Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Robin Hood Juniors
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-25; 2025-26; 2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Lee Webster
Pupil premium lead	Gary Kench
Governor / Trustee lead	Julie Mead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,950
Recovery premium funding allocation this academic year	£0
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	£106,950

Part A: Pupil premium strategy plan

Statement of intent

At Robin Hood Juniors, we seek to create a safe, caring and happy environment in which all pupils can thrive personally, socially and academically. Our intention is that all pupils, irrespective of their background or the challenges they face, make better than average progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that goal, making decisions that are evidence-informed.

High-quality teaching across the curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school. Implicit in our intended outcomes detailed below is the intention that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

We have implemented a school development plan which includes all teachers, teaching assistants and early career teaching mentoring. Our plan builds on the work undertaken in previous years and enables us to continue to improve our curriculum and practice. Time is given for collaborative team planning, teaching and monitoring thus sharing expertise and ensuring consistency and progression across the school.

We understand that some pupils face non-academic challenges to their success at school and provide support for children relating to attendance, behaviour and/or social and emotional needs so that they are ready to learn. This year, we are having a focus on our playground provision.

Although we understand that gaps in learning are usually best addressed through high-quality classroom teaching, we recognise that additional targeted interventions are sometimes the most effective approach. Our use of interventions is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, observation and ongoing discussions between teaching staff and school leaders.

In addition, we recognise that disadvantaged pupils sometimes lack the experiences and opportunities afforded to their non-disadvantaged peers. We aim to provide opportunities for a range of enrichment activities throughout their time at our school.

We believe that having an effective partnership between parents/carers and the school is key to delivering the best outcomes for our pupils and seek to build and maintain positive relationships with all our families.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among some of our disadvantaged pupils.
2	Assessments and observations indicate that average attainment in reading amongst disadvantaged pupils is slightly below that of non-disadvantaged pupils: (Summer 2026 end of KS2 tests showed 79% against 87% at age-related expectation; 21% against 42% at greater depth.)
3	Assessments and observations indicate that average attainment in writing at the greater depth standard amongst disadvantaged pupils is below that of non-disadvantaged pupils: (Summer 2026 end of KS2 data showed 74% against 83% at age-related expectation; 11% against 22% at greater depth.)
4	Assessments and observations indicate that average attainment in maths amongst disadvantaged pupils is below that of non-disadvantaged pupils. (Summer 2026 end of KS2 data showed 84% against 86% at age-related expectation; 26% against 54% at greater depth.)
5	Observations and discussions with staff, pupils and families indicate many of our disadvantaged pupils continue to experience social and emotional barriers to learning. Referrals for support remain high.
6	Many of our disadvantaged pupils and families are not able to access the same range of enrichment opportunities particularly with regards sporting activities, the arts and cultural experiences. Cost of living pressures continue to make this a challenge for many families.
7	Some of our disadvantaged families are reluctant to engage with the school to work together to support their children's learning. This can be for many reasons including language barriers, the pressures of work and complex home situations.
8	Many of our disadvantaged pupils have multiple barriers to their learning (SEND, EAL, summer born, emotional needs, young carers, attendance).

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 skills amongst disadvantaged pupils.	Assessments, observations, work scrutinies and pupil voice indicate language skills for disadvantaged pupils at the same level as for non-disadvantaged peers.
Improved retention of key learning amongst disadvantaged pupils	Assessments, observations, work scrutinies and pupil voice indicate long-term recall of key learning for disadvantaged pupils at the same level as for non-disadvantaged peers.
Improved reading attainment/progress amongst disadvantaged pupils	Disadvantaged pupils to achieve at least national average progress scores in KS2 Reading; attainment for disadvantaged pupils to be at least in line with the national average.
Improved writing attainment/progress amongst disadvantaged pupils	Disadvantaged pupils to achieve at least national average progress scores in KS2 Writing; attainment for disadvantaged pupils to be at least in line with the national average.
Improved maths attainment/progress amongst disadvantaged pupils	Disadvantaged pupils to achieve at least national average progress scores in KS2 Maths; attainment for disadvantaged pupils to be at least in line with the national average.
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils	Sustained high levels of wellbeing as shown by qualitative data from student voice, student and parent surveys and teacher observations; evidence of participation in a range of enrichment activities by the end of Year 6.
Good levels of engagement with the families of disadvantaged pupils.	Attendance at school events by disadvantaged families matches that of non-disadvantage families; family surveys report good communication; potential barriers are removed as a direct result of home-school partnership.

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: £43,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College Membership and other external CPD; ECT/NPQ support; school CPD and curriculum development programme	Providing high-quality class teaching with a focus on mastery learning can lead to an additional 5 months' progress within an academic year. There is strong evidence that having a deep pedagogical knowledge and a clear command of core instructional skills related to each subject lead to improved learning. What Works? Major & Higgins 2019 Effective Professional Development Mastery Learning: EEF	1, 2, 3, 4, 5, 8
Embedding dialogic activities and oral language approaches across the curriculum	On average, oral language approaches have a high impact on pupil outcomes of up to 6 months' additional progress. Activities include explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of curriculum-focused dialogue and interaction. Oral Language Interventions: EEF	1, 2, 3, 4, 5 (evidence suggests a smaller impact in maths)
Enhancing pupil metacognition and self-regulation across all aspects of school life.	Metacognition and self-regulation strategies support our pupils to think about their own learning and choices more explicitly, by teaching them specific methods for planning, monitoring and evaluating the choices they could and do make. Research shows that this has a very high impact for very low cost (up to 7 months' additional progress). Metacognition and Self-Regulation: EEF Building Stronger Foundations	1, 2, 3, 4, 5, 6, 7, 8 (evidence shows the greatest impact in maths)

Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are administered and interpreted correctly. Termly Pupil Progress Meetings to discuss assessments and next steps with a focus on greater depth attainment.	Standardised assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and/or teacher instruction. Research shows that providing effective feedback at the right level of challenge can lead to up to 6 months' additional progress. Individualised instruction, particularly in maths, can lead to up to 4 months' additional progress. Feedback: EEF Individualised Instruction: EEF	1, 2, 3, 4, 5, 8
Providing high-quality provision in target curriculum areas: computing, music, art. Providing digital technology platforms in maths, reading, spelling, geography, science, Spanish and computing.	All of our pupils have weekly Spanish lessons. As well as the obvious benefits of being able to communicate in another language, some research suggests it may lead to more progress in literacy (as a result of greater metalinguistic awareness) as well as intercultural competence. Engaging in the arts can lead to up to 3 month's additional progress but it also has intrinsic value: it enhances cultural capital and can improve attitudes towards learning and wellbeing. There are established links between playing a musical instrument, spatial awareness, reading and reasoning skills. Some studies suggest that being physically active can lead to up to 2 month's extra progress but it also teaches transferable skills: enhanced confidence, control, attention and focus; a sense of fairness and respect for others; improvements in collaborative learning. Utilising digital technology platforms effectively can lead to up to 4 months' extra progress within an academic year. These digital technologies also facilitate individualised instruction and effective home learning which can lead to 4-5 months' additional progress respectively over a year. Foreign Language Learning: EEF Arts Participation: EEF Physical Activity: EEF Using Digital Technology to Improve Learning: EEF Individualised Instruction: EEF	1, 2, 3, 4, 5, 6, 7, 8

	Homework: EEF	

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

Budgeted cost: £39,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintenance of diagnostic tools and associated training to identify gaps in learning and/or behavioural difficulties; create targets and provide practical strategies for groups and individuals.	Small group tuition can lead to up to 4 months' extra progress as long as the sessions are intensive and targeted with a clear focus. Research shows that teachers can have twice the impact of teaching assistants. The explicit teaching of reading comprehension strategies can lead to up to 6 months' additional progress. The average impact of targeted behaviour interventions is three additional months over the course of a year. Small Group Tuition: EEF Reading Comprehension Strategies: EEF Behaviour Interventions: EEF	1, 2, 3, 4, 5, 8
Maintenance of Little Wandle Phonics and Fluency Programmes, resources and associated training for all staff. Phonics and Fluency sessions targeted at pupils requiring extra support in years 3, 4, 5 and 6.	Research shows that developing a thorough understanding of phonics can lead to up to 5 extra months' progress for children up to the age of 10. Teachers can have twice the impact of other staff. The fluency trial results included below were promising, with most pupils making gains of at least 2 years in their comprehension reading age. Phonics: EEF Fluency: EEF	1, 2, 8
SALT sessions targeted at pupils requiring extra support.	Having effective oracy skills (the ability to understand and articulate new thinking) can lead to up to 6 additional months' progress. Oral Language Interventions: EEF	1, 5, 8
OT sessions targeted at pupils requiring extra support.	Physical development is related to other aspects of child development. There is a link between physical development and self-care, self-regulation and the brain's ability to manage complex tasks and achieve goals. There is also a link between physical development and handwriting.	3, 5, 8

	Physical Development: EEF	
Magic Link handwriting embedded for all pupils. Spelling Shed used for pupils following on from phonics.	Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting and spelling. Extensive practice, supported by effective feedback, is required to achieve this. Improving Literacy in Key Stage 2: EEF	1, 3, 8
EAL sessions targeted at pupils requiring extra support (including Flash Academy).	Although pupils generally learn more quickly and more effectively from their peers in a classroom setting, intensive, focused small group tuition can lead to up to 4 months' extra progress. Small Group Tuition: EEF	1, 2, 3, 4, 8
Reading Dog sessions targeted at pupils requiring extra support and confidence	Although the evidence base regarding the impact of reading to a dog is limited, it does suggest a beneficial effect on the enjoyment of reading, which in turn is a key factor in educational success. Therapy dogs can also reduce physiological symptoms of stress. Review of Reading to Dogs Pros and Cons of School Dogs Research Evidence on Reading for Pleasure	1, 2, 5, 8
SNAP maths sessions/ precision teaching targeted at pupils requiring extra support.	Although pupils generally learn more quickly and more effectively from their peers in a classroom setting, intensive, focused small group tuition can lead to up to 4 months' extra progress. Small Group Tuition: EEF	4, 5, 8
Before school/ lunchtime/after school provision, including the use of digital technology platforms, provided for pupils who might not access this at home.	Intensive, focused small group tuition can lead to up to 4 months' extra progress. Individualised learning can lead to up to 4 extra months' progress. It develops independence and personal responsibility. Small Group Tuition: EEF Individualised Instruction: EEF Using Digital Technology to Improve Learning: EEF	1, 2, 3, 4, 7, 8
Improve digital access for disadvantaged pupils both at school and at home by continuing to renew Chromebooks, loaning devices to families who need them.	Utilising digital technology platforms effectively can lead to up to 4 months' extra progress within an academic year. These digital technologies also facilitate individualised instruction and effective home learning, which can lead to 4 to 5 months' additional progress respectively over a year.	1, 2, 3, 4, 7, 8

	Using Digital Technology to Improve Learning: EEF Individualised Instruction: EEF Homework: EEF	

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

Budgeted cost: £23,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting children's mental health: maintaining 3 trained wellbeing mentors and an inclusion mentor; providing training for 2 new wellbeing mentors; providing external play therapy support; support at lunchtimes; provision of quiet spaces and sensory regulation spaces' providing supervision sessions for mentors.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school (up to 3 months' extra progress) and in later life (in terms of life satisfaction and wellbeing, career success and good overall health) Social and Emotional Learning: EEF	5, 7, 8
Funding places at Breakfast Club and After-School Club.	Research indicates that experiencing a session before the school day prepares pupils for learning by providing a routine before school starts. It is attending the session rather than just the breakfast itself, that makes the difference. It can lead to an additional 2 months' progress. Similarly, the after-school club provides structured activities and the opportunities for physical activity as well as a suitable environment to complete homework. Completing homework can lead to 5 months' additional progress (although this is more noticeable in secondary school-aged pupils). Magic Breakfast: EEF	5, 6, 7, 8
Providing disadvantaged children with enrichment activities: sporting and/or art clubs; school trips/workshops/visitors;	Engagement in the arts can have a positive impact on academic outcomes (up to an additional 3 month's progress) although, at this stage, we consider arts engagement to be valuable in and of	5, 6, 7, 8

library sessions; individual music lessons and choir; Year 6 residential trip.	itself and that it helps broaden the children's life experience. School trips link directly to curriculum areas and learning. They are an important part of the wider school experience regardless of any impact on academic outcomes. Although there is insufficient evidence at present to link outdoor adventure learning and academic progress, there is a wider evidence base indicating that it can positively impact on pupil self-efficacy, motivation and teamwork. Arts Participation: EEF Physical Activity: EEF Outdoor Learning: EEF	
Maintaining principles of good practice as set out in the DfE's Working Together to Improve School Attendance document	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working Together to Improve School Attendance: DfE	5, 7, 8
Developing parental engagement opportunities in conjunction with our families by providing practical strategies to support learning at home; tailoring school communications to encourage positive dialogue about learning; offering more sustained and intensive support when needed.	There is an established link between the home learning environment and children's performance at school. Effective parental engagement can lead to learning gains of 4 months over the course of a year. Parental Engagement: EEF	1, 2, 3, 4, 5, 7, 8
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	5, 6, 7, 8

Total budgeted cost: £106,950

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 2025 to 2026 academic year.

We have evaluated the performance of our disadvantaged pupils over the previous academic year using national assessment data, external analysis and our own formative and summative assessments.

Our disadvantaged pupils achieved strong results in their end of Key Stage 2 SATs. In reading, 78.9% achieved the expected standard compared to 75% of all pupils nationally; in writing, 73.7% compared to 73% nationally; and in maths, 84.2% compared to 75% nationally. For reading, writing and maths combined, 73.7% of our disadvantaged pupils achieved the expected standard, compared to 63% of all pupils nationally.

Importantly, the attainment gap between disadvantaged and non-disadvantaged pupils narrowed considerably within our Year 6 cohort. In reading, writing and maths combined, the gap reduced from 15 percentage points at the end of Year 5 to just 5 percentage points at the end of Year 6. The gap also narrowed in each individual subject: from 9 to 7 percentage points in reading, 16 to 10 in writing and 7 to just 1 percentage point in maths. This is particularly encouraging and reflects the positive progress made by disadvantaged pupils during their final year at the school.

Across the school, our assessment data shows that both disadvantaged and non-disadvantaged pupils have made greater than expected progress in reading and maths. Regular Pupil Progress and Moderation meetings indicate that progress in writing is broadly in line with expectations for both groups. While attainment gaps remain across the school, particularly among pupils working at greater depth, the narrowing of these gaps in Year 6 is encouraging. Ensuring that disadvantaged pupils achieve their full potential, including at greater depth, remains an important priority.

The Little Wandle Phonics and Fluency programmes are now well established across the school. Phonics support is primarily focused on pupils requiring additional help in Year 3, although all new starters are assessed and supported where necessary. A tailored SEND phonics programme provides further individual support, while reading fluency continues to be developed across all year groups.

Our diagnostic assessment approach is also fully embedded, allowing us to measure progress from each pupil's point of entry. Teachers and leaders use this information to identify individual and group strengths and areas for development, ensuring that interventions are carefully targeted and regularly reviewed.

The introduction of our handwriting scheme has led to clear improvements in pupils' transcription skills. With these skills becoming increasingly secure, pupils are better placed to concentrate on composition. We anticipate that this will contribute to further improvements in writing, particularly at greater depth.

Pupil wellbeing and mental health needs have remained broadly consistent throughout the year. Our assessments and observations suggest that the school's emotional and pastoral support continues to have a positive impact on the pupils who receive it. In our pupil survey,

96% of all children reported making progress during the year, while 85% reported increased confidence. New sensory areas and quiet spaces have also been introduced to strengthen this provision further.

Attendance among disadvantaged pupils remains slightly below the school average. We continue to monitor this closely, working with families and our local authority attendance officer to address barriers to attendance, with additional support provided through our contingency fund where appropriate.

Professional development continues to underpin our approach to improving outcomes. Our online training platform is used by staff across the school, while weekly staff meetings and teaching assistant training sessions provide opportunities to develop knowledge and skills. Subject leaders also receive dedicated time to monitor their subjects, evaluate provision and undertake professional development.

Enrichment remains an important part of our commitment to ensuring that all pupils benefit from a broad and engaging school experience. Our end-of-year survey showed that every pupil accessed some enrichment opportunities during the year. Of all pupils surveyed, 95% took part in a play or performance, 76% attended a club, 100% played a musical instrument, 99% experienced a live show, concert or play, 99% learned through a school trip and 90% undertook a responsibility within school.

Overall, the second year of our Pupil Premium Strategy has strengthened provision and supported positive progress and outcomes for disadvantaged pupils**.** We are particularly encouraged by their attainment at the end of Key Stage 2 and the narrowing of attainment gaps within the Year 6 cohort. Nevertheless, we recognise that differences in attainment remain, particularly at greater depth, and that further work is needed to ensure consistently strong outcomes for disadvantaged pupils across the school.

Whilst progress within specific interventions is tracked, we also recognise that evaluating the impact of individual interventions is not straightforward. Pupils often receive several forms of support, and their progress is influenced by a range of factors, both within and beyond school. Some improvements take time to become evident, while small cohort sizes can make comparisons less reliable. We therefore draw on a range of evidence, including assessment information, pupils' work, lesson observations and conversations with pupils and staff, to build a fuller picture of each child's progress. This helps us make informed decisions about provision while keeping individual needs at the centre of our approach.

As we move into the next year of our strategy, we will continue to prioritise high-quality teaching and professional development, targeted academic support, wellbeing and pastoral care, enrichment opportunities, attendance and strong partnerships with families. We will also continue to celebrate the diversity of our school community and maintain high expectations for every pupil, including those who are disadvantaged.

Externally provided programmes

Programme	Provider
Mathletics	3P Learning
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	Maths Circle Ltd
Power Maths	Pearson

Little Wandle	Wandle Learning Trust
Spelling Shed	Education Shed Ltd
Digimaps	Edina
Purple Mash	2Simple Ltd
Developing Experts	Developing Experts Ltd
Jigsaw PSHE	Jigsaw Education Ltd
Magic Link Handwriting	Magic Link Limited
Flash Academy	Learning Labs
Kapow – Art and Design	Kapow