

Pupil Premium Strategy Statement

This statement details the school's use of Pupil Premium (and Recovery Premium for the 2024 to 2025 academic year) 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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Robertswood School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	(50 pupils) 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended).	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Davison (Headteacher)
Pupil Premium Lead	Mrs Ford (Assistant Headteacher and SENDCo)
Governor / Trustee lead	Dr Carroll (Pupil Premium Lead Governor)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£75,090
Recovery Premium funding allocation this academic year	N\A
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	N\A

Part A: Pupil premium strategy plan - Statement of intent

We intend for all of our pupils, regardless of their background or challenges, to make expected progress and reach their full potential, particularly in relation to academic achievement. Our focus is to support all of our disadvantaged pupils through our Pupil Premium strategy, including those who are already high attainers.

We also intend to meet the needs of our vulnerable pupils, such as those with social workers and young carers, and our activities aim to support them.

Our approach involves focusing on implementing high-quality first teaching, targeting areas where disadvantaged pupils need the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our desired outcomes include sustained and improved attainment for our non-disadvantaged pupils, alongside the progress of their disadvantaged peers.

Our approach will take into consideration common challenges and individual needs, which will be identified through diagnostic assessment, not assumptions about the impact of disadvantage. The approaches that we have adopted complement each other and will help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The ultimate objective for our disadvantaged and vulnerable pupils is to bring their attainment in line with their peers, through the various strategies outlined in this document.

The School Priority Areas for this academic year 2024-2025 were:

1. To improve the wellbeing of all pupils in our school, particularly our disadvantaged pupils and ensure that all pupils are learning in a safe, happy and supportive environment.
2. To improve oral language skills and vocabulary for disadvantaged pupils.
3. To improve reading attainment among disadvantaged pupils.
4. To improve writing attainment among disadvantaged pupils.
5. To achieve high quality learning experiences for all pupils, particularly our disadvantaged pupils and increase their cultural capital and understanding of the world.
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Our strategy outlines how Robertswood School will support our disadvantaged pupils to achieve the above outcomes. High quality teaching is a fundamental element of how these will be achieved and a robust CPD package is in place to ensure that all of our pupils are receiving the best offer, including all of our disadvantaged pupils.

The priorities outlined in this strategy reflect the key areas of focus for the next academic year, building on progress made in Year 1, while the overall strategy and intended outcomes remain unchanged for the three-year period.

Year 2 Focus Areas (2025–2026):

1. **Wellbeing:** Continue embedding whole-school routines to support pupils’ confidence, resilience, and emotional wellbeing and extend targeted support to more pupils.
2. **Oral language:** Further strengthen oral language interventions in Early Years and KS1 and ensure classroom practice continues to model and develop vocabulary across all subjects.
3. **Reading:** Maintain and expand reading opportunities, with targeted support for disadvantaged pupils to continue increasing engagement and fluency.
4. **Writing:** Continue embedding Literacy Tree consistently across the school and provide additional support to pupils who require further development.
5. **Cultural capital and high-quality learning experiences:** Build on enrichment opportunities to ensure all disadvantaged pupils have access and progression in cultural experiences.
6. **Attendance:** Continue targeted support for persistent absence and maintain family engagement initiatives to promote consistent attendance.

Challenges

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

Challenge number	Detail of challenge
1	Many pupils fall within more than one group which will require additional support to ensure pupils’ progress is rapid and sustained (EAL, social/emotional and other SEN). This includes those pupils who are deemed academically able.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils.
3	Gaps in knowledge and understanding due to school closures during the pandemic.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

6	The attendance of our disadvantaged pupils remains lower than that of our non-disadvantaged pupils.
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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
To improve the wellbeing of all pupils in our school, particularly our disadvantaged pupils and ensure that all pupils are learning in a safe, happy and supportive environment.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Pupils display an increased understanding of the 'Skills' and are able to demonstrate how they work towards developing these fundamental skills.
To improve oral language skills and vocabulary for disadvantaged pupils.	<ul style="list-style-type: none"> • Disadvantaged pupils will be able to understand and use a rich vocabulary across all curriculum subjects. • Vocabulary is interconnected across all areas of the curriculum. • Quality first teaching enables pupils to achieve in line with their peers.
To improve reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • All pupils will have more opportunities to read with an adult in school, especially our disadvantaged pupils. • Outcomes for all pupils will have improved, with our disadvantaged pupils making at least expected progress in reading.
To improve writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • All year groups will be fully following the Literacy Tree scheme, promoting consistency for the teaching and assessing of writing across the school. • Knowledge and skills are firmly embedded and pupils are able to apply their knowledge across the curriculum • Outcomes for all pupils will have improved, with our disadvantaged pupils making at least expected progress in writing.

<p>To achieve high quality learning experiences for all pupils, particularly our disadvantaged pupils and increase their cultural capital and understanding of the world.</p>	<ul style="list-style-type: none"> • Inclusive learning environment: The school fosters an inclusive culture where all students feel valued and supported in their educational journey, regardless of their academic strengths. • Opportunities for growth: All pupils, including those who are academically able, are provided opportunities to extend their learning through challenging projects, competitions, and extracurricular activities that stimulate intellectual curiosity and development. • Pupils will have a range of opportunities to widen their experiences and close the cultural capital gap.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Disadvantaged pupils will have an overall absence rate in line with the national average. • A lower number of disadvantaged pupils will have an attendance of less than 90%. • Disadvantaged pupils' attendance will be more in line with non-disadvantaged pupils' attendance.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching.</p>	<p>Research consistently supports the implementation of quality first teaching as a good practice in education. Quality first teaching refers to the provision of high-quality instruction in the classroom that meets the diverse needs of all learners, regardless of their abilities or backgrounds. Studies have shown that effective teaching practices have a significant impact on pupil achievement. Quality first teaching focuses on providing clear learning objectives, well-structured lessons, and opportunities for active pupil engagement.</p>	<p>1-4</p>

<p>Pupil Premium Lead to take part in workshops and conferences as part of the Buckinghamshire Challenge: Tackling Educational Disadvantage in Buckinghamshire. This will help to raise the achievement and attainment of disadvantaged pupils.</p>	<p>The programme was developed in partnership with the EEF (the EEF's Unity Research School.)</p>	<p>1-5</p>
<p>Staff CPD – particularly relating to Literacy Tree.</p>	<p>CPD can boost teachers' confidence, leading to greater job satisfaction and professional growth. This can be reflected in teacher feedback, surveys, and self-assessment of teaching practices.</p> <p>Ongoing training, in relation to Literacy Tree, will help to ensure that teachers have up-to-date knowledge of the scheme and how best to implement it. Ultimately, this will lead to better outcomes for all pupils.</p>	<p>2-4</p>
<p>Purchase a range of new reading books, including new phonics reading books for Early Years and KS1.</p>	<p>Reading for pleasure and engaging with a range of different types of reading material has been shown to have numerous benefits for pupils. Research indicates that pupils who engage in regular independent reading for enjoyment demonstrate improved reading comprehension, vocabulary development, and overall academic achievement. Encouraging a love for reading can enhance literacy skills as well as foster a lifelong appreciation for learning.</p> <p>Phonics plays a crucial role in developing strong reading skills in pupils, particularly in the early years of education. Research consistently demonstrates the positive impact of phonics teaching on reading achievement.</p>	<p>4</p>

<p>Two members of staff to have ongoing supervision, allowing them to maintain their ELSA qualification.</p>	<p>Research has shown that programmes such as ELSA have a positive impact on all pupils' self-esteem, confidence and hence attainment. It has been indicated that ELSA can be particularly beneficial for disadvantaged pupils.</p>	<p>5</p>
<p>Screen all Reception children on Language Link to identify pupils that require additional receptive language support. Screen any other children in KS1 and KS2 that have been identified as requiring further language acquisition and development.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	<p>2</p>
<p>Continue to improve attendance, including punctuality.</p>	<p>We prioritise the importance of attendance and punctuality as key factors in supporting pupils' success. We have implemented several measures to ensure that pupils attend school regularly and arrive on time.</p> <p>In cases where attendance or punctuality becomes a persistent concern, we take a proactive approach to support disadvantaged pupils. Attendance meetings are conducted between our Headteacher, Attendance Officer and parents to collaboratively identify any barriers to regular attendance and develop strategies to address them.</p> <p>As a result of these efforts, we have seen a reduced proportion of persistent absentees, indicating that our support systems are making a positive impact on pupil attendance.</p> <p>By promoting regular attendance and punctuality, we create a conducive learning environment where pupils can fully engage in their education and maximise their learning potential.</p>	<p>6</p>

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Speech Link and Junior Language Link Programme to improve listening, narrative and vocabulary skills, particularly for disadvantaged pupils who have relatively low spoken language skills.</p> <p>A TA to deliver the programme to small groups and support in implementation in the classroom.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Small group tutoring sessions run by a teacher with QTS.</p>	<p>EEF research shows, small group tuition has an average impact of four months additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils’ specific needs.</p>	1 and 3
<p>Reactive interventions</p>	<p>Reactive intervention strategies align with the principles of differentiated instruction and personalised learning. By addressing pupils' individual needs and providing additional support as necessary, these practices help ensure that all pupils have access to the curriculum and can make progress at their own pace. Research emphasises the importance of ongoing monitoring and assessment to inform the use of reactive interventions. Regular assessment allows educators to identify pupils who may benefit from additional support and tailor teaching accordingly. By continuously monitoring pupil progress, educators can make data-informed decisions about when and how to implement reactive interventions effectively.</p>	1-5

<p>Additional phonics interventions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide opportunities for the children that widen their experiences and close the cultural capital gap. This will include having visitors to school, school trips etc.</p> <p>Fund these trips for children in receipt of pupil premium wherever possible.</p>	<p>Having these experiences deepens their knowledge and understanding of the world around them and develops links in learning. It also strengthens their resilience and builds collaborative approaches to learning which shows a 5 month gain (EFF).</p>	<p>5 and 6</p>
<p>Identified children with emotional and wellbeing needs to be given a key member of staff that they can go to when they need support.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	<p>1 and 5</p>

<p>Provide disadvantaged children with resources that staff identify as required i.e. uniform, stationery etc</p>	<p>There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition.</p>	<p>5</p>
<p>Drumming lessons for children in Year 4.</p>	<p>Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem.</p> <p>Providing musical instruments (drums and ukulele) in relevant year groups has no measured benefit but Professor Becky Francis, CEO of the Education Endowment Foundation, said: "All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. But with schools increasingly accountable for the impact of all of their spending decisions on pupil attainment, we could do with knowing more about the relative benefits of different approaches and strategies. Today's trials were commissioned to find out if arts based education programmes can help pupils make progress. While we're unable to draw strong conclusions from the findings, they do tell us that including these programmes in the curriculum does not stop pupils making progress in literacy. No matter what causal link to attainment does – or doesn't – exist, schools should still find space in their day to ensure all children benefit from a stimulating cultural education."</p>	<p>5 and 6</p>
<p>Core subject workshops to be held to support parents in supporting children at home.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>1-4</p>

Support for identified pupils, particularly disadvantaged pupils, as they transition to secondary education.	Pupils have increased confidence and are prepared for the next part of their educational journey.	5
Attendance is an identified area on the school development plan.	In previous years, children's attendance has increased with communication from Headteacher and a new Attendance Policy. Research consistently shows that regular attendance correlates strongly with academic achievement and social-emotional development. For disadvantaged pupils, consistent attendance reduces the risk of falling behind academically, thereby enhancing their chances of academic success and breaking the cycle of poverty.	6
Breakfast Club offered to disadvantaged pupils where a need for it has been identified.	There is an average of +2 months on progress for those children who regularly attend a breakfast club according to EEF. From our experience we know the positive impacts of breakfast club are: Children having a healthy breakfast and being more focused as a result. Allowing children to have a self-regulating time between home and school.	5 and 6

Total budgeted cost: £75,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy priorities 2024-2025

The school priorities for academic year 2024-2025 were:

- 1. To improve the wellbeing of all pupils in our school, particularly our disadvantaged pupils and ensure that all pupils are learning in a safe, happy and supportive environment:** Wellbeing initiatives, such as Forest School ELSA, have strengthened confidence and resilience for targeted children, with continued focus on embedding whole-school routines to support pupils' confidence, resilience, and emotional wellbeing so that all children benefit.
- 2. To improve oral language skills and vocabulary for disadvantaged pupils:** Targeted interventions, such as Language Link and Talk Boost, as well as classroom modelling have improved spoken language. Further curriculum support is planned, particularly for the Early Years.
- 3. To improve reading attainment among disadvantaged pupils:** Pupils have benefitted from increased opportunities for reading, with ongoing support prioritised for disadvantaged pupils via our Reading Champions.
- 4. To improve writing attainment among disadvantaged pupils:** Consistent Literacy Tree implementation has improved teaching practice, with continued support for pupils as needed.
- 5. To achieve high quality learning experiences for all pupils, particularly our disadvantaged pupils and increase their cultural capital and understanding of the world:** Enrichment activities, particularly during Wow Weeks, have broadened pupils' experiences, with progression and access for disadvantaged pupils a continued focus.
- 6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:** Direct communications and family engagement have supported attendance, however persistent absence remains a priority.

Next steps: We will continue to build on these successes in Year 2, focusing on further developing oral language and vocabulary provision, widening access to high-quality learning experiences and strengthening wellbeing and attendance support through embedding whole-school routines to support pupils' confidence, resilience and emotional wellbeing.

Pupil premium strategy outcomes 2023-2024

Intended outcome 1: Improve teacher knowledge, confidence and expertise.

Through more opportunities for CDP, teachers are now more secure in their subject knowledge and have a broader understanding of how this can be applied. Teachers are now more knowledgeable about how to consider and meet the needs of Pupil Premium children.

Intended outcome 2: Children attaining Age Related Expectations, particularly in reading.

Outcomes in reading have remained in line, whilst outcomes in writing have improved. The improved outcomes for children in writing are due to increased teacher knowledge and the introduction of a new Literacy scheme.

Intended outcome 3: Attendance, behaviour and social and emotional issues do not negatively affect children’s engagement in school.

Extended opportunities, such as Forest School, have improved children’s engagement in school. Whilst some improvement has been seen in attendance, further implementation of the new policy and more working in partnership with families will be needed going forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

We recognise and accept the diverse economic backgrounds of our pupils and families and we therefore embrace an inclusive approach within our Pupil Premium Strategy. Our unwavering commitment extends beyond those who are formally eligible for Pupil Premium as we acknowledge the financial challenges encountered by many of our families and strive to provide support where it is most needed, so that all pupils have equal opportunities. This incorporates offering additional academic support, support surrounding children’s emotional and mental health needs and a range of enrichment opportunities. In doing this, it is our goal to foster a learning environment where every child can thrive, regardless of their background and financial circumstances. Our all-inclusive approach means that we are ultimately able to provide a supportive and enriched school culture for all of our pupils.