Pupil Premium Strategy Statement 2024 -2027

Reviewed October 2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Robert Blair School
Number of pupils in school (Rec - yr6)	**176** **171**
Proportion (%) of pupil premium eligible pupils	**48%** **51%**
Academic years that our current pupil premium plan covers	3 years 2024/5 to 2026/7
Date this statement was published	Autumn 2024
Date on which it was reviewed	**October 2026**
Statement authorised by	**Lisa Horton**
Pupil Premium Lead	**Sara Liney**
Governor lead	Paul Convery

Funding overview

Detail – 2024 2025	
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 – 2025 2026	**Amount**
Pupil premium funding allocation this academic year	£121,200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£121,200

Detail – 2026- 2027	Amount
Pupil premium funding allocation this academic year	**£128,650**
Pupil premium funding carried forward from previous years	**£0**
Total budget for this academic year	**£128,650**

Part A: Pupil Premim 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 and well above national levels. Our school and wider community face many social and economic challenges. Islington has the 4th highest child poverty figures in the country.

Our Pupil Premium strategy aims are centred in ensuring quality first teaching through consistent and well embedded whole school systems and routines. We continue to refine and embed The Robert Blair Way, implementing research informed approaches rooted in Rosenshine's Principles. We provide 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 effective, well-trained teachers and support staff who are highly attuned to pupils and able to support their self-regulation and growing independence. We invest in high support staff provision and 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	Our attendance data and persistent absentee figures are challenging and stubborn to improve
4	The school has a high case load of Early Help, SEND and families in need of pastoral and welfare support involvement; this figure is above local levels. Many of these are children and families in disadvantage.

5	Many of our pupils in disadvantage have very little wider cultural experience despite living in the capital & within the heart of the knowledge quarter https://www.knowledgequarter.london/

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: £ 50 000

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. https://www.nfer.ac.uk/for-schools/products-and-services/nfer-tests/ https://educationendowmentfoundation.org.uk/ https://www.testbase.co.uk/	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. https://www.habitsofmindinstitute.org/	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 DfE and EEF guidance Mathematics guidance: key stages 1 and 2 - GOV.UK	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: £ *25 400*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted school led tutoring in Yr 6 in Maths, Writing and Reading	Individual targeted tuition targeted at identified knowledge gaps can be an effective method to support children to make accelerated progress.	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. https://www.ruthmiskin.com/programmes/phonics/ 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

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

Budgeted cost: £53*, 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. https://www.islingtoncs.org/itips	4 & 5
Non class-based Pastoral and Welfare Manager who leads on safeguarding, behaviour and attendance	Targeted and universal approaches can have positive overall effects. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4, 5 & 6

Total budgeted cost: £ *128, 400*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for July 2026 in Year 6 demonstrate a much-improved picture for the impact of the Pupil Premium strategy versus outcomes in 2025.

Children in disadvantage attained **above 'national disadvantage'** in Reading, Writing and Combined, and **well above for maths**.

At Greater Depth however, impact is not evident, as outcomes are below for Reading, well below for writing and combined and broadly in line the national disadvantage for maths.

The Learning Improvement Plan for 26-27 prioritises improvements in outcomes for all children at Greater Depth.

EYFS AND YEAR 1 2026						
Criteria & National	No.	Well Below	Below	Broadly National	Above	Well Above
EYFS – GLD (72%)	19	Below 55%	**63%**	68% - 76%	77% - 89%	90%+
Phonics Yr 1 (82%)	26	Below 65%	65% -77%	78% - 86%	**92%**	95%+

YEAR 6 ATTAINMENT SUMMER 2026: EXPECTED						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Percentage Meeting Expected National Standard 75% National						
READING	26	Below 60%	**69%**	70 - 80%	80% - 89%	90%+
WRITING - Percentage Meeting Expected National Standard 73% National						
WRITING	26	Below 55%	**65%**	69% - 77%	78% - 89%	90%+
MATHEMATICS - Percentage Meeting Expected National Standard 75% National						
MATHEMATICS	26	Below 55%	55% - 70%	**73%**	80% - 89%	90%+
GPS - Percentage Meeting Expected National Standard 74% National						
EGPS	26	Below 55%	55% - 69%	**73%**	79% – 89%	90%+
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 63% National						
COMBINED	26	Below 45%	45% - 58%	**62%**	68% - 79%	80%+

YEAR 6 ATTAINMENT: GREATER DEPTH 2026 (GDS)						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Greater Depth/High Standard: 34% National						
READING	26	Below 15%	**15%**	30% - 38%	39% - 49%	50%+
WRITING - Greater Depth/High Standard: 14% National						
WRITING	26	0%	**8%**	10% -18%	19% -29%	30%+
MATHEMATICS - Greater Depth/High Standard: 27% National						
MATHEMATICS	26	Below 10%	**15%**	23% - 31%	32% -44%	45%+
GPS - Greater Depth/High Standard: 31% National						
EGPS	26	Below 15%	15% - 26%	**31%**	36% - 45%	46%+
COMBINED - Greater Depth/High Standard: 9% National						
COMBINED	26	0%	**4%**	6% - 12%	13% - 19%	20%+

KEY STAGE 2 DISADVANTAGED						
SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Percentage Meeting Expected National Standard 64% National						
READING	18	Below 45%	45% -57%	58% - 66%	**67%**	80%+
WRITING - Percentage Meeting Expected National Standard 60% National						
WRITING	18	Below 36%	36% - 53%	54% -62%	**72%**	76%+
MATHEMATICS - Percentage Meeting Expected National Standard 61% National						
MATHEMATICS	18	Below 40%	40% - 55%	56% -63%	64% -75%	**78%**
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 48% National						

COMBINED	**18**	Below 30%	30% - 41%	45% - 52%	**67%**	70%+ TBC

KEY STAGE 2 DISADVANTAGED (GDS)						
SUBJECT	**No.**	**Well Below**	**Below**	**Broadly National**	**Above**	**Well Above**
READING - Greater Depth/High Standard: 19% National						
READING	**18**	Below 9%	**11%**	18% - 24%	25% - 34%	35%
WRITING - Greater Depth/High Standard: 7% National						
WRITING	**18**	**0%**	3% - 4%	5% - 9%	10% - 19%	20%+
MATHEMATICS - Greater Depth/High Standard: 15% National						
MATHEMATICS	**18**	Below 5%	6% - 11%	**17%**	19 - 30%	30%+
COMBINED - Greater Depth/High Standard: 4% National						
COMBINED	**18**	**0%**	1% - 3%	4% - 6%	7% - 14%	15%+