

Pupil Premium Strategy 2019-20

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	478
Number of pupils eligible	58
Total PPG received	£95,680

Current progress

Progress of disadvantaged pupils (2018-19)

% of disadvantaged pupils who made expected or better than expected progress from September 2018 – September 2019

Year Group	Number of children in cohort	Number of disadvantaged children	Disadvantaged children		
			Reading	Writing	Maths
3	118	4	100%	100%	100%
4	120	15	66%	73%	87%
5	119	18	78%	78%	83%
6	120	21	90%	95%	95%

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 learning

Key Objectives for Pupil Premium spending

- Narrow the achievement gap for pupils receiving the PP through accelerated progress in reading, writing and maths
- Enable pupils to attend school trips and enrichment activities 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 reading, writing and maths.	£116,504
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.	£2,000
Theatre group workshops	To provide pupils the opportunity to develop interpersonal skills and develop confidence and self-esteem	£2,700
Subsidy for school trips and residential trips	A greater number of PP pupils involved in school trip and residential trips.	£4,000

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. Accelerated 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 2019-20

Objective	Intended outcomes	Actions
Narrow the achievement gap for pupils receiving the PPG.	<ul style="list-style-type: none"> ● Accelerated progress made; ● 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. ● Forensic monitoring of pupil attendance and punctuality, working alongside parents and the Education Welfare Officer where appropriate. ● Setting pupils in maths groups (Y5 and Y6), supported by additional teaching and support staff, providing smaller maths and literacy groups. ● Teacher-led maths, reading and writing interventions across all year groups. ● Reading Trail and Bug Club banded reading schemes for all pupils working below age related expectation (ARE). ● 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
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 	<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

	<ul style="list-style-type: none"> ● 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"> ● Teachers made aware of available funding – can approach parents if appropriate ● Gordon Brown residential trip ● One-day educational trips ● Activity Weeks
<p>To enable pupils to participate in programmes to build confidence and social skills.</p>	<ul style="list-style-type: none"> ● Social skills are developed through participation in a range of clubs and interventions provided by the school or external providers ● 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"> ○ 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"> ○ Playtime enrichment ○ Lego club (Lego Therapy) ○ Nurture Group ○ Theatre Group ○ Professional support for pupils (social and emotional)

Review of Pupil Premium Strategy 2018-19

Objective	Actions	Evaluation of Impact
Narrow the achievement gap for pupils receiving the PPG.	<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. ● Further emphasis required on progress to be made in reading - through targeted reading interventions in all year groups, targeted home-reading programmes for pupils reading below age related expectation, and more engagement with parents.
To enable pupils to attend residential trips without financial prohibition.	<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 supported pupils in improving self-confidence, self-esteem, self-regulation and access to learning back in school. 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. Attending the residential trip also enabled pupils improved access and tolerance to an increasing range of healthy foods.

	<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. It supported pupils in improving self-confidence, self-esteem, self-regulation and access to learning back in school. 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

		<ul style="list-style-type: none"> o having a kitchen as a learning lab for children that can involve all of their senses o building on pupils' self-confidence, accomplishments and feeling of contributing to their families o 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 27 pupils supported; Spring 27 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 also. Their teamwork has also really improved and they pulled together to give a great performance, despite feeling nervous about their teachers watching.'