

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sir Bobby Robson School
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adam Dabin Headteacher
Pupil premium lead	
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,380
Recovery premium funding allocation this academic year	£13,920
School led Tutor Grant	£7,402
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	£48,300 plus £7,402

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality, specialised teaching, focussed on areas that disadvantaged pupils require it most. We aim to ensure targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. As a special school this will include academic and non academic priorities.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils. Our NTP support will also focus on literacy and numeracy support.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	As an SEMH Special School, there are significant behavioural, social and emotional difficulties that impact on engagement in learning, most of which are long term, established patterns of behaviour.
2	Our observations and evidence shows long established historical patterns of poor attendance, evidence across multiple settings.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally likely to have poorer reading skills.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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 behaviour and attitudes to learning will support raised attainment for disadvantaged pupils in all subjects, notably reading, relative to their starting points as identified through baseline assessments.	Through evidence of decreased negative behaviour tracking. Through increased evidence of lesson engagement. Through achievement of improved performance, as demonstrated by our end of year assessments.
Improved whole school attendance data, resulting in increased positive outcomes for pupils, both academically and socially and emotionally.	Whole school attendance data increase, including reduced referral and support required from the Education Welfare Officer.
Pupils can access a whole school reading programme which supports reading and comprehension skills, as well as develops spelling.	Through evidence increase in reading performance data.
Disadvantaged pupils have greater confidence and independence to help	All pupils to have accessed enrichment opportunities outside of school.

them engage more with the wider community and prepare for adulthood.	All pupils to have accessed enrichment opportunities outside of school within our Extended Learning Area.
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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: **£8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on Read Write Inc, including development of Reading Lead role to oversee intent, implementation and impact.	https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start?utm_source=/projects-and-evaluation/projects/read-write-inc-and-fresh-start&utm_medium=search&utm_campaign=site_search&search_term=read%20write%20in	1,3
Online Literacy Resource to support learning and enhance Remote Learning Offer.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=lexia	1,2,3
Ensure school library is enhanced with quality range of books, based upon appropriate reading levels and pupil interest.	reading for pleasure.pdf (publishing.service.gov.uk)	1,3
Complete subject resource audit (Lower and Upper School) ensuring all required texts/books are available to support reading	reading for pleasure.pdf (publishing.service.gov.uk) As a new school we need to ensure we fully and appropriately resource all subjects, classrooms etc	1,2,3

development and teaching and learning.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£23,556**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Teaching Assistant to provide targeted intervention and support.	Our SEMH cohort require a consistent and trusted adult in order to build rapport and confidence in, in order to best learn a progress. Dedicated support from TA's across school enhance and support both academic and social, emotional and mental health wellbeing.	1,2,3,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: **£24,146**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced	We have observed a high number of pupils (with and without ASD) who require sensory equipment and resources such as fidget toys, lap pads, tunnels, tents, weighted jackets and additional proprioceptor equipment.	1,2

<p>sensory needs. Staff CPD on Sensory Circuits.</p>		
<p>Provide a range of external enrichment opportunities for pupils to engage with.</p>	<p>Evidence from pupil voice, and having the majority of pupils on transport means we need to build in opportunities within our timetable for pupils to develop range of experiences and cultural capital.</p>	<p>1,2,4</p>
<p>Develop Pastoral Team, including additional CPD on Thrive, Trauma Informed Practise, Lego Therapy and ELSA.</p>	<p>Pupils need specialist support for social, emotional and mental health and skilled practitioners are required to be able to offer immediate and long term support in school.</p> <p>Trauma-informed responses in relationship-based practice (researchinpractice.org.uk)</p> <p>Affective neuroscience of the emotional BrainMind: evolutionary perspectives and implications for understanding depression (nih.gov)</p>	<p>1,2</p>
<p>Free Breakfast club place for key pupils and families who need support with attendance and punctuality.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and/evaluation/projects/national-school-breakfast-programme/</p> <p>We have been able to access support from the Gregg's Breakfast Foundation to support this.</p> <p>https://www.greggsfoundation.org.uk/breakfast-clubs</p>	<p>1,2,4</p>

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by Oak National Academy. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Sir Bobby Robson School opened in September 2020, in the midst of the Covid 19 global pandemic. Our journey began with 30 pupils in 2020 and we have doubled in size this academic year. Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery premium. It will also evolve over time, as we develop and learn more about the needs of our pupils and families. This will include:

- Working in partnership with New Anglia Network and local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation and evaluation

As a new school, our pupil premium strategy could be vast as we embed systems and strategies, and learn more about the needs of our specific cohort of pupils.

The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we are now beginning to be able to forge stronger relationships with parents/guardians as a result.