



Pupil Premium Support Spending 2017-18

In school Barriers Identification.

The school feel that there are more families in our community who could access the additional support/funding. At Roade Primary School the disadvantaged pupils do very well compared with the national "England state funded schools other pupils" All our pupils recorded as disadvantaged at KS2 did exceptionally well-scoring well above average in progress and attainment. Last year none of our children recorded as disadvantaged achieved the higher standard-which is something for the school to look at moving forward.

The pupils eligible for free school meals at any time in the past 6 years is currently 13.7%- well below the national 24.7%. 2018-2019 there has been a dramatic reduction in the funding for disadvantaged pupils at Roade Primary School.

Intended outcomes:

The progress and attainment of our PPF identified children remains high

That funding is accounted for and is seen to be having impact on outcomes and wellbeing for all PPF pupils.

To ensure that the high levels of interventions continue and that the excellent quality first teaching is maintained at the current high standard.

To ensure that there is equal access to all aspects of the school regardless of financial background.

Year 6: Although our students have made accelerated progress in recent years-the school is looking to increase the number of

	School disadvantaged pupils	England state-funded schools other pupils
Progress in reading (score, description and confidence intervals)	6.0 Well above average (1.7 to 10.3)	0.3 Average (0.0 to 0.0)
Progress in writing (score, description and confidence intervals)	4.5 Well above average (0.3 to 8.7)	0.2 Average (0.0 to 0.0)
Progress in maths (score, description and confidence intervals)	5.9 Well above average (2.0 to 9.8)	0.3 Average (0.0 to 0.0)
Percentage of pupils meeting the expected standard	89%	67%
Percentage of pupils achieving a high standard	0%	11%
Average score in reading	108	105
Average score in maths	108	105

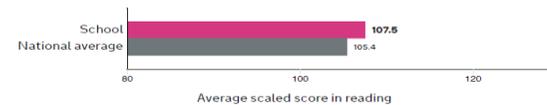
Outcomes from previous year:

Disadvantaged pupils at Roade outperform national figures:

Average scaled score for disadvantaged pupils in:

Reading

Number of disadvantaged pupils = 9



Maths

Number of disadvantaged pupils = 9



disadvantaged pupils at KS2 achieving the greater depth scores in reading and maths. The costs of all interventions are calculated on provision map .	
Total PPF income 2017-18 was £42,989 Total PPF indicative income 2018-19 is £42,080	Total school spend on identified PPF pupils 2017-18 was £65,552.74 Total school indicative spend on identified PPF pupils 2019-19 is £76,930.71

Due to the changes in the way that the school receives the funding for disadvantaged families/children the school has less funding from April 2018-but more children eligible/ever 6. This actually means a decline in our funding-but more pressure to make the funding stretch further.
2017 there was an over spend of £22,563.74
2018 there is a predicted over spend of £34,850.71

Break down of predicted spend per year group/per pupil June 2018			
Year group:	Number of pupils entitled to the disadvantaged funds:	Total fund spend:	Spend per pupil:
Reception	2	£233.15	£116.57
Year 1	2	£1,354	£677.26
Year 2	2	£3,290	£1,645.11
Year 3	8	£11,808.02	£1,476.00
Year 4	7	£21,082.20	£3,011.74
Year 5	5	£10,782.32	£2,156.46
Year 6	5	£8,248.29	£1,649.66

Objective	Costings	Detail of actions	Intended outcomes and the impact on pupils
<p>To provide high quality Intervention Support throughout school.</p>	<p>£56,798.71</p>	<p>Full access to 1:1 support and small group intervention by qualified and experienced staff and teachers</p> <p>Extension of provision beyond the school timetabled day to target specific needs e.g. Pre-school sessions open to pupils in receipt of PPF (especially in key year groups)</p> <p>Sustain TA complement to work with targeted pupils in all classes.</p> <p>Where available in the year, pupils are invited to attend pre-school sessions to minimize pupils being withdrawn from lessons.</p>	<p>Tutoring provided in small groups in specific areas of English and Maths by teachers and support staff through intensive target intervention time.</p> <p>Intervention is additional to normal English and maths but is closely linked to what is being taught in class and meets the specific need of the pupil. Pupils will benefit from working in smaller groups with activities and objectives tailored to specific needs.</p> <p>Class teachers deploy additional support to ensure all disadvantaged pupils are supported during class based learning.</p> <p>Class teachers organise a weekly timetable for additional, targeted support to ensure that all eligible pupils are supported in a detailed manner by LSA intervention.</p> <p>Through effective assessment for learning, pupil progress meetings and summative assessments, the Y6 teacher will be able to map out strategies for additional teacher support prior to the commencement of KS2 SATs.</p> <p>Class teachers to track pupil progress and conduct Pupil Progress dialogues with SLT to monitor progress and implement future effective strategies to further enable pupils to make at least good progress.</p> <p>Pupil progress results in a narrow gap in cohorts of pupils/whole school compared to PP.</p>
<p>School development plan</p>	<p>Cost absorbed into the budget.</p>	<p>Develop further the Pupil Premium whole school approach to ensure actions secure substantial improvement in progress and attainment of disadvantaged pupils.</p>	<p>Ensure that Pupil Premium is a focus in every classroom</p> <p>Further develop and implement a system to identify and track disadvantaged pupils.</p> <p>Ensure all staff can identify and understand provision for PP pupils.</p> <p>Monitor interventions / additional provision for PP pupils</p> <p>Access relevant training relating to Pupil Premium / Disadvantaged pupils</p> <p>Feedback relevant updates to staff</p> <p>Train and support staff as necessary dependant on findings</p> <p>Ensure funding is spent effectively to narrow the attainment gap</p>

		Attendance monitored and tracked to ensure persistent absence rates reduced. Whole school initiatives introduced to promote higher attendance rates.	Attendance Information shared with all stakeholders Increased Attendance rewards to promote good attendance Attendance high profile across school – all teachers involved Targeted informal meetings with families Admin team identify families each half term Whole school reward at the end of the year for pupils who have 97% and 100%
To provide high quality Intervention Support throughout school for SEN EHC and PP children	£4,000	Funding used to top up the EHC allocation for those children on an EHC	Funding enables Full TA 1:1 support to access the curriculum and include children fully in the school. (initial funding breakdown: 2 pupils- £6000 and £3000 provided through the EHC, £12,000 provided by the school, £4,000 additional PP funding enables near full funding) Completely bespoke 1:1 curriculum for both pupils-individualised at the child's level.
Staff Training and support	£ TBC	2 members of staff are fully trained in the ELSA program	2 members of staff trained to deliver the Emotional Literacy Support Assistant program across the school to those children who need it. Further specialist emotional/pastoral support for our PP pupils across the school. Self-esteem and confidence of the pupils are enhanced as they are given the opportunity to talk about their feelings. Increased confidence and self - esteem Social and emotional well-being improved
Pupil Premium staff meetings and administration	£1,800 (at £300 per term)	Costing to cover meetings in which staff analyse data to monitor progress of Pupil Premium children initially in Maths and English but with more consideration this year on the foundation subjects	Data gathered from the school assessment schedule will be monitored to identify strengths and areas for development in terms of progress of PP children. Through analysis, early identification of developmental needs will enable responsible staff member to support, advice and coach teachers in the provision of more accurate and high quality mapping and teaching.

		<p>linked to the whole curriculum.</p> <p>Monitor support and provision for PP children in terms of mapping, intervention strategies, book analysis and observations which are specifically targeted at PP children.</p> <p>Evaluate and implement further suggestions and ideas to support all staff members in the support and development of all PP children.</p>	<p>The new assessment systems for foundation subjects will enable a broader picture to be constructed for all PP children based on progress and attainment in all subjects.</p> <p>An evaluation of the progress of PP children will enable the school to identify areas for improvement and ways in which we can target and utilize future finances in a more accurate and concise manner.</p> <p>Teachers ensure that they are provided with high levels of expertise from the leading SENCo in order to plan and implement effective mapping programmes for SEND / PP.</p> <p>Pupil progress meetings and the Performance Management cycle to identify under-performance and discuss strategies and interventions which will enable faster rates of progress.</p>
<p>Resources to enhance curriculum</p>	<p>£1,500</p> <p>£300</p> <p>£900</p> <p>£2,000</p>	<p>Re-new Purple Mash licence for whole school with a particular focus on its use for home/school learning.</p> <p>Re-new Times Tables Rock Stars licence for whole school with a particular focus on its use for home/school learning.</p> <p>Re-new RM Easi-Maths for use in school to</p>	<p>Licenses purchased enable all pupils to access the curriculum.</p> <p>Increase opportunities for all PP children to be involved in an inclusive curriculum-both at school and at home using Purple Mash, Times Tables Rock Stars, DB Primary.</p> <p>To ensure the tracking of interventions and pupil progress against targets is carefully monitored.</p>

	£1632	<p>support maths interventions.</p> <p>Re-new Provision Map software for whole school</p> <p>Re-new DB Primary licence for whole school with a particular focus on its use for home/school learning</p>	
Funding provided to ensure that Music tuition may be undertaken for PP children	£1,500	<p>Liaise with parents on an individual basis should music tuition be desirable for pupils in receipt of PPF.</p>	<p>All pupils are provided with equal opportunities to learn an instrument, should they so wish, and that parents financial concerns are not a barrier to remove opportunities. Develop self-belief and confidence when learning an instrument.</p>
Funding provided for top up swimming sessions should the PPF pupils require it.	£500	<p>To provide pool time and swimming coaching</p>	<p>To enable all children to achieve the minimum swimming distance/ability as part of a lifelong commitment to exercise and as a lifesaving skill.</p>
Funding provided for educational trips and visits to support/enhance the curriculum	£3,000	<p>Identify possible families who may need support in ensuring all pupils have an equal opportunity of attending the residential trip.</p> <p>Liaise with parents and decide on the level of</p>	<p>All pupils who are eligible for PPF are given the opportunity to attend the residential trips in years 2 and 6 and that financial reasons for parents as a barrier are overcome.</p> <p>To provide a residential experience for all pupils, inclusive of PP children which enables them to develop their independence, social skills, physical and motor skills, French language skills and confidence skills to name just a few.</p> <p>Pupils are provided with wider opportunities to support their learning through an enriched curriculum and external visits both locally and further afield. Through financial support for Pupil Premium, these children experience an inclusive curriculum.</p>

		<p>support which can be offered.</p> <p>Ensure that the school is able to cover the potential cost of full financial support for all eligible pupils in Years 2 & 6.</p>	
Funding provided for additional uniform for families of PPF children if required	£1,500	Ensure that the identified children feel included throughout the school	<p>Identified pupils have the same uniform as their peers</p> <p>Identified pupil's self-esteem is not limited by their appearance being different.</p> <p>To ensure that school is an inclusive place for all PPF children.</p>
To provide Motor skills development for targeted PPF children	£500	Implement the sensory circuit programme as a before club to work through a series of structured activities leading to motor skills development for identified children	<p>Identified pupils will be able to develop their balance, coordination, core strength and motor skills in a safe, non-threatening and well organised environment.</p> <p>Identified pupils involved will raise their self esteem and confidence, helping them to access the curriculum and thus achieve their full potential.</p> <p>The Studio space is timetabled to ensure all identified pupils who would benefit from this support, receive on a weekly basis.</p> <p>To ensure that the activities are staffed with trained and experienced before school</p> <p>Club is reviewed regularly. Future planning and intervention is then planned as a review.</p>
Funding provided where needed for PPF	£1,000	Liaise with parents on an individual basis should	

children to access before and after school clubs and activities		access to any of our external sports clubs be desirable for pupils in receipt of PPF	All pupils are provided with equal opportunities to learn a sport and be part of an out of school club, should they so wish, and that parents financial concerns are not a barrier to remove opportunities. Develop self-belief and confidence when learning sport and cooperation
	£76,930.71		