

ROE GREEN INFANT/STRATHCONA SCHOOL PUPIL PREMIUM GRANT – REPORT TO PARENTS

2016-2017



OVERVIEW

Our spending of the Pupil Premium between 2016 and 2017 (£63,345) has been on staffing, training, resources, pupil progress meetings and interventions that have had meaningful impact on the progress and attainment for our disadvantaged pupils. The progress of the children has been tracked to evaluate the effectiveness of the measures that had been put in place in terms of improving outcomes. The funding has made a real difference. What we aimed to achieve from the interventions was raising attainment, accelerating progress and narrowing the performance gap between Free and Non Free School meals children. Interventions started from Nursery so that FSM children grasp the basics of reading, writing and mathematics, by finding out where the basic skills gaps exist among eligible pupils and deploying effective teachers and support staff to help close these gaps.

Below is a summary of how the Pupil Premium was used at Roe Green Infant School and Roe Green Strathcona during 2016/17 and its planned use for 2017/18 both at Roe Green Infant and Roe Green Strathcona School.

BARRIERS TO LEARNING

These are the barriers to learning that our Pupil Premium children face:

- Low aspirations which can result in a poor attitude to school
- Emotional/social/behavioral difficulties which impact on pupils' ability to focus on learning
- Some pupils have narrow life experiences
- Low self esteem
- Lack of confidence
- Lack of or limited home support
- Poor provision of out of school activities, clubs etc. within the local community that parents could take their children to
- Specific learning needs e.g. Speech and Language
- Relationships with peers

PUPIL PREMIUM GRANT EXPENDITURE 2016/17

1. Pupil Profile

Total number of pupils on roll at RGI & RGS	542
Percentage pupils eligible for PPG	6.6%
Percentage of pupils classified as Looked After (LAC)	0.18%
Total amount of PPG received	£63,345

2. Summary of Spending of PPG

The PPG was allocated in the following ways:

- Additional teaching assistant time for all the 12 classes from Reception to Year 2 at RGI & 6 classes from Reception to Year 5 at RGS. This was to provide extra support for pupils, some entering the school with very little experience of early years schooling and with a range of needs.
 - Additional teaching assistant time within all year groups to provide quality planning/preparation time with the class teacher before school.
 - Providing Quality First Teaching.
 - Providing early intervention for Speech & Language skills.
 - Parent/Children Workshops on Literacy/Numeracy provided by nursery teacher
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- Targeted group work delivered by Teaching Assistants:
 - i. Reception focus groups for PST, phonics, literacy and maths, working under the direction of the Head of School
 - ii. Year 1 focus groups for phonics, literacy and maths, working under the direction of the Head of school
 - iii. Year 2 focus groups for phonics, literacy and maths, working under the direction of the Head of School
 - iv. Year 3/4 focus groups for phonics, literacy and maths, working under the direction of the Head of School
 - v. Year 5 focus groups for Grammar, literacy and maths, working under the direction of the Head of School
 - vi. Learning to Learn provided by HLTA
 - vii. Cooking Sessions provided by TAs
 - Special educational needs support for a small group of children in Year 1, Year 2, Year 3/4 and Year 5 with serious needs
 - i. Consultant providing advice and training for staff
 - ii. Purchasing of new SEND teaching resources for use with Year 1, Year 2 Year 3/4 & Year 5 groups

3. Summary of impact of the PPG spending

The school carries out regular assessments to track pupil attainment and progress. This information was used to monitor and evaluate the impact of PPG.

Reception

Profile	Subject	Typical progress %	Rapid progress %	% 3 steps or more progress
No. on Roll: 138 FSM: 5% LAC: 0%	Reading	50%	67%	50%
	Writing	50%	50%	50%
	Maths	50%	50%	50%
Non-pupil premium	Reading	72%	67%	51%
	Writing	71%	68%	45%
	Maths	71%	77%	0%

Year 1

Profile	Reading Progress %	Writing Progress %	Maths Progress %
No. on Roll: 136 FSM: 5.14% (7) LAC: 0.73%	83%	67%	83%
Non-Pupil Premium	98%	95%	94%

Year 2

Profile	Reading Progress %	Writing Progress %	Maths Progress %
No. on Roll: 143 FSM: 8.39% (12) LAC: 0%	92%	62%	69%
Non-pupil Premium	86%	76%	85%

Lower Key Stage 2 (Y3)

Profile	Reading % EP (+)	Reading % (AP)	Writing %EP (+)	Writing %(AP)	Maths %EP (+)	Maths %(AP)
No. on Roll: 41 FSM: 18.51% (4) LAC: 0%	100%	0	50%	0	75%	0
Non-Pupil Premium	70%	22%	56%	15%	71%	22%

Upper Key Stage 2 (Y5)

Profile	Reading % EP (+)	Reading % (AP)	Writing %EP (+)	Writing %(AP)	Maths %EP (+)	Maths %(AP)
No. on Roll: 23 FSM: 7.4% (2) LAC: 0%	100%	100%	50%	50%	100%	50%
Non- Pupil Premium	83%	61%	78%	39%	100%	74%

Behaviour Support

Profile	Needs	Provision	Outcomes
A number of vulnerable pupils received this provision including those eligible for FSM	A range of needs were catered for: <ul style="list-style-type: none"> • Social and emotional needs • Behaviour for learning • Self-esteem • Concentration 	Provision varied depending on type of need: <ul style="list-style-type: none"> • Years 1/2 social skills group • KS1/2 playground support (promoting positive play) • Lego/Mobil Therapy for Reception, Years 1-4 	Outcomes were measured in a variety of ways. Overall pupils receiving this support benefitted from it. <ul style="list-style-type: none"> • Better concentration • Improved social skills • Sharing/turn-taking

PUPIL PREMIUM GRANT EXPENDITURE 2017/18

The allocation for 2017/18 is £57,340.00.

The following is planned:

- a) Continuation of Phonics, Grammar, Literacy & Numeracy sessions to children during and after school. Learning to Learn sessions, Precision Skills Teaching in Nursery and the Early Years & playground support for children.
- b) Financial support for after school clubs, educational trips, residential trips and school uniform.
- c) Continue to provide small group work with an experienced teacher/TA focused on overcoming gaps in learning.
- d) Supporting the learning through the use of a range of resources aimed at raising standards
- e) Providing Workshops for parents and children in EYFS
- f) Providing Family Literacy in EYFS.
- g) Providing additional cooking opportunities throughout the school

DATE OF NEXT PUPIL PREMIUM STRATEGY REVIEW

September 2018