

PUPIL PREMIUM AT ROBSON HOUSE

SEPTEMBER 2019-JULY 2022

Context

Robson House Primary Pupil Referral Unit (PPRU) is a specialist therapeutic and educational placement for children who cannot attend mainstream school because of social, emotional and mental health needs, or who have been permanently excluded from school. Children are placed at Robson House either by Camden SEN or the Camden Primary Inclusion Forum.

The multi-disciplinary team at Robson House PPRU works to meet the social, emotional, mental health and academic needs of highly vulnerable children, to help them make progress in all areas and be ready for their next stage in learning.

We provide a stimulating and secure learning environment for children and give each pupil a positive experience of school. We facilitate the transfer from one educational establishment to another, ensuring that the children experience educational and emotional stability throughout the transition period. Robson House is a long term placement for many of the children on roll.

The majority of the children have an EHC plan and all have a personalised integrated plan, which is drawn up and regularly reviewed by our multi-disciplinary team. Levels of attainment upon entry to Robson House are significantly below average. Children make at least expected, and often accelerated progress with their academic learning whilst at Robson House. The catchment area covers the London Borough of Camden, local boroughs if the child has moved out of Camden and LAC children who live outside the borough.

Pupil Premium was introduced by the Government in April 2011. The funding is provided in addition to the main funding from Camden Local Authority and is intended to help disadvantaged children to ‘close the gap’ and to raise attainment and improve progress. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Updated advice from the Education and skills funding agency in September 2020 states that Pupil Premium is allocated to schools “for the educational benefit of pupils registered at that school.” (1)

Most of our children receive Pupil Premium funding. For the academic year 2021-2022 all the children receive Pupil Premium. The criteria for children to receive the Pupil Premium are:

- Children who have been registered for Free School Meals (FSM) at any point in the last six years
- Children who have been looked after for one day or more, are adopted or leave care under a Special Guardianship Order or a residential order

Key Principles

By following the key principles below we believe we can maximise the impact of our pupil premium spending.

- We use research (such as the Sutton Trust Toolkit and Education Endowment Foundation) to support us in determining the strategies that will be most effective
- The Management Committee agreed that all children at Robson House will have access to the priorities of our Pupil Premium Plan whether they are eligible for Pupil Premium or not. (Additional funding will be allocated from elsewhere in the budget to achieve this.)
- Children's individual needs are considered carefully so that we provide the right support for each child
- Opportunities for curriculum enrichment are available for all children
- For children who are looked after an additional premium is given by Camden Virtual School, who receive the funding. The needs of any children in this group are looked at on an individual level and funding is obtained from the Virtual School.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used, achievement data, behaviour scores, attendance figures, observations, learning walks, case studies, parent and pupil voice
- The team around each individual child attend and contribute to Integrated plan meetings each term where progress and needs are reviewed and integrated plans and targets are drawn up. Interventions are adapted or changed when appropriate

- Case Studies are used to evaluate the impact of these interventions to develop academic social, emotional and behavioural skills and attendance
- Alyson Dermody Palmer, Joint Head of school maintains an overview of pupil premium spending
- In the eventuality of there being a child at Robson House who is not eligible for Pupil Premium we will explore different funding streams to maintain an inclusive approach for all the children

Reporting

When reporting about the Pupil Premium funding to Management Committee we will include:

- Objectives for the year
- Analysis of data if appropriate (2)
- Use of research
- Nature of support and allocation
- An overview of spending
 - Total Pupil Premium Grant (PPG) received
 - Total PPG spent
 - Total PPG remaining
- Impact and evaluation of Pupil Premium Plan
 - Performance of pupils
 - Other evidence of impact
 - Case Studies
 - Implications for Pupil Premium spending the following year

The Management Committee will consider the information provided and will ensure that there is an annual statement to the parents/carers on the school website outlining how the Pupil Premium funding has been used to help close the gap for the children attending Robson House. This task will be carried out in line with the requirements published by the Department for Education (DFE)

* It is important to note that Pupil outcomes are analysed. However, due to the lack of a control group it is not possible to separate out the impact of Pupil Premium spending from the impact of other aspects of the delivery of the curriculum. (Taken from the review of the Robson House Development Plan 2019-2020)

We have developed a three year Pupil Premium plan which has five priorities.

These are:

- To make music a core part of our curriculum and raise attainment
- Further Enrichment of our curriculum to raise attainment
- To enrich our curriculum with a MFL
- Achieve High levels of Attendance
- Support for families throughout the calendar year

The rationale for these five priorities is set out below.

Priority One To make music a core part of our curriculum and raise attainment

Music has become a vital part of our curriculum. We are part of The Camden Music Hub and have recently been awarded the Music Mark for 2020-2021. Pupil Premium money allows us to employ a specialist music teacher for one day a week. This means that all children have a high quality music lesson each week.

Evidence looked at

In the forward to an in-depth review that the Education Endowment Foundation (EEF) commissioned from Durham University, the Chief Executive of the EEF, Sir Kevan Collins states, “The report identifies a number of strategies for which there is some evidence of positive impact on attainment. Learning a musical instrument, for example, is associated with improved wider educational outcomes for children, from their early years through to secondary school.” (3)

The Institute of Education (IOE) Music research has publicised the physical, psychological and cognitive benefits of singing or learning to play an instrument. (4)

When Michael Gove was Education Secretary in 2010 he said, “Evidence suggests that learning an instrument can improve numeracy, literacy and behaviour. But more than that, it is simply unfair that the joy of musical discovery should be the preserve of those whose parents can afford it.” (5) He also commented to an independent review conducted by Darren Henley “There is evidence that music and cultural activity can further not only the education and cultural agendas but also the aspirations for the Big Society”.(6)

Priority Two Further Enrichment of our curriculum to raise attainment

It is essential that our curriculum is enriched for all the children so that they have experiences and opportunities that otherwise wouldn't be available to them. Often, in previous schools, the children weren't allowed to go on school trips because of safety concerns due to their challenging behaviour. By providing school transport when necessary, all children at Robson House can go on individual, class and whole school trips. Visiting experts, as well as children going on visits, provide unique, rich learning opportunities for the children. Pupil Premium money allows us to pay for this curriculum enrichment. Children show increased creativity and confidence in accessing the curriculum and increased language development and Oracy skills.

Evidence looked at

Sir Kevan Collins said “The best argument - one I fully subscribe to - is one of “arts for arts’ sake”. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.” He goes onto say that although many argue that arts education itself directly improves pupil attainment there is not enough robust evidence to demonstrate a causal link between arts education and academic achievement. (3)

Priority Three To enrich our curriculum with a MFL

French has become an important part of our curriculum. All the children have a weekly French lesson taught by a specialist teacher. These lessons provide the children an opportunity to develop an understanding of basic French vocabulary and grammar.

Evidence looked at

The British Academy funded a research project into the cognitive benefits of language learning which was undertaken by Professor Bencie Woll (UCL) and Professor LI Wei (IOE). The final report states that in terms of cognitive benefit, “The relationship between executive function skills and language learning is complex and inconsistent, but learning a new language through an immersive approach appears to improve attention and mental alertness.” In terms of academic achievements it reports that 90% of the cross- curricular effect of language learning report a positive impact across English language, literacy, maths and science. In regards to creativity the authors say there is a strong correlation between creative flexibility, fluency, originality and foreign language learning. There is “some evidence that language learning can positively enhance creativity”.(7)

Priority Four Achieve High levels of Attendance

We aim to ensure that high levels of attendance are achieved. A lot of children arrive at Robson House with a poor attendance record from their previous school. There are usually a number of factors which contribute to this low attendance, including family organisation, disengagement from school and learning. There is a proven connection between success at school and high attendance. All children’s attendance is formally monitored on a half termly basis by the social worker, alongside daily monitoring by the family team. Letters are sent to parents/carers if a child’s attendance falls below 90% and it is clear unless there is an improvement in their child’s attendance then they will be asked to attend a meeting with the Heads of School. The family team support families where there are attendance issues to try and improve the situation. This may mean supporting the family with transport applications, providing travel passes in extreme circumstances, supporting families bringing their child to school or by staff bringing individual children to school when necessary.

Evidence looked at

The DfE states in its latest guidance to schools on attendance published in August 2020 that “Children with poor attendance tend to achieve less in both primary and secondary school.” (8) A child whose attendance drops to 90% each year will, over their time at primary school, have missed the equivalent of two whole terms of learning. One day’s absence every two weeks will give 90% attendance. (Camden Education Welfare Service)

Priority Five Support for families throughout the calendar year

When Robson House was restructured in 2012 an underlying principle was that that members of the family team would be available all year round to support and work with families and not just in term time as in the vast majority of schools and PRUs. The strength of the relationships that the family team build throughout the year cannot be underestimated. This means that staff are available to carry on the link with families in the school holidays, support them and offer activities which can be attended by the whole family. An important part of this holiday work is for the staff to model positive interaction with the children. Also for families to have access to activities they couldn't otherwise afford to do by themselves as well as showing stimulating, cheap and free things to do during the school holidays.

Evidence looked at

Damien Page in an article, “Family engagement and compassion fatigue in Alternative Provision” for the International Journal of Inclusive education, Jun 2021 argues that the key to the success of children attending PRUs is “engagement with families, an engagement that moves far beyond the strategies of mainstream schools and emphasises targeted and individualised support and home visits.”

References

1. Education and Skills Funding Agency, Pupil Premium, September 2020
2. Robson House Achievements and Standards Report, September 2020
3. Sir Kevan Collins, Chief Executive of the Education Endowment Foundation (EEF) forward of a report commissioned from Durham University, on the impact of arts education on the cognitive and non- cognitive outcomes of school aged children.
4. Professor Graham Welch and Professor Sue Hallam, Case Study on the Impact of Institute of Education (IOE) Research, Music Education, January 2011
5. Michael Gove, DfE 2011, The Importance of Music, The National Plan for Music Education. DfE -00086-2011
6. Darren Henley, Music Education in England: A Review for the DfE and the DfCMS and DfE 2011

7. Professor Bencie Woll (UCL) and Professor Li Wei (IOE): The Cognitive Benefits of Language Learning, Broadening our perspectives, British Academy 2019
8. DfE, School Attendance August 2020
9. Damien Page , International Journal of Inclusive education, Jun 2021 “Family engagement and compassion fatigue in Alternative Provision”

Number of children and pupil premium grant (PPG) received 2019-2020

Total number of children on roll (at census January 2019)	18
Total number of children eligible for PPG	15
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£19,800

Number of children and pupil premium grant (PPG) received 2020-2021

Total number of children on roll (at census January 2020)	18
Total number of children eligible for PPG	14
Amount of PPG received per pupil	£1,345
Total amount of PPG received	£18,830

Number of children and pupil premium grant (PPG) received 2021-2022

Total number of children on roll (at census January 2021)	18
Total number of children eligible for PPG	16
Amount of PPG received per pupil	£1,345
Total amount of PPG received	£21,520

Priorities for the years 2019- 2022

Priority One: To make music a core part of our curriculum and raise attainment

Objective: To increase children's musical and performance skills, knowledge and confidence

Priority Two: Further Enrichment of our curriculum to raise attainment

Objective: To provide opportunities for all children to go on class trips related to topics, theatre trips, music events visiting theatre groups, scientists and storytellers

Priority Three: To enrich our curriculum with a MFL

Objective: To develop children's knowledge and understanding of French

Priority Four: Achieve High levels of Attendance

Objective: To ensure that high levels of attendance are achieved, through enjoyment of learning in school and support for individual children

Priority Five: Support for families throughout the calendar year

Objective: To provide holiday activities across all the school holidays (except Christmas) for children and their families with familiar Robson House staff

Planned PPG spending by project 2019 - 2020

Priority	Objective	Project	Cost	Outcome
One: To make music a core part of our curriculum and raise attainment	To increase children's musical and performance skills, knowledge and confidence	To provide weekly group and individual lessons for all children with a specialist music teacher and take part in music events both internally and externally	£8,338 Staff	The children will have developed their musical skills, understand how to participate and perform as part of a group The children will have all either had the opportunity to sing and /or play an instrument in at least one performance
Impact and Evaluation				
<p>All the children have had weekly access to individual and small group lessons with a specialist music teacher. In their individual lessons the children developed their skills using a variety of instruments including drums, piano, bass and guitar. One class, both children and staff are learning to play the ukulele which will continue next year for the children. Our Christmas concert was a real success with all the children taking part and ending with the whole school singing as well as the audience. The vast majority of parents/ carers attended the event and their pride in their child's achievements was evident and there was a real sense of community and excitement at the concert. This was our first Christmas music concert and the children played instruments as well as singing.</p> <p>One class took part in a project with the Royal Academy of Music (RAM) led by a Professional musician and our music teacher working with three students from the RAM, five children and school staff. Together they created original songs based on the class project, the town called 'Brickton'. This was achieved through 4 workshops, and a mini musical was developed. The children wrote, rehearsed and developed the songs, ending with a performance for parents/carers and staff, with the children playing instruments and singing. The children's confidence grew week by week and the project culminated in a powerful performance. These children were also part of a group of eight children who performed in the bi-annual Camden Music Trust Festival at the Royal Albert Hall (RAH) in March 2020. This is the first time children from Robson House have taken part in this event. The children learnt eight songs by heart, rehearsed them, and memorised actions, including British Sign Language. It was a fantastic experience for everyone involved and each child had at least one family member attend the concert. The social skills and concentration skills of the children increased and the children's behaviour was excellent.</p>				

Priority	Objective	Project	Cost	Outcome
Two: Further enrichment of the curriculum to raise attainment	To provide opportunities for all children to go on class trips related to topics, theatre trips, music events visiting theatre groups, scientists and storytellers	Theatre trips, music trips, workshops, visiting specialists in order to extend the children's cultural experiences and opportunities to enjoy theatre, museums, places of worship and other attractions. Provide opportunities to promote creativity and develop language skills. Provide transport to enable all children to access school trips when necessary	£1,000	Children show increased creativity and confidence in accessing the curriculum. They show increased language development and Oracy skills. The children have exposure to a variety of cultural events and specialist workshops. These events can be accessed by all children.
Impact and Evaluation				
The whole school went to the Bloomsbury theatre just before Christmas to see Billionaire Boy and for many it was their first experience of the theatre. The children behaved well and talked about their favourite parts of the play. They all received a copy of the book by David Walliams which the play is based on. All children were able to access topic related class trips as transport was available if necessary. These included trips to London Zoo, The Natural History Museum, and the Mandir Hindu Temple at Neasden. Unfortunately other planned trips were unable to take place due to Covid-19 restrictions. Children were able to visit places they haven't been to before and use what they have been learning in their topics in order to maximise the impact of the trip on the knowledge that had gained.				

Priority	Objective	Project	Cost	Outcome
To enrich our curriculum with a MFL	To develop children's knowledge and understanding of French	To provide a weekly French lesson for all children by a specialist teacher to increase their language skills	£10,405 Staff	Children speak with increasing confidence, fluency, pronunciation and intonation in French Children build up a basic French vocabulary which includes, counting, colours, animals, days of the week and fruit and vegetables Children can ask and answer simple questions in French Children develop a basic understanding of French grammar
Impact and Evaluation				
The children often use French they have learnt in lessons, around the school, especially with the French teacher and our cook who is French. This is usually spontaneous without any prompting from staff. They frequently express their enjoyment for French and in the children's termly questionnaires a number of them say French is their favourite subject. The children sing French songs they have been taught at random times not just in French lessons. They like to show off their French skills to other members of staff. The French lessons are fun and interactive in every class, sometimes they are taught individually if necessary.				

Priority	Objective	Project	Cost	Outcome
Four: Achieve High levels of Attendance	To ensure that high levels of attendance are achieved, through enjoyment of learning in school and support for individual children	Staff to support families in bringing children to school	£500	Children achieve attendance of at least 90% Children's enjoyment of school is reflected in the children's termly questionnaires
Impact and Evaluation				
<p>The overall average attendance rate was 84.05% (compared to 92.94% for the year 2018-2019) The overall attendance rate was affected by the impact of the covid-19 pandemic: although Robson House remained open to pupils, some parents/carers opted not to send their child into school (for some or all of the period from March 23rd to the end of the academic year. We were also able to secure temporary transport for some pupils to enable them to continue to attend during the pandemic. Attendance was also affected by the individual circumstances of some pupils, for example BA (whose mother fled domestic violence), OHF (whose family moved from a hostel into another borough that took a long time to agree to provide transport to enable him to attend), and RoR (who was taken into care and experienced the breakdown of a number of specialist residential care and school placements before returning to Robson House as the result of a decision by the professionals working with him that we were the only setting who could meet his needs). Over the year, we continued to apply rigorous processes to challenge and support parents and carers to ensure pupils' attendance (except where parents/carers opted to keep their children at home due to the covid-19 situation). This involved letters of concern, parent meetings and support. We also supported families in bringing children to school and paying travel costs in exceptional circumstances.</p>				

Priority	Objective	Project	Cost	Outcome
Five: Support for families throughout the calendar year	To provide activities across all the school holidays (except Christmas) for children and their families with familiar Robson House staff	Family activities including Animal show, swimming, sports, water, craft and re-creating activities usually done on our annual trip to Epping Forest	£1,000	Families will experience different activities and meet with each other supported by familiar Robson House staff. New families able to meet existing families and staff in an informal setting
Impact and Evaluation				
In October half term we booked An Animal expert to entertain the families. This was held at the Samuel Lithgow Centre and was well attended. In February half term we ran a swimming activity at Archway Leisure Centre but unfortunately did not have any attendees. By Easter we had to cancel all holiday activities due to Covid-19. During the holidays we offered to take children out for socially distanced walks and many of our families took up this offer. During the summer holidays we had to think differently about how we offered the family activities due to Covid-19. We held activities on site where we had the use of contained outdoor spaces, running carousels of activities for small groups of people at a time to enable adherence to social distancing guidelines. We ran a number of themed sessions every Wednesday throughout the holidays. Themes included; nature, water fun, fashion design, mini golf and craft. Unfortunately we had to cancel two activities due to poor weather. Attendance was better at some activities than others but there were opportunities for new children and families to meet with existing children and families prior to the start of term. The feedback from families who attended was positive.				

Priority 2019-2020	Amount Allocated	Amount Spent	Surplus/Deficit	Pupil Premium Allocation
To make music a core part of our curriculum and raise attainment	£8,500	£8,338	£162 (surplus)	
Further Enrichment of our curriculum to raise attainment	£1,000	£809	£191 (surplus)	
To enrich our curriculum with a MFL	£10,500	£10,405	£595 (surplus)	
Achieve High levels of Attendance	£500	£463	£37 (surplus)	
Support for families throughout the calendar year	£1,000	£941	£59 (surplus)	
Totals	£21,500	£20,956	£644	£19,800
Total taken from school budget excluding PP			£1,156	

Planned PPG spending by project 2020 - 2021

Priority	Objective	Project	Cost	Outcome
One: To make music a core part of our curriculum and raise attainment	To increase children's musical and performance skills, knowledge and confidence	To provide weekly group and individual lessons for all children with a specialist music teacher and take part in music events both internally and externally	£8,567 Staff	The children will have developed their musical skills, understand how to participate and perform as part of a group The children will have all either had the opportunity to sing and /or play an instrument in at least one performance The children will also be given the opportunity to apply their musical skills in the creation of original material
Impact and Evaluation				
<p>All the children have had weekly access to individual and small group lessons with a specialist music teacher, both in person and, when required, over zoom. In their individual lessons, the children developed their skills using a variety of instruments including drum kit, piano, bass, acoustic or electric guitar, vocal PA and mic, Djembe, ukulele and various smaller instruments of interest. In whole class group sessions, children and staff contributed to the development of songs, through offering up lyrical and melodic ideas. The songs are always linked to the children's topics, and using the portability of our digital piano, they have been developed over a number of sessions. The year 6 class this year finished the Summer term with a three-part workshop, writing a 3-song cycle with the Royal Academy of Music. The children worked with a Harpist and Cellist under the guidance of an experienced Community Music impresario, around the theme of Climate Change Awareness. The engagement of the children was amazing, and their contributions to the musical development of the pieces was fantastic. They had access to lots of unfamiliar instruments, including Cajon, Dhol, Vibraphone and Electronic drum pads. The project climaxed with a performance for parents/carers and staff, with the children playing the instruments and singing alongside the Royal Academy students. It was a powerful performance. All of the feedback from the adult participants, children and audience was incredibly positive. Our Christmas concert this year was a first in two respects: it was filmed and then shown in four sittings, due to Covid restrictions, and it was Robson House's first opera! All the children took part in</p>				

Humperdinck's "Hansel and Gretel", each class being responsible for a song, and backing the singing with live ukulele and percussion. Both the Opera and the Royal Academy performances were filmed, which has proven to be a most efficient way of recording the children's achievements. Also, this year one of our students was recommended for, and auditioned for, the London Mayor's Music Scholarship fund. She played a couple of pieces on the drum kit for the Head of Camden Music Service, and demonstrated her depth of understanding of her instrument and music theory generally. It was an enormous achievement for her and she performed brilliantly.

Finally, Robson House was awarded the Music Mark, a national award given in recognition of commitment to excellence in music education.

Priority	Objective	Project	Cost	Outcome
Two: Further enrichment of the curriculum to raise attainment	To provide opportunities for all children to go on class trips related to topics, theatre trips, music events visiting theatre groups, scientists and storytellers	Theatre trips, music trips, workshops, visiting specialists in order to extend the children's cultural experiences and opportunities to enjoy theatre, museums, places of worship and other attractions. To provide opportunities to promote creativity and develop language skills To provide transport to enable all children to access school trips where necessary	£1.000	Children show increased creativity and confidence in accessing the curriculum. They show increased language development and oracy skills. The children have exposure to a variety of cultural events and specialist workshops. These events can be accessed by all children. (Current Covid -19 restrictions may affect trips and visitors coming into school)

Impact and Evaluation

Unfortunately due to Covid restrictions we were unable to go on school trips. However, we did have visiting Musicians, Dancers and Scientists to enrich the curriculum. Each class had a lesson with scientists from the Crick Institute. Each child worked with their own scientist and enjoyed the expert teaching they received and a few months later they still talk about the science they learnt on that day. The music project with the Royal Academy of Music and the dance project with The Place, both took place over several sessions were very successful both in the musical and dance skill the children developed and their enjoyment and increased levels of confidence, especially in performing. The development of Oracy skills continue to be a focus and children had many internal opportunities to increase these skills.

Priority	Objective	Project	Cost	Outcome
Three: To enrich our curriculum with a MFL	To develop children's knowledge and understanding of French	To provide a weekly French lesson for all children by a specialist teacher to increase their language skills	£10,691 Staff	Children speak with increasing confidence, fluency, pronunciation and intonation in French Children build up a basic French vocabulary which includes, counting, colours, animals, days of the week, commands and fruit and vegetables Children can ask and answer simple questions in French eg “How are you feeling? How old are you? What is your name?” Children develop a basic understanding of French grammar
Impact and Evaluation				
<p>The children often use the French that they have learnt in lessons at other times around the school and they like sharing these skills with different adults, especially their French teacher. This happens spontaneously and without any prompting from the staff. The children frequently express their enjoyment for French and in their termly “Children’s Voice” questionnaires, a number of them say that French is their favourite subject. Their speaking and listening skills in French are increasing for all the children.</p> <p>The children sing French songs they have been taught at different times, not just in French lessons, and they often ask the French teacher to play songs from the music CD that is used in lessons.</p> <p>The French lessons are made fun, interactive and engaging and the children verbalise that they look forward to the lessons.</p>				

Priority	Objective	Project	Cost	Outcome
Four: Achieve High levels of Attendance	To ensure that high levels of attendance are achieved, through enjoyment of learning in school and support for individual children	Staff to support families in bringing children to school	£500	Children achieve attendance of at least 90% Children's enjoyment of school is reflected in the children's termly questionnaires
Impact and Evaluation				
<p>Robson House remained open to all children throughout the 2020-2021 academic year in spite of National lockdowns due to the pandemic. The overall average attendance rate was 91.16% (compared to 84% for the year 2019-2020 and 92.94% for the year 2018-2019). There were no fixed-term or permanent exclusions. The average improvement in attendance was skewed by one child, who had been out of school before starting at Robson House. If that data is removed, the average rate of improvement was 7.15% instead of 10.01%. Over the year, we continued to apply rigorous processes to challenge and support parents and carers to ensure children's attendance at school. This also included funding a travel pass to a new parent to ensure that their child attended school. This was an essential expense as the child would not have attended school regularly without it. The child was able to have a place on the school bus as of 11th October 2021. Children like coming to Robson House. According to the children's views expressed in the termly questionnaire, there was 92% enjoyment rate from the children for activities both inside and outside the classroom.</p>				

Priority	Objective	Project	Cost	Outcome
Five: Support for families throughout the calendar year	To provide activities across all the school holidays (except Christmas) for children and their families with familiar Robson House staff	Summer Holiday family activities were the only ones possible due to ongoing covid restrictions throughout the year	£1,000	Families will experience different activities and meet with each other supported by familiar Robson House staff. New families able to meet existing families and staff in an informal setting
Impact and Evaluation				
In the school holidays additional activities were delivered to support families, foster links with Robson House, work on parent-child interaction, and provide positive activities for children and their families. This year weekly activities (including a family picnic, bowling trip, activity morning at Robson House and trip to London Zoo) have been organised and each has been well attended by children and their families. These activities mainly took place in the summer holidays due to Covid restrictions.				

Priority 2020-2021	Amount Allocated	Amount Spent	Surplus/Deficit	Pupil Premium Allocation
To make music a core part of our curriculum and raise attainment	£8,700	£8,560	£140 (Surplus)	
Further Enrichment of our curriculum to raise attainment	£1,000	£0	£1,000 (Surplus)	
To enrich our curriculum with a MFL	£11,000	£11,160	£160 (Deficit)	
Achieve High levels of Attendance	£500	£450	£500 (Surplus)	
Support for families throughout the calendar year	£1,000	£600	£400 (Surplus)	
Totals	£22,700	£20,770	£1,880 (Surplus) on predicted spend £1,940 (Deficit) on Pupil Premium allocation	£18,830

Planned PPG spending by project 2021 - 2022

Priority	Objective	Project	Cost	Outcome
One: To make music a core part of our curriculum and raise attainment	To increase children's musical and performance skills, knowledge and confidence	To provide weekly group and individual lessons for all children with a specialist music teacher and take part in music events both internally and externally	£8,560	The children will have developed their musical skills, understand how to participate and perform as part of a group The children will have all either had the opportunity to sing and /or play an instrument in at least one performance
Impact and Evaluation				

Priority	Objective	Project	Cost	Outcome
Two: Further enrichment of the curriculum to raise attainment	To provide opportunities for all children to go on class trips related to topics, theatre trips, London Zoo, music events visiting theatre groups, scientists and storytellers	Theatre trips, music trips, workshops, visiting specialists in order to extend the children's cultural experiences and opportunities to enjoy theatre, museums, places of worship and other attractions. To provide opportunities to promote creativity and develop language skills. To work with London Zoo on a bespoke 6 week project, available to all classes across the year, learning about animals, how to look after them and developing the children's social and emotional skills. It will enrich the curriculum especially in Science, English, PSHE and Geography To provide transport to enable all children to access school trips when needed.	£1,500	Children show increased creativity and confidence in accessing the curriculum. They show increased language development and oracy skills. The children have exposure to a variety of cultural events and specialist workshops. These events will be accessed by all children. Children will know the key things you need to think about when looking after animals and be more confident working with animals. Children will be aware of what is happening to animals around the world and why they need protection.

Priority	Objective	Project	Cost	Outcome
Three: To enrich our curriculum with a MFL	To develop children's knowledge and understanding of French	To provide a weekly French lesson for all children by a specialist teacher to increase their language skills	£11,160	Children speak with increasing confidence, fluency, pronunciation and intonation in French Children build up a basic French vocabulary which includes, counting, colours, animals, days of the week, commands and fruit and vegetables Children can ask and answer simple questions in French eg "How are you feeling? How old are you? What is your name?" Children develop a basic understanding of French grammar
Impact and Evaluation				

Priority	Objective	Project	Cost	Outcome
Four: Achieve High levels of Attendance	To ensure that high levels of attendance are achieved, through enjoyment of learning in school and support for individual children	Staff to support families in bringing children to school	£500	Children achieve attendance of at least 90 % Children's enjoyment of school is reflected in the children's termly questionnaires
Impact and Evaluation				

Priority	Objective	Project	Cost	Outcome
Five: Support for families throughout the calendar year	To provide activities across all the school holidays (except Christmas) for children and their families with familiar Robson House staff. To ensure contact is maintained between staff and families.	Family activities including Animal show, swimming, sports, picnics, and bowling	£1,000	Families will experience different activities and meet with each other supported by familiar Robson House staff. New families able to meet existing families and staff in an informal setting.
Impact and Evaluation				

Priority 2021-2022	Amount Allocated	Amount Spent	Surplus/Deficit	Pupil Premium Allocation
To make music a core part of our curriculum and raise attainment	£8,560			
Further Enrichment of our curriculum to raise attainment	£1,500			
To enrich our curriculum with a MFL	£11,160			
Achieve High levels of Attendance	£500			
Support for families throughout the calendar year	£1,000			
Totals	£22,720			£20,175