



# Roselands and Stafford Federation Pupil Premium Report

1. Summary information					
<b>School</b>	Stafford Junior School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£128,340	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	390	<b>Number of pupils eligible for PP</b>	74	<b>Date for next internal review of this strategy</b>	Jan 2019

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as % of Year Group	Number who are also SEND
Year 3 – 89	8	12	20	22.5%	2
Year 4 – 89	7	7	14	15.7%	2
Year 5 – 87	14	8	22	25.3%	8
Year 6 – 118	15	23	38	32.2%	18

2. What is the Pupil Premium?
<p>The Pupil Premium is grant funding and is in addition to the school’s Delegated Budget. It is allocated to children from low – income families that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the past 6 years (‘Ever 6 FSM’), as deprivation at earlier stages of education is perceived to impact upon learning and prior attainment, regardless of the current parental income situation. The allocation continues to be set at £1,320 for pupils in Reception to Year 6.</p> <p>Children who have been looked after (LAC) for 1 day or more are also eligible. “In East Sussex Headteachers have agreed for the Pupil Premium for Looked After Children to be managed by the Virtual Headteacher (£1,900) to ensure the money is spent smartly and in a co-ordinated way, with carers being consulted and closely involved”. The funding for pupils who are adopted or under a Special Guardianship or Residence Order is also £1,900.</p> <p>A premium is also paid for children of service personnel and is currently set at £300.</p> <p>Pupil Premium Funding is designed to close the gap between pupils considered to be disadvantaged through low-income, and all other pupils, by addressing inequalities and targeting support at these pupils.</p>



# Roselands and Stafford Federation Pupil Premium Report

3. Current attainment				
Headline Measure 2018	School 2018 Disadvantaged Outcomes	National 2018 Non-Disadvantaged Outcomes	School 2018 Non-Disadvantaged Outcomes	National 2018 Disadvantaged Outcomes
% achieving ARE combined	22.2%		68.8%	
% achieving ARE in Reading	44.4%		85.9%	
% achieving ARE in Writing	48.1%		84.4%	
% achieving ARE in Maths	44.4%		73.4%	
% making at least expected progress in Reading	-3.7		-2.3	
% making at least expected progress in Writing	-2.5		-2.3	
% making at least expected progress in Maths	-3.3		-2.9	

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
<p>In the Roselands and Stafford Federation we use Needs Analysis grids to identify additional barriers to learning for all of our pupils from the following potential list:</p> <p>Parental Engagement; Social Skills; Friendships; Physical Health; Mental Health; Homework; Attitude to Learning; Material Deprivation; Enrichment experiences; Aspirations; Behaviour; Other.</p>	
In-school barriers (key issues to be addressed in school)	
A.	Emotional well-being of a significant number of Pupil Premium children (48% of PP children)
B.	Children attaining at ARE combined in Reading, Writing and Maths
C.	Progress of PP children with identified SEN (? Children)
D.	Attendance (what % of PPG pupils is this?)



# Roselands and Stafford Federation Pupil Premium Report

## External barriers (key issues which also require action outside school)

D.	Attendance (what % of PPG pupils is this?)
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## 5. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	To improve the emotional well-being of identified Pupil Premium children (All PP in KS2)	To evidence that identified PP have improved well-being through the Boxall Profile and have made accelerated progress.
B.	Improve % of Pupil Premium children who attain combined ARE	Year 6 Target – 40% currently 14% Year 5 Target – 50% currently 18% Year 4 Target – 40% currently 21% Year 3 Target – 30% currently 20%
C.	Increase the outcomes of Pupil Premium children who also have an identified SEND	In Year 6 (17) Reading Target 63% currently 12% Writing Target 36% currently 0% Maths Target 75% currently 0% Year 5 (8) Reading Target 25% currently 0% Writing Target 25% currently 0% Maths Target 38% currently 0% Year 4 (2) Reading Target 100% currently 50% Writing Target 50% currently 0%



## Roselands and Stafford Federation Pupil Premium Report

		Maths Target 100% currently 50% Year 3 Reading Target Writing Target Maths Target Number of PP in class in brackets
<b>D.</b>	Improve attendance of identified PP children (4 families)	All of the 4 families identified have attendance of over 95%



# Roselands and Stafford Federation Pupil Premium Report

6. Planned expenditure					
Academic year		2018/19			
i. Quality First Teaching					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact	Estimated Cost
B/C	Destination Reader Hackney Learning Trust	<ul style="list-style-type: none"> <li>Destination Reader Hackney Learning Trust</li> </ul>	<ul style="list-style-type: none"> <li>Narrow the gap between Pupil premium and Non-pupil premium children.</li> <li>to establish a consistent, structured approach to daily reading sessions at KS2</li> <li>to improve teacher's understanding of reading pedagogy at KS2</li> <li>to develop children's deeper understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>Improved teaching/delivery of reading</li> <li>A rise in attainment/progress</li> <li>Gap closing between pupil premium and non-pupil premium.</li> </ul>	£500
B/C	Maths Mastery	<ul style="list-style-type: none"> <li>Work with East Sussex Maths Mastery Work Group</li> <li>Delivery of bar model and precise language training given to staff on INSET</li> <li>Termly training on maths throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Develop reasoning and problem solving in class</li> <li>Improve teaching ability to plan effective maths lessons for their class</li> <li>Use CPA approach consistently</li> </ul>	<ul style="list-style-type: none"> <li>Improved KS2 outcomes and yearly PUMA results</li> <li>Good / outstanding lessons given in observation</li> <li>Progress of learning seen in books</li> </ul>	£750
<b>Total budgeted cost for Quality First Teaching</b>					<b>£1250</b>



# Roselands and Stafford Federation Pupil Premium Report

ii. Targeted Support and Intervention					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact	Estimated Cost
Teaching Assistants +1 Month	Teaching Assistants shared between year groups.	to support disadvantaged pupils to access the curriculum and achieve to their full potential	<ul style="list-style-type: none"> <li>to support disadvantaged pupils to access the curriculum and achieve to their full potential</li> <li>Children to make progress in Reading, writing and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Children who have been identified for additional support will make progress against their starting point. This will be monitored through pupil progress meetings, reviews, observations and outcomes.</li> </ul>	£33,538
<b>C</b>	Years 5 and 6 Writing intervention to target PP and PP+SEND	Leader of Learning to target identified groups.	<ul style="list-style-type: none"> <li>To target and teach skills specific to achieving/ maintaining ARE in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Increased progress/ attainment</li> <li>Close the gap between PP and Non PP.</li> </ul>	£7,726.61
<b>B/C</b>	Years 5 & 6 Maths Small Group Tuition  +4 months	Maths with Head of School and Maths Lead.	<ul style="list-style-type: none"> <li>to reduce class size</li> <li>to respond to gap analysis using Target Tracker and assessments</li> <li>to enable all pupils to access the curriculum and achieve to their full potential</li> </ul>	<ul style="list-style-type: none"> <li>Targeted improved progress/ attainment</li> </ul>	£5,655 £7,095



# Roselands and Stafford Federation Pupil Premium Report

<p><b>A</b></p>	<p>Behaviour Interventions  +3 months</p>	<p>Behaviour Support ESBAS Educational Psychologist Class Golden Time</p>	<ul style="list-style-type: none"> <li>• To impact on focus interventions e.g. specific special educational needs, regular attendance.</li> <li>• to promote good behaviour choices for learning</li> <li>• to provide reward for good behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Reports and advice from agencies</li> <li>• Improved behaviour from individuals – reduced incidents</li> <li>• Improved engagement for learning from individuals</li> <li>• Children. Feedback/ progress.</li> </ul>	<p>£5,695 £1,300  £1,560 £1,000</p>
<p><b>A</b></p>	<p>Outdoor Adventure Learning  +4 months</p>	<p>Schools Without Walls – SoSussex – small group Y6 Residential Contribution £150 per pupil</p>	<ul style="list-style-type: none"> <li>• to enable equal access to extracurricular activities e.g. school trips</li> <li>• to extend pupils experiences by ensuring they can access everything on offer</li> <li>• to provide opportunities for collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>• An improvement in children social and emotional mental health – measured by Boxall profile and feedback.</li> <li>• Improved engagement in school life.</li> </ul>	<p>Y5 - £500 Y6 - £400 £8,825  £2,250</p>
<p><b>A/B/C</b></p>	<p>Extracurricular activities/ clubs  +3</p>	<p>Outside agencies/ staff to provide clubs after school</p>	<ul style="list-style-type: none"> <li>• to enable equal access to extracurricular activities</li> <li>• To offer new opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Improved attainment</li> <li>• A positive uptake</li> </ul>	<p>£1000</p>



# Roselands and Stafford Federation Pupil Premium Report

<p><b>A/C</b></p>	<p>Outdoor Adventure Learning +4 months Year 6</p>	<p>John Muir Award with So Sussex</p>	<ul style="list-style-type: none"> <li>• to enable equal access to extracurricular activities e.g. school trips</li> <li>• to extend pupils experiences by ensuring they can access everything on offer</li> <li>• to provide opportunities for collaborative learning</li> <li>• Enjoy experimental learning,</li> </ul>	<ul style="list-style-type: none"> <li>• Further engage children in school life</li> <li>• Children to receive an award that will see them use a range of different skills.</li> <li>• Continue to have a positive impact on academic outcomes.</li> </ul>	<p>£1250</p>
<p><b>A</b></p>	<p>Social and Emotional Learning +4 months</p>	<p>Nurture Provision Thrive Practitioner Thrive License Lunchtime Nurture Provision Resources</p>	<ul style="list-style-type: none"> <li>• to support the mental wellbeing of the children</li> <li>• to develop the children's social and emotional wellbeing</li> <li>• assess the emotional needs and provide the help that is needed to remove the barriers to learning</li> <li>• to enable the children to have the skills and readiness to learn in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Boxall profile</li> <li>• Thrive Assessments/outcomes</li> <li>• Academic progress</li> <li>• Children's successful reintegration in to their base class.</li> </ul>	<p>£17,397 £11,598 £800 £5,799</p>



# Roselands and Stafford Federation Pupil Premium Report

<b>B/C</b>	Daily Supported Reading  (+6 months reading comprehension strategies).	Hackney Learning Trust Lead DSR member of staff Staff to lead groups DSR banded reading books Structured lesson plans	<ul style="list-style-type: none"> <li>to establish a consistent, structured approach to daily reading sessions at KS2 for children who are working significantly below ARE</li> <li>to improve teaching assistants understanding of reading pedagogy at KS2</li> <li>to develop children's deeper understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>A rise in reading progress/ attainment</li> </ul>	£500
<b>B/C</b>	Years 5&6 Third Space Learning	<ul style="list-style-type: none"> <li>Access to computers</li> <li>Adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>Targeted 1-1 maths learning</li> <li>Narrow the gap between Pupil premium and Non pupil premium children.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted improved progress/ attainment from EOY starting point.</li> </ul>	£6237 (£189 per pupil)
<b>A/B</b>	SEND Support	<ul style="list-style-type: none"> <li>Assistant Head Teacher for Inclusion</li> <li>Assistant to the SENCO</li> </ul>	<ul style="list-style-type: none"> <li>to provide expert guidance and support on nurture, pupil premium and SEND provision</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes for children SEMH – Boxall profile/ Thrive</li> <li>Improved academic progress</li> </ul>	£5,436 £3,215
<b>Total budgeted cost for Targeted Support and Intervention</b>					<b>£128,776.61</b>
<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Approach and Average Impact based on EEF Toolkit</b>	<b>Action/Resource</b>	<b>Aims/Intended Outcomes</b>	<b>Expected Evidence of Impact</b>	<b>Cost</b>



# Roselands and Stafford Federation Pupil Premium Report

<b>D</b>	Arts Participation +2 months	Contribution towards instrumental tuition. £40.80 per pupil per term	<ul style="list-style-type: none"> <li>to enable equal access</li> </ul>	<ul style="list-style-type: none"> <li>number of pupils participating</li> </ul>	£1000
<b>A</b>	Milk and Fruit for FSM	Appointed person to raise the order/ delivery	<ul style="list-style-type: none"> <li>to provide sustenance for FSM children at breaktime</li> </ul>	<ul style="list-style-type: none"> <li>Sustenance will help ensure children will not go hungry</li> <li>Improve concentration</li> </ul>	£750
<b>A</b>	Free School Uniform +0	Uniform needed to provide to families.	<ul style="list-style-type: none"> <li>To support families with the initial outlay of new uniform.</li> </ul>	<ul style="list-style-type: none"> <li>Children will have new uniform and be able to have a sense of belonging in the school.</li> </ul>	£500
<b>Total budgeted cost for Other Approaches</b>					<b>£2250</b>

7. Review of expenditure					
Previous Academic Year		2017-18			
i. Quality First Teaching					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Impact	Evaluation	Cost
<b>To increase reading outcomes for children including those from</b>	Destination Reader Hackney Learning Trust (January 2018)	2 day training for MW, MS, SB (DR lead) and RS (DR 'champion' teacher) Whole school INSET Termly PDM	All children are now reading an appropriate level of book (instructional level); Reading volume and stamina has increased across the school;	Hackney Learning Trust states that the programme typically takes 10 short terms to make a significant impact on data.	£5000

## Roselands and Stafford Federation Pupil Premium Report

<b>disadvantaged back grounds.</b>	Bug club	Regular monitoring (initially bi-weekly, now weekly/fortnightly learning walks) by SB and initially by MW and MS too. 45 minute DR lessons happen daily in every class	Reading skills are taught daily, with weekly written comprehension lessons; Teachers have the opportunity to hear every child read on a regular basis (approximately fortnightly); Teachers can identify learning gaps on an ongoing basis through children's written and verbal responses and through their book level, which can be used in conjunction with the PIRA data and gap analysis to give an overall picture of every child's reading ability	However data suggests that in Year 5 progress is being made.  <b>PPG</b> EOY 4 27% EOY 5 <b>35%</b> now working at ARE.  See DR monitoring feedback.	
<b>Total cost for Quality First Teaching</b>					£5000
<b>ii. Targeted Support and Intervention</b> <b>iii.</b>					
<b>Desired outcome</b>	<b>Approach and Average Impact based on EEF Toolkit</b>	<b>Action/Resource</b>	<b>Impact</b>	<b>Evaluation</b>	<b>Cost</b>
<b>To provide strategies to support and improve behaviour for targeted children across the school.</b>	Behaviour Interventions  +3 months	Behaviour Support ESBAS Educational Psychologist Golden Time Nurture support	<ul style="list-style-type: none"> <li>• ESBAS engagement had some impact on improving children's behaviour with the strategies they provided including 1-1 sessions.</li> <li>• EP intervention provided positive support, advice and interventions for staff to enable children to regulate their behaviour in a more positive manner and for staff to be better equipped to support.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports and strategies provided by EP have supported improved behaviour with less outbursts.</li> <li>• Supported teaching member of staff with strategies.</li> <li>• Two children successfully working back in their class.</li> </ul>	£5,695 £1,300  £1,560 £1,000



# Roselands and Stafford Federation Pupil Premium Report

				<ul style="list-style-type: none"> <li>1 child who was at risk of exclusion now working more successfully in school and no longer at risk.</li> </ul>	
To improve reading outcomes for our vulnerable children.	Daily supported Reader (From March 2018)	<p>1/2 day introduction for SB; 1 day training for BB and AH (may have been only 1/2 a day - Bev will confirm)</p> <p>Training meeting for DSR leads provided by JC (Roselands)</p> <p>SB received benchmarking assessment training from Hackney Learning Trust; SB trained WC to conduct benchmark assessments</p> <p>2 x Learning walks (SB &amp; WC; SB &amp; JC)</p> <p>Modelled sessions led by SB</p> <p>4 x 25 minute DSR sessions per week for children identified as reading at below purple level</p> <p>4 x 20 minute sessions reading and discussing the class DR text for these children</p>	<ul style="list-style-type: none"> <li>Children who cannot access the DR banded books are able to read daily at an appropriate level</li> <li>Children who cannot independently access the whole class DR text have this text read to them by an adult and have support in understanding difficult aspects - this enables these children to access related writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Hackney Learning Trust states that the programme typically takes 10 short terms to make a significant impact on data.</li> <li>This has now been running for just over 2 short terms and will be a continued strategy.</li> <li>See DSR monitoring for further feedback.</li> </ul>	£3000



# Roselands and Stafford Federation Pupil Premium Report

<p>To Narrow the gap for children year 4 and 5 in Maths and writing.</p>	<p>Small Group Tuition Yrs 4 and 5.  +4 months</p>	<p>Maths and English with Head of School and English Subject Leader</p>	<ul style="list-style-type: none"> <li>to reduce class size</li> <li>to respond to gap analysis using Target Tracker and assessments</li> <li>to enable all pupils to access the curriculum and achieve to their full potential</li> </ul>	<p>Narrowing the GAP <b>Maths</b> <b>Year 4</b> EOY 3 gap -32 - EOY 4 -17 <b>Year 5</b> EOY 4 gap -27 - EOY 5 -22 <b>Writing</b> <b>Year 4</b> EOY 3 gap – 31 EOY 4 -34 <b>Year 5</b> EOY 4 gap -24 EOY 5 -25</p>	<p>£9,089 £7,095</p>
<p>To engage children in using technology to support and raise their engagement in reading and maths.</p>	<p>Digital Technology  +4 months</p>	<p>Purchase of tablet computers to enable access to Mathletics and Bug Club  Bug Club  Mathletics</p>	<ul style="list-style-type: none"> <li>Rising Stars Spelling tests have enabled a structured SPAG coverage map to be developed, ensuring the correct curriculum coverage in all classes each term.</li> <li>Bug Club comprehension has supported the teaching of reading by providing additional opportunities for children to read quality texts and complete regular comprehension activities. Class teachers have been able to monitor children's attainment and progress and to allocate time using the programme to targeted children in order to increase the volume and quality of their independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Initial uptake was positive</li> <li>Children engaged well with Mathletics</li> <li>Bug Club</li> </ul> <p>Although children who used bug club enjoyed it, this has had limited impact and will not be renewed next academic year.</p>	<p>£12,500 £640  £2,071</p>



## Roselands and Stafford Federation Pupil Premium Report

TO improve the uptake of homework club particularly in Year 6	Homework  +2 Months	Hub Club - 1 member of staff for 2 hours per week	<ul style="list-style-type: none"> <li>To increase participation in extracurricular activities</li> <li>To provide support for homework tasks</li> <li>To target year 6 to support them in their final year</li> </ul>	18% of Pupils accessed the support for homework tasks – this was particularly successful in Year 6 where 32% of Pupils entitled accessed the support	£ 491
Targeted children in Year 6 working at greater depth	Mastery Learning  +5 months	Sally Barnes (Y6 English Writing Group)	<ul style="list-style-type: none"> <li>Small group mastery sessions targeted the 'Greater Depth' criteria from the Writing Assessment descriptors, using high challenge stimulus texts and quality models for writing in order to give children specific opportunities to fulfil these criteria.</li> </ul>	All children in this group achieved either the expected standard or greater depth in their end of key stage 2 writing assessment.  12.1% (11 pupils)	£1,577
N/A	Meta-cognition and Self-regulation  +8 months	Staff Training and Resident Philosopher from The Philosophy Foundation?	<ul style="list-style-type: none"> <li>to develop enquiry throughout the curriculum</li> <li>to acquaint pupils with philosophical problems and thinking by providing the conditions to be able to philosophise with each other</li> <li>to appropriately use the intellectual virtues / competencies afforded by doing philosophy</li> </ul>	<ul style="list-style-type: none"> <li>This did not take place as other priorities superseded this action.</li> </ul> <p>This money was reallocated to reading and Destination reader.</p>	£10,000



# Roselands and Stafford Federation Pupil Premium Report

<p>To enable EAL pupils to access the curriculum</p>	<p>Oral language Interventions  +5 Months</p>	<p>Ethnic Minority and Bi-Lingual Support</p>	<ul style="list-style-type: none"> <li>• 206/17 - Reading – 25% of EAL learners made accelerated progress with 20% exceeding their end of year target</li> <li>• Writing – 10% of EAL learners made accelerated progress with 15% exceeding their end of year target</li> <li>• Maths – 15% of EAL learners made accelerated progress with 7.5% exceeding their end of year target.</li> </ul>	<p>EAL children at ARE+</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Yr 3 1 child</td> <td>100%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>Yr 4 7 chn</td> <td>71.4% (Above 28.6%)</td> <td>57.1% (Above 28.6%)</td> <td>71.4% (Above 57.1)</td> </tr> <tr> <td>Yr 5 11 chn</td> <td>18.5% (Above 9.1%)</td> <td>27.3% (Above) 27.3%</td> <td>36.4% (Above) 18.8%</td> </tr> <tr> <td>Yr6 3 chn</td> <td>66.7% Above 33.3%</td> <td>66.7% Above 0%</td> <td>66.7% Above 33.3</td> </tr> </tbody> </table>		Reading	Writing	Maths	Yr 3 1 child	100%	0%	100%	Yr 4 7 chn	71.4% (Above 28.6%)	57.1% (Above 28.6%)	71.4% (Above 57.1)	Yr 5 11 chn	18.5% (Above 9.1%)	27.3% (Above) 27.3%	36.4% (Above) 18.8%	Yr6 3 chn	66.7% Above 33.3%	66.7% Above 0%	66.7% Above 33.3	<p>£6,713</p>
	Reading	Writing	Maths																						
Yr 3 1 child	100%	0%	100%																						
Yr 4 7 chn	71.4% (Above 28.6%)	57.1% (Above 28.6%)	71.4% (Above 57.1)																						
Yr 5 11 chn	18.5% (Above 9.1%)	27.3% (Above) 27.3%	36.4% (Above) 18.8%																						
Yr6 3 chn	66.7% Above 33.3%	66.7% Above 0%	66.7% Above 33.3																						



# Roselands and Stafford Federation Pupil Premium Report

<p>To improve the emotional wellbeing of identified pupil premium children.</p>	<p>Outdoor Adventure Learning +4 months</p>	<p>Clubs Educational Visits  Schools Without Walls – SoSussex – small group Y6 Residential Contribution £150 per pupil</p>	<ul style="list-style-type: none"> <li>Residential contribution enabled 61% of eligible pupils to access the trip</li> <li>PPG money enabled excellent learning experiences to go ahead in all year groups including: Year 3 – Michellham Priory Year 4 – Fishbourne Roman Palace Year 5 – Geography Field Trip to Birling Gap Year 6 – Battle Abbey, Residential and Activity Week Additional PPG trips – Answer Back (Media) – Year 6</li> </ul> <p>27% of Pupils entitled to PPG accessed a club in Terms 1 &amp; 2 rising to 34% by Terms 5 &amp; 6</p>	<ul style="list-style-type: none"> <li>Of the Boxall profiles analysed demonstrates progress in all the children who participated.</li> <li>Case study demonstrates improved progress wellbeing and in academic progress.</li> <li>Children accessed school trips/ residential to broaden their knowledge and first hand experiences, and developing new skills.</li> </ul> <p>Going forward we need to be more timely with our impact measure and take a sample of potential impact on academic outcome especially children who participate in So Sussex.</p>	<p>£3,975 Y3 - £250 Y4 - £250 Y5 - £500 Y6 - £400 £8,825  £2,250</p>
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# Roselands and Stafford Federation Pupil Premium Report

<p><b>Further develop Children's starting point in their phonic knowledge</b></p>	<p>Phonics  +4 months</p>	<p>Phonics Play Phonics Intervention</p>	<ul style="list-style-type: none"> <li>Phonics play software has been used to provide resources for targeted, structured phonics sessions in order to address learning gaps in small, mixed-age groups across years 3, 4 and 5.</li> <li>Used by the Year 3 team and our Phonics Specialist TA at least 3 x week. The children really enjoy their Phonics group and love the games too!</li> </ul>	<p>All children that participated in phonics intervention made progress from their assessed starting point. Phonics intervention of this kind will not run initially next year due to other identified needs.</p>	<p>£100 £2,181</p>
<p>To target children in using technology to support and raise their</p>	<p>Third Space Learning</p>	<ul style="list-style-type: none"> <li>Access to computers Adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>Targeted 1-1 maths learning</li> <li>Narrow the gap between Pupil premium and Non pupil premium children.</li> </ul>	<p>Baseline Mock Autumn 0% at expected standard  100% scaled scored increase. All now working at 95+ on scale 45% reached expected</p>	<p>£199 per pupil per term (£6576)</p>



## Roselands and Stafford Federation Pupil Premium Report

<p>To improve the emotional well-being of identified Pupil Premium children (All PP in KS2)</p>	<p>SEND Support</p>	<p>Assistant Headteacher for Inclusion Assistant to the SENCO</p>	<ul style="list-style-type: none"> <li>• Thrive provided by the Assistant to SENCo had a positive impact on children's wellbeing.</li> <li>• Knowledge and advice to teachers provided strategies for children, which reduced behaviour incidents.</li> <li>• Systems successfully set up were followed by pupils</li> <li>• Advice to Teacher and TAs</li> <li>• had some impact on improving behaviour</li> </ul>	<p>The Thrive data shows that all the children have all improved against their starting point. Boxall Profiles of those children attending nurture also demonstrate progress Uptake of teachers using the behaviour surgery offered by the AHT has improved from 8% (Term 2) to 38% (Term 6) Overall behaviour incidents are down from term</p>	<p>£5,436 £3,215</p>
<p>To improve the emotional well-being of identified Pupil Premium children</p>	<p>Social and Emotional Learning +4 months</p>	<p>Nurture Provision Thrive Practitioner Thrive License Lunchtime Nurture Provision Resources</p>	<ul style="list-style-type: none"> <li>• to support the mental wellbeing of the children</li> <li>• to develop the children's social and emotional wellbeing</li> <li>• assess the emotional needs and provide the help that is needed to remove the barriers to learning</li> <li>• to enable the children to have the skills and readiness to learn in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture – all children making progress against Boxall profile.</li> <li>• 2 children (as of 21.05.2018) successfully reintegrated back into base class.</li> <li>• Child on brink of permanent exclusion turned his behaviour around due to intense support.</li> <li>• Nurture data submitted to county praised</li> <li>• Written reports from lead nurture practitioner from</li> </ul>	<p>£17,397 £11,598 £800 £5,799 £5,000</p>



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				county evidence positive outcomes.	
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<p><b>To support and improve academic outcomes for groups of children PPG</b></p>	<p>A Teaching Assistant for one and a half hours per day for every class</p> <p>Teaching Assistants</p> <p>+1 Month</p>	<p>to support disadvantaged pupils to access the curriculum and achieve to their full potential</p>	<ul style="list-style-type: none"> <li>Children in some curriculum areas have been supported well and some good academic gains were made</li> <li>Targeting groups has clearly has an impact.</li> </ul>	<p>Where TA's have been used effectively progress has been made :</p> <p><b>Year 3 PPG</b> Maths Children at ARE exceeded KS1 results.</p> <p>KS1 - 53.8% EOY 3 – 71.4%</p> <p>Gap narrowed -17.6%</p> <p><b>Year 4 PPG</b> Children at ARE <b>Writing:</b> EOY3 – 15.8% EOY 4 – 22.7%</p> <p><b>Maths</b> EOY3: 26.3% EOY 4: 40.9%</p> <p><b>Year 5</b> Children at ARE <b>Writing:</b> EOY 4: 27% EOY 5: 35.1%</p> <p>Maths Gap narrowed in maths from: -27 EOY 4 - 22 EOY 5</p>	<p>£33,538</p>
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<b>Total cost for Targeted Support and Intervention</b>					£170,821
<b>iv. Other Approaches</b>					
<b>Desired outcome</b>	<b>Approach and Average Impact based on EEF Toolkit</b>	<b>Action/Resource</b>	<b>Impact</b>	<b>Evaluation</b>	<b>Cost</b>
To improve the emotional well-being of identified Pupil Premium children (All PP in KS2)	Arts Participation +2 months	Contribution towards instrumental tuition. £40.80 per pupil per term	<ul style="list-style-type: none"> <li>two pupils have accessed music tuition through ESMS</li> </ul>	<ul style="list-style-type: none"> <li>Children have participated and enjoyed learning an instrument, and has provided them with wider access enrichment opportunities.</li> </ul>	£489.60
To improve the emotional well-being of identified Pupil Premium children (All PP)	School Uniform +0 months	Cardigan/Sweatshirt and PE T-shirt for all pupils eligible for FSM (£17.45 per pupil)	<ul style="list-style-type: none"> <li>To provide support with the buying of school uniform to help relieve any financial challenges.</li> </ul>	Positive reaction supporting the families.	£1,000
To improve the emotional well-being of identified Pupil Premium	Milk and Fruit for FSM	to provide sustenance for FSM children at break time	Pupils are able to maintain concentration throughout the morning	Children who have access to milk and fruit are better able to maintain their concentration.	£750
<b>Total cost for Other Approaches</b>					<b>£2239.60</b>