

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

2017-2018



OVERVIEW

Our spending of the Pupil Premium between 2017 and 2018 (£57,340) 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 2017/18 and its planned use for 2018/19 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 2017/18

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%
Total amount of PPG received	£57,340

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 6 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 5/6 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 5/6 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- No Pupil Premium Children

Year 1

Profile	Reading ARE + Progress %	Writing ARE+ Progress %	Maths ARE +Progress %
No. on Roll: 135 FSM: 4.4% (6) LAC: 0%	50%	50%	83%
Non-Pupil Premium	80%	72%	80%

Year 2

Profile	Reading ARE+ Progress %	Writing ARE+ Progress %	Maths ARE+ Progress %
No. on Roll: 129 FSM: 3.87% (5) LAC: 0%	80%	80%	80%
Non-pupil Premium	89%	84%	87%

Lower Key Stage 2 (Y3/4)

Profile (Year3)	Reading % EP (+)	Reading % (AP)	Writing %EP (+)	Writing %(AP)	Maths %EP (+)	Maths %(AP)
No. on Roll: 20 FSM: 10.% (2) LAC: 0%	100%	0%	100%	0%	100%	0%
Non-Pupil Premium	85%	35%	85%	15%	95%	10%

Profile (Year4)	Reading % EP (+)	Reading % (AP)	Writing %EP (+)	Writing %(AP)	Maths %EP (+)	Maths %(AP)
No. on Roll: 38 FSM: 10.52% (4) LAC: 0%	100%	0%	100%	33%	100%	0%
Non-Pupil Premium	94%	33%	79%	15%	94%	27%

Upper Key Stage 2 (Y5/6)- No Pupil Premium Children in Year 5

Profile (Year 6) KS2 SATs	Reading	Reading	Writing
No. on Roll: 25 FSM: 8%% (2) LAC: 0%	100%	100%	100%
Non- Pupil Premium	53%	32%	42%

Social & 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) • Time to Talk • Lego/Mobil Therapy for Reception, Years 1-6 	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 2018/19

The allocation for 2018/19 is £41,900

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 Learning to Learn lesson with an experienced teacher
- g) Providing additional cooking opportunities throughout the school
- h) Providing a classroom-based music programme from Brent Music Service (Music's Cool) for Key stage 2

DATE OF NEXT PUPIL PREMIUM STRATEGY REVIEW

September 2019