS2 PROGRESS	READING			WRITING			MATHEMATICS			AVERAGE SCALE SCORES	READING		103.5	103.7	
	2019	2022	2023	2019	2022	2023	2019	2022	2023	MATHS		102	103		
	+2.46	-0.8	-2.1	+4.97	+0.8	+1.5	+1.47	-0.6	-0.1	GPS		101	104.9		