

Pupil Premium Strategy 2018-19

Roe Green Junior School will ensure that the additional Pupil Premium funding makes a significant impact on the education and lives of the pupils it was provided for. The Pupil Premium will provide additional educational support to improve the progress and to raise standards of achievement and attainment for these pupils. The Pupil Premium funding will be used to narrow the difference between the achievement of these pupils and the rest of their class.

Amount of Pupil Premium funding received 2018-19

Total number of pupils on roll	472
Number of pupils eligible	59
Total PPG received (2017-18)	£116,800

Current progress

Progress of disadvantaged pupils (2017-18)					
% of disadvantaged pupils who made expected or better than expected progress from September 2017 – September 2018					
Year Group	Number of children in cohort	Number of disadvantaged children	Disadvantaged children		
			Reading	Writing	Maths
3	119	15	80%	100%	93%
4	120	19	63%	74%	68%
5	119	22	91%	91%	95%
6	120	28	86%	79%	82%

Identified barriers to educational achievement

- Access to high quality English language
- Access to extra-curricular activities
- Pupils with specific social and emotional needs which affect their learning

Key Objectives for Pupil Premium spending

- Narrow the achievement gap for pupils receiving the PP

- Enable pupils to attend school trips without financial prohibition
- Enable pupils to participate in programmes to build confidence and social skills

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Additional targeted LSA support in classes and for focused interventions	To support pupils and accelerate progress in Literacy and Maths.	£99,856
Assistant Headteacher for Inclusion	To provide interventions, liaise and monitor the effectiveness and impact of interventions and PP spending.	£10,500
1:1 Emotional Support for children with social and emotional needs.	To better identify and support pupils with social and emotional needs.	£3 000
Attendance Officer and Education Welfare Officer	To improve attendance of PP pupils, including persistent absence.	£4 097
Funding for extra-curricular lessons and clubs	A greater number of PP pupils involved in extra-curricular opportunities to support personal and social development.	£2,700
Subsidy for school trips and residential trips	A greater number of PP pupils involved in school trip and residential trips.	£4,300
Attendance at Pupil Premium Conference	To better identify best practice and strategies for supporting PP pupils.	£760

Some ongoing staffing costs also support our PP pupils with rationales below:

Year 6 additional English and maths set and Year 5 additional maths set – these are run by a qualified teacher. They run daily and allow the delivery of these subjects to be in a smaller, more focused group. Rapid progress has been evident.

Support teachers – many of our PP children arrive from abroad with little or no English and receive 1:1 and small group sessions with an HLTA. Similarly many of our PP children are performing below their age related expectation and receive 1:1 and small group interventions with a qualified teacher in reading, writing and/or maths.

LSA support – teachers use Learning Support Assistants to work with small groups in the classroom. LSAs also run groups and interventions.

Pupil Premium Strategy 2018/19

Objective	Intended outcomes	Actions
Narrow the achievement gap for pupils receiving the PPG.	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths • Improved confidence for pupils in specified areas 	<ul style="list-style-type: none"> • High quality teaching across all areas of the school with a whole-school focus on diminishing the differences through differentiation, marking and feedback. • Setting pupils in maths groups, supported by additional teaching and support staff, providing smaller maths and literacy groups. • Teacher-led maths, reading and writing interventions across all year groups. • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • 1:1 and small group interventions planned to cater for individual needs • Priority 1:1 reading with LSAs if pupils are unable to read at home
Enable pupils to attend school trips without financial prohibition	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays on residential 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • CB to liaise with parents and HT regarding specific requests for funding • Teachers made aware of available funding – can approach parents if appropriate • Gordon Brown residential trip • One-day educational trips • Activity Weeks
To enable pupils to participate in programmes to build	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs and 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs

<p>confidence and social skills.</p>	<p>interventions provided by the school or external providers</p> <ul style="list-style-type: none"> • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Staff to talk to pupils/parents about possible interests and available clubs • Arrange funding for PP pupils to attend a club of their choice. • Clubs specifically targeting PP pupils: <ul style="list-style-type: none"> ○ Maths club ○ Coding club ○ Table tennis club ○ Running club ○ Football club ○ Art club ○ Cookery club ○ Friendship club • Interventions and support include: <ul style="list-style-type: none"> ○ Nurture Group ○ Lego club (Lego Therapy) ○ Theatre Group ○ Professional support for pupils (social and emotional) ○ Playtime enrichment
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Review of Pupil Premium Strategy 2017-18

Objective	Actions	Evaluation of Impact
<p>Narrow the achievement gap for pupils receiving the PPG.</p>	<ul style="list-style-type: none"> • High quality teaching across all areas of the school with a focus of on differentiation, questioning, marking and feedback. • Setting pupils in maths groups in years 5 and 6, supported by additional teaching and support staff, providing smaller maths groups • Additional teacher support providing smaller literacy groups in year 6. • Teacher-led maths interventions across all year groups. • Teacher-led writing interventions in all year groups. • Teacher-led reading interventions in all year groups. • 1:1 reading with a Learning Support Assistant. 	<ul style="list-style-type: none"> • Broadly maintained age related expectations from PP pupils in reading, writing and maths. • Expected progress overall is not sufficient if starting point is below ARE in some year groups. Support established in identified year groups.
<p>To enable pupils to attend residential trips without financial prohibition.</p>	<ul style="list-style-type: none"> • Gordon Brown residential trip 	<ul style="list-style-type: none"> • This enabled pupils to enjoy and experience a residential trip, a first for many children. It increased their geographical understanding of the local area, developed important life skills such as independence, language and social skills, enriched their vocabulary and provided the stimulus for many lessons across the curriculum.

	<ul style="list-style-type: none"> • One-day educational trips 	<ul style="list-style-type: none"> • This enabled disadvantaged pupils' fair access to 'rich' and 'memorable' experiences in their young lives that they may not otherwise have access to. Participation has a lasting impact on pupils' self-esteem and motivation and the meaning they attach to school and their own lives. For many pupils, such events create and remain long-lasting memories of a positive school experience at Roe Green Juniors.
<p>To enable pupils to participate in programmes to build confidence and social skills.</p>	<ul style="list-style-type: none"> • Clubs 	<ul style="list-style-type: none"> • Lego club provided a supportive and nurturing environment for pupils to develop and reinforce speaking, listening, play and social skills, including verbal and non-verbal communication, joint attention, task focus, sharing, turn-taking and collaborative problem-solving. Teachers reported a significant improvement in pupils' participating in class and relationships with peers. • Table Tennis club helps pupils to focus and encourages them to be disciplined and patient. If they want to become better at table tennis, they cannot be too aggressive from the very beginning. It also teaches them manners, how to communicate and how to work as a member of a group. Pupils also benefit academically as they are more attentive in class. • Cooking club has been supportive for our disadvantage pupils by: <ul style="list-style-type: none"> ○ teaching pupils healthy nutrition practices in a fun manner ○ improving social support for pupils ○ promoting lifetime skills of healthy cooking starting at a young age ○ having a kitchen as a learning lab for children that can involve all of their senses

		<ul style="list-style-type: none"> ○ building on pupils' self-confidence, accomplishments and feeling of contributing to their families ○ helping pupils make healthy decisions.
	<ul style="list-style-type: none"> • Professional support for pupils (social and emotional) 	<ul style="list-style-type: none"> • Social and emotional support was provided in 1:1 sessions. • Autumn 25 pupils supported; Spring 25 pupils supported; Summer 28 pupils supported.
	<ul style="list-style-type: none"> • Theatre group 	<ul style="list-style-type: none"> • All pupils involved in this group have become 'more spontaneous, more able to quick think and have adapted to being put on the spot. It has also enabled pupils to build up positive relationships with their class teachers who were able to participate this year also. Their teamwork has also really improved and they pulled together to give a great performance, despite feeling nervous about their teachers watching.'