

Roe Green Infant/Roe Green Strathcona School

Pupil Premium Statement 2018/19

The Pupil Premium Grant (PPG) is additional funding for publicly funded schools in England to raise the attainment of disadvantage pupils of all abilities and to close the gaps between them and their peers.

Our key objective is to use the Pupil Premium Grant to narrow the gap between pupil groups and extend the learning of Pupil Premium pupils so that they are among the highest achievers in our school. As a school we have an excellent track record of ensuring that pupils make good progress but in some cases pupils on FSM do not always achieve as well as other pupils because of barriers to their learning. These children start school with low attainment on entry, our aim is to ensure that they will make excellent progress in order to reach age related expectation through targeted interventions as they progress through the school. We will continue with our whole school approach to supporting children in developing their skills in mathematics, reading, writing, comprehension, behaviour, welfare and safety.

In addition we will strengthen parental engagement in learning through increasing the support on offer to parents in:

- Training in helping their child to learn
- Targeted parent meetings and workshops
- Family Literacy in EYFS
- Financial support with school trips, residential trips, school uniform and after school clubs.

The school, headteacher and staff will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for the school to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

‘We know a good education is the key to improving young people’s life chances, to enable them to progress into adulthood with the skills and confidence for success. The Pupil Premium will provide schools with the resources with which to address inequalities in the system and raise the attainment of those pupils from low income families.’ Source DfES website

Pupil Premium Action Plan 2018/19

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| Total number of pupils on roll | | | | | | | |
| Number of pupils eligible for Pupil Premium | | | | | | | |
| Percentage of pupils eligible for PPG | | | | | | | |
| Amount of PPG received 2018/19 | | | | | | | £41,900 |
| Ethnicity | | | | | | | |
| White Eastern European | Pakistani | Any other white | Black Caribbean | White British | Any other Ethnic Group | Asian Indian | |
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| Nature of Support 2018/19 | % of funds allocated & amount |
|-------------------------------------------|------------------------------------------|
| Focus on learning in the curriculum | £15,600 |
| Focus on social emotional and behaviour | £12,000 |
| Focus on enrichment beyond the curriculum | £9,500 |
| Focus on families and communities | |

Pupil Premium Statement 2018/19

| Focus Area | Objective | Success Criteria | Actions |
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| <p align="center">Achievement of Pupils</p> | <p>Continue to provide targeted reading, writing and maths intervention for all groups receiving PPG.</p> <p>Analyse progress of those children in receipt of PPG termly.</p> <p>Identify any barriers to learning.</p> <p>Provide intervention programmes to meet needs of these pupils.</p> | <p>Pupils make expected progress in relation to their entry data to their year group and they meet/exceed national year group expectation in all subjects.</p> <p>Analyse of data show closing/narrowing of gap with peers in school and nationally.</p> | <ul style="list-style-type: none"> • Soft start at the beginning of the day • Twice daily phonics- to support children with reading, writing and spelling. • In class small group support. • Pre-teaching- support children with processing, focus and working memory difficulties to grasp key points. • Targeted literacy, phonics, grammar and numeracy interventions (small groups) • Speech & Language intervention • Providing additional cooking opportunities. |
| <p align="center">Quality of Teaching</p> | <p>Ensure never less than good/outstanding teaching for those children in receipt of PPG</p> <p>Teaching assistants are highly trained, understand and use</p> | <p>Teaching to be never less than good.</p> <p>Targeted interventions for underperforming groups are</p> | <ul style="list-style-type: none"> • CPD programme to meet needs of staff. • EAL training for all staff • Differentiation of learning. |

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| | effective strategies to support accelerated progress. | embedded and impacting on teaching and learning. Monitoring, scrutiny and feedback are routine and robust. | <ul style="list-style-type: none"> • 3 members of staff are ELKAN trained. • 1 member of staff has SENDCo accreditation training |
| Behaviour and Safety | Attendance, punctuality and behaviour of children in receipt of PPG is monitored. | Attendance/punctuality of pupils in receipt of PPG is improving and is coming in line with the national average. Behaviour is good or better for pupils in receipt of PPG. Number of pupils accessing Place 2 Talk, clubs, Learning to Learn/counselling decreases | <ul style="list-style-type: none"> • Learning to Learn sessions for metacognition. • Place 2 Talk sessions for Social and Emotional Wellbeing. • Lego Therapy • Pastoral Support • Nurture Room • Behaviour Reports • Support and advice from Brent Behaviour Services. • Suggestion/worry boxes in library and outside welfare room. • Emotional board in each classroom. |
| Leadership and Management | Ensure support provided for pupils in receipt of PPG is high quality delivered by competent, experienced staff. Analyse progress and attainment of children to determine and identify strategies/interventions | SENDCo acts as an advocate to champion the learning of PP pupils. Named Governor and the rest of the GB have a detailed knowledge of progress, reasons for lack of progress, actions to | <ul style="list-style-type: none"> • Fortnightly meetings with staff who are delivering PP interventions. • Half-termly Pupil Progress meetings. • RAAPS in place for children who have made no or very little progress. |

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| | <p>that have a high impact on performance.</p> <p>Ensure that all staff are aware of their PP children in their class and learning is planned to meet their needs.</p> <p>Report progress and impact to Governing Body, stakeholders and standards committee and SLT.</p> <p>Ensure Governing Body have full knowledge and awareness of allocations/spending/impact and action.</p> | <p>support, pupils who are underachieving, cost of support and overall impact.</p> <p>Information is collated on progress and attainment of pupils and impact of interventions offered to each child.</p> | <ul style="list-style-type: none"> • Termly report to the GB. |
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