

## **PUPIL PREMIUM**

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. 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.”<sup>1</sup>

Most of our children receive Pupil Premium funding. For the academic year 2022-2023 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

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<sup>1</sup> 1. Education and Skills Funding Agency, Pupil Premium, September 2020

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
- Darryl Jones, 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
- 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. 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 2022-2023. 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.” The Institute of Education (IOE) Music research has publicised the physical, psychological and cognitive benefits of singing or learning to play an instrument.<sup>2</sup>

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.”<sup>3</sup> 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”.<sup>4</sup>

## **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,

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<sup>2</sup> Professor Graham Welch and Professor Sue Hallam, Case Study on the Impact of Institute of Education (IOE) Research, Music Education, January 2011

<sup>3</sup> Michael Gove, DfE 2011, The Importance of Music, The National Plan for Music Education. DfE - 00086-2011

<sup>4</sup> Darren Henley, Music Education in England: A Review for the DfE and the DfCMS and DfE 2011

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.<sup>5</sup>

### **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”.<sup>6</sup>

### **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,

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<sup>5</sup> 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.

<sup>6</sup> Professor Bencie Woll (UCL) and Professor Li Wei (IOE): The Cognitive Benefits of Language Learning, Broadening our perspectives, British Academy 2019

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 May 2022 that “For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.”<sup>7</sup> Children with poor attendance tend to achieve less in both primary and secondary school. 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. We have developed links with a charity, “Free to be Kids” who provide residential trips for vulnerable children in the Easter and summer holidays. We fund these trips, the cost of which is passed to us at a heavily discounted rate.

#### Evidence looked at

Damien Page in an article for the *International Journal of Inclusive Education*,<sup>8</sup> 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.” Parents identify that the activities provide an essential structure for them in school holidays and provide motivation for them to leave the home with children over the period. One parent commented “Family Activities have provided opportunities for me to make friends with other parents”.

As described below (Family Work) these activities were well attended in the year 2022-2023 and the Family Team were able to connect with 14 of our families in this way over the half term, Easter and summer holidays.

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<sup>7</sup> DfE, Working Together to Improve School Attendance May 2022

<sup>8</sup> Damien Page (2021) Family engagement and compassion fatigue in Alternative Provision, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2021.1938713

### Current evaluation of the use of pupil premium grant (PPG) received (2022-2023)

The tables on the following pages set out in detail how the funding was used to achieve our priorities as well as an evaluation of the impact of our work in our areas of focus.

#### Number of children and pupil premium grant (PPG) received 2022-2023

Total number of children on roll (at census October 2021)	17
Total number of children eligible for PPG	16
Amount of PPG received per pupil	£1,385
Total amount of PPG received	£22,160

#### Planned PPG spending by project 2022-2023

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. To work with The Royal Academy of Music, The Orchestra of the Age of enlightenment and Camden Music Hub	£9,859 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

We continued to follow the National Curriculum for Music and we implemented a structured and progressive programme, tailor-made to the musical interests and talents of the individual children. We held group sessions, so that the children experienced ensemble playing as a joy in its own right, and also in preparation for performances which took place regularly at RH and in conjunction with Camden Music Service and other providers. This dual approach is designed to enable children to “sing and play musically with increasing confidence and control.” (NC KS2 Attainment target). Every child received a one-to-one individual session every two weeks, between 20 and 30 minutes. They continued to have access to a full range of instruments, a Microphone and PA. The sessions still focus on participation, enjoyment and performance, aiming to “engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.” (NC Purpose of Study)

There was a memorable school Christmas concert in December 2022. All the children were involved and the concert involved solo musical performances both vocal and instrumental as well as group performances including the whole school playing harmonicas which they have been learning over the year. Every child had at least one family member to share this experience. Parents and carers commented afterwards how proud they were of their children and how their children wouldn't have had the confidence to perform in previous schools as well as praising the quality of the performance. Year 6 combined all their skills from the group sessions: ensemble playing, solo performance, composition, memory, listening and confidence in musicality in a memorable week-long project with the Royal Academy of Music (RAM) in March 2023 based on their science topic of Space from the previous half term. The children worked and collaborated really well as a team both with themselves, the visiting musicians and staff. The project culminated with a performance for families and staff which was outstanding. One of the children said, “If I can do this, I can do anything!”

We took 5 children to the Royal Albert Hall (RAH) for the bi-annual Camden Music Festival in April 2023. The songs were learnt and rehearsed for 8 weeks before the concert including a cluster session with local mainstream schools. Throughout the rehearsals and the concert, the children's singing and participation was fantastic and their behaviour was excellent. The children, families Staff, and Management Committee members who attended the concert experienced a very special time giving them memories which will last for a long time. Both the Ram and the RAH projects have left a legacy of excellence in music at Robson House.

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. Provide opportunities to promote creativity and develop language skills. School membership to London Zoo in order to build on the previous zoo project. 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.	£1,000	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. Trips and workshops at London Zoo will enrich the science curriculum. Children will be aware of what is happening to animals around the world, why they need protection and the effects of climate change particularly on Rain forests. These events will be accessed by all children. Trips to other cultural experiences will enrich our curriculum especially in science and history

### Impact and Evaluation

Some of the children visited the zoo as part of their science topic on Living things and their habitats. This built on the very successful Zoo project from last year. They also learned about climate change issues and animal extinction.

We went to the Everyman Cinema in December to see *Matilda, The Musical*. For a number of children this was their first experience of going to the cinema and having watched the play the children wanted to read and/or listen to the book and they all received a copy of the book. A school bus was used to enable all children to be included in the trip. Other trips included a visit to The Imperial War Museum for the Year 6 children who were learning about World War 2 in History. The exhibits and resources at the Museum helped the children to have a better understanding and increased their knowledge of the topic.



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	£11,458	<p>Children speak with increasing confidence, fluency, pronunciation and intonation in French</p> <p>Children build up a basic French vocabulary which includes, counting, colours, animals, days of the week and fruit and vegetables</p> <p>Children can ask and answer simple questions in French</p> <p>Children develop a basic understanding of French grammar</p>
<b>Impact and Evaluation</b>				
<p>French lessons at Robson House are engaging, interactive and fun. The children look forward to them and often ask to play specific games that they have enjoyed in the past again at the start of each lesson. A mixture of online games, paired activities, team activities, role-plays, re-enactments of stories, singing, practising dialogues, and games involving movement are used to keep the lessons accessible and enjoyable. The children learn a lot and enjoy themselves while doing so. The fact that they find lessons engaging helps them to retain information more easily and often without realising it. The children regularly use the French that they have learnt in lessons at other times around the school and they like demonstrating these skills with different adults, especially with the French teacher, this often happens spontaneously. Cross curricular links are made where possible. For example, Healthy eating was studied both in French and PSHE. 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.</p> <p>The children leave Robson House with a solid foundation in French from which to build upon when they move to secondary school. We see learning modern foreign languages as an important part of having a rich and broad curriculum and hope that the children's formative experiences of French will inspire them for the future. The Aural nature of learning French has meant that some children achieve excellent progress in the subject. This is particularly true of our music scholar who has excelled in the subject.</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
<b>Impact and Evaluation</b>				
If families are unable to bring children to school then the family team will try and problem solve with families and will collect children to bring them to school. (See Attendance and Pupil Views in this report.)				

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 provide access for residential trips in the holidays with "Free to be Kids".	Family activities including Animal show, swimming, sports, water, craft, picnics in the park and individual children to take part in residential trips	£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. Families can receive support in structuring the school holidays. Individual children will experience residential trips out of London
<b>Impact and Evaluation</b>				
In the school holidays, weekly activities have been delivered by the Family Team to support families. Activities also help to foster links with Robson House and between children, work on parent-child interaction, and link families to their local community. The activities also help to engage new families prior to their child starting at Robson House and supports a child's transition. Holiday activities this year have included bowling, a trip to London Zoo, support to access community events and new attractions, nature walks and soft play. Families have given positive feedback each time about the structure and stimulation these activities provide in the school holidays and the sense of consistency this ensures in terms of contact with the Family Team. Through holiday activities we have also developed our understanding of a child's key relationships and enabled us to get to know others in the family e.g. siblings.				