



Pupil Premium Strategy Statement 2024 -2027

Reviewed December 2025

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)	176 166
Proportion (%) of pupil premium eligible pupils	48% 45%
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	December 2025
Statement authorised by	Lisa Horton
Pupil Premium Lead	Sara Liney
Governor / Trustee 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

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.

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. 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

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. 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: £ 28 000

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: £ 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. https://www.islingtoncs.org/itips	4 & 5
Non class-based Pastoral and Welfare Manager who leads on behaviour and attendance	Targeted and universal approaches can have positive overall effects. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5 & 6
Highly subsidised extended day offer	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

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 **2024 to 2025** academic year

Outcomes for disadvantaged pupils

Impact of the approach was not evidenced in outcomes for disadvantaged pupils in 2025 in Year 6.

Outcomes for disadvantaged pupils at Expected attainment was below national disadvantaged pupils for all core areas except writing, which was broadly in line.

Outcomes for disadvantaged pupils at Above Expected attainment was 'well below' national disadvantaged in Writing and Combined and below for Reading and Maths.

Moving forward a robust analysis of the attainment and progress of disadvantaged pupils will be strengthened significantly to ensure improvement and appropriate challenge for students at target setting and through tracking; particularly at Greater Depth.

Attainment overall was lower than agreed targets.

In EYFS attainment of GLD (Good level of Development) for disadvantage pupils was higher than national disadvantage, but slightly lower than the local authority level.

In phonics disadvantaged pupils attained higher than national and LBI disadvantaged pupils.

YEAR 6 DISADVANTAGED: EXPECTED 2025

SUBJECT	No.	Well Below	Below	Broadly National	Above	Well Above
READING - Percentage Meeting Expected National Standard 66% National						
READING	10	Below 45%	50%	58% - 66%	67% - 79%	80%+
WRITING - Percentage Meeting Expected National Standard 58% National						
WRITING	10	Below 36%	36% - 53%	60%	63% - 75%	76% +
MATHEMATICS - Percentage Meeting Expected National Standard 59% National						
MATHEMATICS	10	Below 40%	50%	56% - 63%	64% - 75%	76%+
COMBINED READING, WRITING & MATHEMATICS - Percentage Meeting Expected National Standard 46% National						
COMBINED	10	Below 30%	40%	42% - 49%	50% - 65%	66%+
YEAR 6 DISADVANTAGED: GREATER DEPTH 2025 (GDS)						
READING - Greater Depth/High Standard: 21% National						
READING	10	Below 8%	10%	18% - 24%	25% - 34%	35%+
WRITING - Greater Depth/High Standard: 7% National						
WRITING	10	0%	3% - 4%	5% - 9%	10% - 19%	20%+
MATHEMATICS - Greater Depth/High Standard: 15% National						
MATHEMATICS	10	Below 5%	10%	12% - 18%	19% - 29%	30%+
COMBINED - Greater Depth/High Standard: 4% National						
COMBINED	10	0%	1% - 3%	4% - 6%	7% - 14%	15%+