



Roselands and Stafford Federation Pupil Premium Report

| 1. Summary information | | | | | |
|-------------------------------|-------------------------|---|---------|---|-------------|
| School | Roselands Infant School | | | | |
| Academic Year | 2019/20 | Total PP budget | £40,540 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 271 | Number of pupils eligible for PP | 30 | Date for next internal review of this strategy | Term 3 2020 |

| Year Group | Number of girls eligible | Number of boys eligible | Total number eligible | Total as % of Year Group | Number who are also SEND |
|------------|--------------------------|-------------------------|-----------------------|--------------------------|--------------------------|
| EYFS -89 | 2 | 3 | 5 | 6% | 0 |
| Year 1– 92 | 7 | 6 | 13 | 14% | 4 |
| Year 2– 90 | 6 | 6 | 12 | 13% | 2 |

| 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 (£2,300) 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 £2,300.</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 2019 | School 2019 Disadvantaged Outcomes | National 2018 Disadvantaged Outcomes | School 2019 Non-Disadvantaged Outcomes | National 2018 Non-Disadvantaged Outcomes |
| % achieving ARE combined | 51.4% | Not available | 80.3% | Not available |
| % achieving ARE in Reading | 56.8% | 62.2% | 86.7% | 78.5% |
| % achieving ARE in Writing | 51.4% | 55.1% | 84.1% | 73.4% |
| % achieving ARE in Maths | 62.2% | 62.7% | 86.7% | 80.8% |
| % making at least expected progress in Reading | 86.5% | Not available | 85.8% | Not available |
| % making at least expected progress in Writing | 70.3% | Not available | 86.3% | Not available |
| % making at least expected progress in Maths | 78.4% | Not available | 89.3% | Not available |

| 4. Barriers to future attainment (for pupils eligible for PP including high ability) | |
|--|---|
| 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: Parental Engagement; Social Skills; Friendships; Physical Health; Mental Health; Homework; Attitude to Learning ; Material Deprivation; Enrichment experiences; Aspirations; Behaviour; Other. | |
| In-school barriers (key issues to be addressed in school) | |
| A. | Emotional well-being of a significant number of Pupil Premium children |
| B. | PPG children to diminish the gap compared to non-PPG in Reading, Writing and Maths from their previous year |
| C. | Ensure progress of PP children with identified SEND |
| D. | Further improve the engagement of parents |
| E. | Attendance PPG |
| External barriers (key issues which also require action outside school) | |
| F. | Attendance (2018/19 - 92% pupil premium group - 96% non PPG). |



Roselands and Stafford Federation Pupil Premium Report

| 5. Outcomes | | |
|-------------|--|--|
| | Desired outcomes and how they will be measured | Success criteria |
| A. | To improve the emotional well-being of identified Pupil Premium children | To evidence that identified PP have improved well-being through the Boxall Profile and have made accelerated progress. |
| B. | Diminish the gap % of Pupil Premium children who attain ARE in Reading, writing and maths year on year | Children entitle to Pupil premium will improve their combined ARE compared to the 2018/19 academic year. |
| C. | Increase the outcomes of Pupil Premium children who also have an identified SEND | Children entitle to Pupil premium/ SEND will make at least expected progress compared to the 2018/19 academic year. |
| D. | Improve attendance of identified PP children | Attendance will improve from 2018/19 for this group. |
| E. | Improve engagement of Parents/Carers | Children entitle to Pupil premium will improve their reading and writing compared to the 2018/19 academic year. |

| 6. Planned expenditure | | | | | |
|---|--|---|--|--|-----------------------|
| Academic year | | 2019/20 | | | |
| 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 |
| A,B Small Group Tuition +4 Months Teaching Assistants +1 Month | 1:1 and small group tuition in reading, writing and mathematics in Key Stage 1 and FS (TA 3) SEND/PP groups Nurture groups for Foundation Stage and Key Stage1 pupils run by Teaching Assistants (TAs) | TAs, Programmes of intervention <ul style="list-style-type: none"> Hall/ class space Training Jump Ahead/ sensory circuits groups for the Foundation Stage and in Key Stage 1 run by Teaching Assistants (TAs) | <ul style="list-style-type: none"> To respond to gap analysis using target tracker and assessments To enable all pupils to access the curriculum and achieve their full potential To improve fine and gross motor skills To improve social skills To improve speech and language development To improve social and emotional development | <ul style="list-style-type: none"> Identified children will make progress in either Maths, reading or writing from their given starting point. Identified and screened children will progress with their language skills from their starting point Identified children will develop their fine and gross motor skills from their given starting point | £21,200 TA support |
| Total budgeted cost for Quality First Teaching | | | | | £ 21,200 |
| ii. Targeted Support and Intervention | | | | | |
| Desired outcome | Approach and Average Impact based on EEF Toolkit | Action/Resource | Aims/Intended Outcomes | Expected Evidence of Impact | Cost |
| A,B | Teaching Assistants (INA's) +1 Month | INA's to provide targeted support for disadvantaged pupils to access the curriculum and achieve to their full potential <ul style="list-style-type: none"> Key training/ CPD | <ul style="list-style-type: none"> to support disadvantaged pupils to access the curriculum and achieve to their full potential Support with behaviour | <ul style="list-style-type: none"> Children who have been identified for additional support will make progress against their starting point either from the curriculum, socially and emotionally or both. | £27,981.33 |

Roselands and Stafford Federation Pupil Premium Report

| | | | | | |
|--|--|--|---|--|-------------------|
| | | | | <ul style="list-style-type: none"> This will be monitored though pupil progress meetings, reviews, observations and outcomes. | |
| D,E | Improve parent engagement +3 months | Pupil support manager | <ul style="list-style-type: none"> To support in monitoring pupil attendance an improvement Support with safeguarding Build positive relationships with families | <ul style="list-style-type: none"> Improved attendance of vulnerable groups from previous year. | £10,476 |
| A,D | To support the taking part in extracurricular activities e.g. school trips, swimming Educational Visits Outdoor Adventure Learning +3 Months | Ensure clubs are planned for the start of each term Advertise free clubs to children who are entitled. | <ul style="list-style-type: none"> To enable equal access to extra-curricular activities e.g. school trips To extend pupils experiences by ensuring that they can access everything on offer To provide opportunities for collaborative learning | Extra curricular activities will help develop well-being at school, academic progress and attendance. | £2,500 |
| A | SEND Support Social and emotional learning +4 months | <ul style="list-style-type: none"> Assistant to the SENCo Support/ guidance and intervention | <ul style="list-style-type: none"> To provide expert guidance and support on nurture, pupil premium and SEND provision To ensure interventions are rigorous and robust To carry out and support interventions | SEND/ Pupil premium data | £3,760 |
| Total budgeted cost for Targeted Support and Intervention | | | | | £44,717.33 |
| iii. Other Approaches | | | | | |
| Desired outcome | Approach and Average Impact based on EEF Toolkit | Action/Resource | Aims/Intended Outcomes | Expected Evidence of Impact | Cost |



Roselands and Stafford Federation Pupil Premium Report

| | | | | | |
|---|----------------------------------|---|--|--|------------------|
| D | Arts Participation + 2 months | Contribution towards instrumental tuition. | Music tutor Room | To enable equal access | £300 |
| A | Milk for FSM | Contribution towards ensuring children can receive milk. | To provide sustenance for FSM children at breaktime | Pupil premium data | £800 |
| A | Free School Uniform +0 | Uniform needed to provide to families. | To support families with the initial outlay of new uniform. | Children will have new uniform to feel se sense of belonging to the school | £300 |
| Total budgeted cost for Other Approaches | | | | | £1400 |
| Total Cost | | | | | 67,317.33 |

| 7. Review 2018-19 | | | | | | | | |
|----------------------------|--|--|---|------------------|---|-------------|-----------------------|--|
| Academic year | | 2018/19 | | | | | | |
| iv. Quality First Teaching | | | | | | | | |
| Desired outcome | Approach and Average Impact based on EEF Toolkit | Action/Resource | End of Year | | Evaluation | Actual Cost | | |
| B/C | Maths Mastery | <ul style="list-style-type: none"> • Training • New maths mastery Scheme | To support and develop the progress of children in maths | | Term 6 | £1500 | | |
| | | | | | EYFS – GAP – 28.4% | | | |
| | | | <i>Pupil premium</i> | <i>Maths</i> | <i>Whole class</i> | | <i>Jan 19 Non PPG</i> | Yr 1 – GAP – 54.5% 9 of the 11 chn have additional needs. 3 have EHCPs and work below year 1. This accounts for the wide gap. |
| | | | <i>On track</i> | | | | | Yr 2 – GAP – 2.6% |
| | | | <i>EYFS (14)</i> | Expected 64.3.3% | <i>EYFS</i> | | 75 chn 94.7% | Gaps – EYFS – 30.4% Year 1 – 43.3% Year 2 - +1% Improvements in Year 1 and 2. Slight dip in EYFS due increased number of chn claiming PPG with SEND need. |
| <i>Year1 (12)</i> | 41.7% | <i>Year 1</i> | (80 chn) 85% | | | | | |
| <i>Year2 (11)</i> | 81.8% | <i>Year 2</i> | 78chn 80.8% % | | | | | |
| | | | | | Yr 2 EXS – PPG have exceeded non PPG through careful planning of | | | |

Roselands and Stafford Federation Pupil Premium Report

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|--|--|--------------------|--------------------|---------------|------------------|--------------------|-------------|------------|-------------------|-------|---------------|-------|--|--|--|-------|-------------------|-------|---------------|-------|---|
| | | | | interventions following pupil progress meetings. 45.5% achieve GDS compared to 42.3% non PPG – interventions have diminished the gap. | | | | | | | | | | | | | | | | | | | | | |
| B/C | Daily supported Reading (+6 months reading comprehension strategies). Destination Reader | <ul style="list-style-type: none"> • Training • Books for both • Planning and meeting time | | EOY Baseline – Reading in Year 1 | £2000 | | | | | | | | | | | | | | | | | | | | |
| | | | <table border="1"> <tr> <td><i>Pupil premium On Track</i></td> <td><i>Reading</i></td> <td><i>Whole class</i></td> <td><i>Jan 19</i></td> </tr> <tr> <td><i>EYFS (14)</i></td> <td>40-60M 57.1%ELG</td> <td><i>EYFS</i></td> <td><i>Non</i></td> </tr> <tr> <td><i>Year1 (11)</i></td> <td>41.7%</td> <td><i>Year 1</i></td> <td>87.5%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>94.7%</td> </tr> <tr> <td><i>Year2 (11)</i></td> <td>72.7%</td> <td><i>Year 2</i></td> <td>78.2%</td> </tr> </table> | <i>Pupil premium On Track</i> | | <i>Reading</i> | <i>Whole class</i> | <i>Jan 19</i> | <i>EYFS (14)</i> | 40-60M 57.1%ELG | <i>EYFS</i> | <i>Non</i> | <i>Year1 (11)</i> | 41.7% | <i>Year 1</i> | 87.5% | | | | 94.7% | <i>Year2 (11)</i> | 72.7% | <i>Year 2</i> | 78.2% | Term 2 – 27.3% Term4 36.4% Term 6 – 41.7% |
| | | | <i>Pupil premium On Track</i> | <i>Reading</i> | | <i>Whole class</i> | <i>Jan 19</i> | | | | | | | | | | | | | | | | | | |
| | | | <i>EYFS (14)</i> | 40-60M 57.1%ELG | | <i>EYFS</i> | <i>Non</i> | | | | | | | | | | | | | | | | | | |
| | | | <i>Year1 (11)</i> | 41.7% | | <i>Year 1</i> | 87.5% | | | | | | | | | | | | | | | | | | |
| | | | 94.7% | | | | | | | | | | | | | | | | | | | | | | |
| <i>Year2 (11)</i> | 72.7% | <i>Year 2</i> | 78.2% | | | | | | | | | | | | | | | | | | | | | | |
| | 51.3% term 4 now 45.8 in term 6 Gap diminished | | | | | | | | | | | | | | | | | | | | | | | | |
| | Year 2 – Gap diminished Term 4 13.5% Gap Term 6 5.5% | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total budgeted cost for Quality First Teaching | | | | | £3500 | | | | | | | | | | | | | | | | | | | | |
| v. Targeted Support and Intervention | | | | | | | | | | | | | | | | | | | | | | | | | |
| Desired outcome | Approach and Average Impact based on EEF Toolkit | Action/Resource | Aims/Intended Outcomes | Expected Evidence of Impact | Cost | | | | | | | | | | | | | | | | | | | | |
| | Behaviour Interventions In with a year 1 focus +3 months | <ul style="list-style-type: none"> • Behaviour Support • ESBAS • Educational Psychologist • Class • Golden Time • Introduce a more consistent behaviour policy | <ul style="list-style-type: none"> • To impact on focus interventions e.g. specific special educational needs, regular attendance. • to promote good behaviour choices for learning • to provide reward for good behaviour • Encourage independence with managing own behaviour | 2017/18 whole school – 96% Pupil premium - 92% 29.01.2019 Non pupil premium whole school attendance 96.3% Pupil premium attendance 94.29% 2.01% gap Close monitoring of attendance has helped improve this. ESBAS | £1560 EP £650 ESBAS | | | | | | | | | | | | | | | | | | | | |



Roselands and Stafford Federation Pupil Premium Report

| | | | | | |
|---|---|--|--|---|-------------------------------------|
| | | | | <p>attendance are aware of the children we need to focus on. GAP – 4%</p> <p>2018 – 19 July 1st Whole School 96% PPG 92% Term 6 has seen a number of withdrawals from learning for holiday requests. GAP remains at – 4%</p> | |
| | <p>Nurture provision Thrive Licence Resources</p> | <ul style="list-style-type: none"> • Thrive practitioner twice per week • Room space | <ul style="list-style-type: none"> • Assess the emotional needs of pupils and provide the help that is required to remove barriers to learning • To enable pupils to have the skills and readiness to learn in the classroom | <p>Due to unforeseen circumstances This intervention was unable to take place</p> | <p>£162.45 cancellation fee</p> |
| <p>A Digital Technology +4 Months</p> | <p>Speechlink Language Link</p> <p>Using class i-pads to enable access to phonic, English and Maths games to support learning</p> | <ul style="list-style-type: none"> • To identify and support children with their speech and language needs. • Screen all of EYFS upon entry as a baseline. | <ul style="list-style-type: none"> • To identify pupils with specific speech and language needs (expressive or receptive) to support a referral to a speech therapist or to provide the necessary speech and language interventions • To enable equal access to learning • To increase participation in learning • To support progress in phonics, English and Maths | <p>100% of children who were screened for Language or speech link and then received intervention, made progress over the year from their initial assessed starting point.</p> | <p>£3,675</p> |



Roselands and Stafford Federation Pupil Premium Report

| | | | | | |
|---|--|---|---|---|-------------|
| <p>Outdoor Adventure Learning +3 Months</p> | <p>To support the taking part in extracurricular activities e.g. school trips, swimming Educational Visits</p> | <ul style="list-style-type: none"> • Ensure clubs are planned for the start of each term • Advertise free clubs to children who are entitled. | <ul style="list-style-type: none"> • To enable equal access to extra-curricular activities e.g. school trips • To extend pupils experiences by ensuring that they can access everything on offer • To provide opportunities for collaborative learning | <p>Terms 1 and 2 - 9 spaces were taken up. Terms 3 and 4- 11 spaces were taken up. Terms 5 and 6 - 22 spaces were taken up.</p> <p>Supporting and prompting clubs improved participation for children in receipt of the PPG providing them with wider opportunities.</p> | <p>£446</p> |
|---|--|---|---|---|-------------|



Roselands and Stafford Federation Pupil Premium Report

| <p>Small Group Tuition</p> <p>+4 Months</p> <p>Teaching Assistants</p> <p>+1 Month</p> | <p>1:1 and small group tuition in reading, writing and mathematics in Key Stage 1 and FS (TA 3)</p> <p>SEND/PP groups</p> <p>Jump Ahead/ sensory circuits groups for the Foundation Stage and in Key Stage 1 run by Teaching Assistants (TAs) Nurture groups for Foundation Stage and Key Stage 1 pupils run by Teaching Assistants (TAs)</p> <p>Speech and Language support programmes</p> <p>Life skills groups to support additional needs with independence</p> | <p>TAs, Programmes of intervention Hall/ class space</p> | <ul style="list-style-type: none"> To reduce class size To respond to gap analysis using target tracker and assessments To enable all pupils to access the curriculum and achieve their full potential To improve fine and gross motor skills To improve social skills To improve speech and language development To improve social and emotional development | <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EYFS 9 child</td> <td>EXS 62.5%</td> <td>EXS40-60 M 62.5%</td> <td>EXS 40-60M 50.5. %</td> </tr> <tr> <td>1 new child not assessed yet = 11.1%</td> <td>30-50M 11.1%</td> <td>30-50M 11.1%</td> <td>30-50M 22.2%</td> </tr> <tr> <td>Term 6 (14 children) EYFS GLD 57.1%</td> <td>57.1%</td> <td>57.1</td> <td>64.3%</td> </tr> <tr> <td>Yr 1 11 chn</td> <td>27.3%</td> <td>18.2%</td> <td>27.3%</td> </tr> <tr> <td>12 chn</td> <td>41.7%</td> <td>33.3%</td> <td>41.7%</td> </tr> <tr> <td>Yr 2 11 chn</td> <td>80%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>11chn</td> <td>72.7%</td> <td>63.6%</td> <td>81.8%</td> </tr> </tbody> </table> <p>Year have diminished the gap in all areas.</p> <p>Yr 2 EXS – PPG have exceeded non PPG through careful planning of interventions following pupil progress meetings.</p> <p>45.5% achieve GDS compared to 42.3% non PPG – interventions have diminished the gap.</p> <p>Sensory circuits 100% of the children made progress from their given starting points. 3 /9 are PPG and also SEND.</p> | | Reading | Writing | Maths | EYFS 9 child | EXS 62.5% | EXS40-60 M 62.5% | EXS 40-60M 50.5. % | 1 new child not assessed yet = 11.1% | 30-50M 11.1% | 30-50M 11.1% | 30-50M 22.2% | Term 6 (14 children) EYFS GLD 57.1% | 57.1% | 57.1 | 64.3% | Yr 1 11 chn | 27.3% | 18.2% | 27.3% | 12 chn | 41.7% | 33.3% | 41.7% | Yr 2 11 chn | 80% | 70% | 80% | 11chn | 72.7% | 63.6% | 81.8% | <p>£21,200 TA support</p> |
|--|---|--|--|--|--|---------|---------|-------|-----------------|----------------------|-----------------------------|-----------------------------------|---|-----------------|-----------------|-----------------|---|-------|------|-------|----------------|--------------|--------------|--------------|--------|--------------|--------------|--------------|----------------|------------|------------|------------|-------|--------------|--------------|--------------|-------------------------------|
| | Reading | Writing | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS 9 child | EXS 62.5% | EXS40-60 M 62.5% | EXS 40-60M 50.5. % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 new child not assessed yet = 11.1% | 30-50M 11.1% | 30-50M 11.1% | 30-50M 22.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Term 6 (14 children) EYFS GLD 57.1% | 57.1% | 57.1 | 64.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 1 11 chn | 27.3% | 18.2% | 27.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 chn | 41.7% | 33.3% | 41.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 2 11 chn | 80% | 70% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11chn | 72.7% | 63.6% | 81.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Roselands and Stafford Federation Pupil Premium Report

| <p>B</p> | <p>Phonics +4 months</p> | <ul style="list-style-type: none"> Phonics Play Daily phonic lessons in all year groups Plan for Phonics Intervention groups | <ul style="list-style-type: none"> to provide resources to support Phonics teaching to ensure that all pupils meet the standard of the Y1 phonics assessment | <table border="1"> <thead> <tr> <th></th> <th>Reading Data</th> </tr> </thead> <tbody> <tr> <td>EYFS 9 child 1 new child not assessed yet = 11.1%</td> <td>EXS 62.5% on track 30-50M 11.1% EOY – 57.1%</td> </tr> <tr> <td>Yr 1 11 chn (12 chn)</td> <td>27.3% on track 50% PPG achieved the phonic screen</td> </tr> <tr> <td></td> <td>72.7% 90.9% of PPG children leaving Roselands in Year 2 having achieved their phonics screen.</td> </tr> </tbody> </table> <p>Phonics screen 2018results Year 1 – 93% Phonics s 82.6% PPG 50% Non 87.5%</p> | | Reading Data | EYFS 9 child 1 new child not assessed yet = 11.1% | EXS 62.5% on track 30-50M 11.1% EOY – 57.1% | Yr 1 11 chn (12 chn) | 27.3% on track 50% PPG achieved the phonic screen | | 72.7% 90.9% of PPG children leaving Roselands in Year 2 having achieved their phonics screen. | <p>£120 £1400</p> | | | | |
|--|--|---|--|---|--|--------------|--|---|--------------------------------|--|--------|--|-----------------------|--------|--|--|-------------|
| | Reading Data | | | | | | | | | | | | | | | | |
| EYFS 9 child 1 new child not assessed yet = 11.1% | EXS 62.5% on track 30-50M 11.1% EOY – 57.1% | | | | | | | | | | | | | | | | |
| Yr 1 11 chn (12 chn) | 27.3% on track 50% PPG achieved the phonic screen | | | | | | | | | | | | | | | | |
| | 72.7% 90.9% of PPG children leaving Roselands in Year 2 having achieved their phonics screen. | | | | | | | | | | | | | | | | |
| | <p>Makaton Training Focus: Year 1</p> | <ul style="list-style-type: none"> Staff training Resources to be developed and made | <ul style="list-style-type: none"> Makaton will be used as a form of communication when required. | <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Yr 1</td> <td>27.7%</td> <td>18.2%</td> </tr> <tr> <td>11 chn</td> <td>41.7%</td> <td>33.3%</td> </tr> <tr> <td>12 chn</td> <td></td> <td></td> </tr> </tbody> </table> | | Reading | Writing | Yr 1 | 27.7% | 18.2% | 11 chn | 41.7% | 33.3% | 12 chn | | | <p>£550</p> |
| | Reading | Writing | | | | | | | | | | | | | | | |
| Yr 1 | 27.7% | 18.2% | | | | | | | | | | | | | | | |
| 11 chn | 41.7% | 33.3% | | | | | | | | | | | | | | | |
| 12 chn | | | | | | | | | | | | | | | | | |



Roselands and Stafford Federation Pupil Premium Report

| <p>B/C</p> | <p>Daily Supported Reading</p> <p>(+6 months reading comprehension strategies).</p> | <p>Hackney Learning Trust Lead DSR member of staff Staff to lead groups DSR banded reading books Structured lesson plans</p> | <table border="1"> <thead> <tr> <th><i>Pupil premium On Track</i></th> <th><i>Reading</i></th> <th><i>Whole class</i></th> <th><i>Jan 19</i></th> </tr> </thead> <tbody> <tr> <td><i>EYFS (9) 1 new child not assessed yet = 11.1%</i></td> <td>40-60M 77.8%</td> <td><i>EYFS</i></td> <td>95.1</td> </tr> <tr> <td><i>Year1 (11)</i></td> <td>45.5%</td> <td><i>Year 1</i></td> <td>80.2%</td> </tr> <tr> <td><i>Year2 (11)</i></td> <td>81.8%</td> <td><i>Year 2</i></td> <td>82.3%</td> </tr> </tbody> </table> | <i>Pupil premium On Track</i> | <i>Reading</i> | <i>Whole class</i> | <i>Jan 19</i> | <i>EYFS (9) 1 new child not assessed yet = 11.1%</i> | 40-60M 77.8% | <i>EYFS</i> | 95.1 | <i>Year1 (11)</i> | 45.5% | <i>Year 1</i> | 80.2% | <i>Year2 (11)</i> | 81.8% | <i>Year 2</i> | 82.3% | <p>EYFS GAP - 17.3% Read</p> <table border="1"> <thead> <tr> <th></th> <th>Reading Data</th> </tr> </thead> <tbody> <tr> <td>EYFS 9 child 1 new child not assessed yet = 11.1%</td> <td>EXS 62.5% on track 30-50M 11.1% EOY – 57.1%</td> </tr> <tr> <td>Yr 1 11 chn (12 chn)</td> <td>27.3% on track 50% PPG achieved the phonic screen</td> </tr> <tr> <td></td> <td>72.7% 90.9% of PPG children leaving Roselands in Year 2 having achieved their phonics screen.</td> </tr> </tbody> </table> | | Reading Data | EYFS 9 child 1 new child not assessed yet = 11.1% | EXS 62.5% on track 30-50M 11.1% EOY – 57.1% | Yr 1 11 chn (12 chn) | 27.3% on track 50% PPG achieved the phonic screen | | 72.7% 90.9% of PPG children leaving Roselands in Year 2 having achieved their phonics screen. | <p>£500</p> |
|---|--|---|--|-------------------------------|----------------|--------------------|---------------|--|-----------------|-------------|-------|----------------------|----------------------|----------------------|-------|-------------------|-------|---------------|--|---|---------------|--------------|---|---|--------------------------------|--|--|--|-------------|
| <i>Pupil premium On Track</i> | <i>Reading</i> | <i>Whole class</i> | <i>Jan 19</i> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>EYFS (9) 1 new child not assessed yet = 11.1%</i> | 40-60M 77.8% | <i>EYFS</i> | 95.1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Year1 (11)</i> | 45.5% | <i>Year 1</i> | 80.2% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Year2 (11)</i> | 81.8% | <i>Year 2</i> | 82.3% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Reading Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS 9 child 1 new child not assessed yet = 11.1% | EXS 62.5% on track 30-50M 11.1% EOY – 57.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 1 11 chn (12 chn) | 27.3% on track 50% PPG achieved the phonic screen | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 72.7% 90.9% of PPG children leaving Roselands in Year 2 having achieved their phonics screen. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>SEND Support</p> | <p>Assistant to the SENCo</p> | <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Wr</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EYF S 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yr1 6</td> <td>Av 2 points progress</td> <td>Av 2 points progress</td> <td>Av 2 points progress</td> </tr> <tr> <td>Yr 2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Support/ guidance and intervention</p> | | Reading | Wr | Maths | EYF S 0 | | | | Yr1 6 | Av 2 points progress | Av 2 points progress | Av 2 points progress | Yr 2 | | | | <ul style="list-style-type: none"> To provide expert guidance and support on nurture, pupil premium and SEND provision To ensure interventions are rigorous and robust | <p>EYFS 0 chn Yr 1 – 6 chn Yr 2 - 3 chn</p> <p>Yr 1 Average points progress Aut – Sp1 Reading – 1.9steps Writing – 2.0steps Maths 2.1 steps</p> <p>Yr 2 Average points progress Aut – Sp1 Reading – 2 steps Writing – 2 steps Maths – 2 steps</p> | <p>£3,760</p> | | | | | | | | |
| | Reading | Wr | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYF S 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr1 6 | Av 2 points progress | Av 2 points progress | Av 2 points progress | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Roselands and Stafford Federation Pupil Premium Report

Total budgeted cost for Targeted Support and Intervention 34,023.45

vi. Other Approaches

| Desired outcome | Approach and Average Impact based on EEF Toolkit | Action/Resource | Aims/Intended Outcomes | Expected Evidence of Impact | Cost | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|--|--|---|------|---------|---------|-------|-----------------|---------------------|---------------------|-----------------|--------------------------------|-----------------|-----------------|-----------------|----------------|-------|-------|-------|----------------|-------|-------|-------|------|
| D | Arts Participation + 2 months | Contribution towards instrumental tuition. | Music tutor Room | 1 child currently accesses music tuition @ £198 for the year. | £198 | | | | | | | | | | | | | | | | | | | | |
| A | Milk for FSM | Contribution towards ensuring children can receive milk. | To provide sustenance for FSM children at break time | <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EYFS 9 child</td> <td>40-60 M 77.8%</td> <td>40-60 M 77.8%</td> <td>40-60M 66.7%</td> </tr> <tr> <td>1 new child not assessed yet =</td> <td>30-50M 11.1%</td> <td>30-50M 11.1%</td> <td>30-50M 22.2%</td> </tr> <tr> <td>Yr 1 11 chn</td> <td>45.5%</td> <td>45.5%</td> <td>27.3%</td> </tr> <tr> <td>Yr 2 11 chn</td> <td>81.8%</td> <td>72.7%</td> <td>81.9%</td> </tr> </tbody> </table> | | Reading | Writing | Maths | EYFS 9 child | 40-60 M 77.8% | 40-60 M 77.8% | 40-60M 66.7% | 1 new child not assessed yet = | 30-50M 11.1% | 30-50M 11.1% | 30-50M 22.2% | Yr 1 11 chn | 45.5% | 45.5% | 27.3% | Yr 2 11 chn | 81.8% | 72.7% | 81.9% | £770 |
| | Reading | Writing | Maths | | | | | | | | | | | | | | | | | | | | | | |
| EYFS 9 child | 40-60 M 77.8% | 40-60 M 77.8% | 40-60M 66.7% | | | | | | | | | | | | | | | | | | | | | | |
| 1 new child not assessed yet = | 30-50M 11.1% | 30-50M 11.1% | 30-50M 22.2% | | | | | | | | | | | | | | | | | | | | | | |
| Yr 1 11 chn | 45.5% | 45.5% | 27.3% | | | | | | | | | | | | | | | | | | | | | | |
| Yr 2 11 chn | 81.8% | 72.7% | 81.9% | | | | | | | | | | | | | | | | | | | | | | |



Roselands and Stafford Federation Pupil Premium Report

| | | | | | |
|---|---------------------------|--|---|---|-------------------------------------|
| A | Free School Uniform +0 | Uniform needed to provide to families. | To support families with the initial outlay of new uniform. | <p>2017/18 whole school – 96% Pupil premium - 92% GAP – 4%</p> <p>2018/19 whole school – 96% Pupil premium - 92% GAP remains at 4% and has not widened.</p> | Nil-stock previously purchased used |
| Total budgeted cost for Other Approaches | | | | | £968 |
| Total Spend | | | | | 38,491.45 |