





**Roselands & Stafford**  
Federation

# **Roselands Infant School**

## **Pupil Premium Strategy Statement 2020-2021**

**Document control: Interim Executive Board**

**Approved by the Interim Executive Board on: 11/9/20**

<b>Signed by</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Interim Executive Headteacher	Kyra Siddall-Ward		11/9/20
Chair of IEB	Penny Gaunt		11/9/20

## School overview

Metric	Data
School name	Roselands Infant School
Pupils in school	264
Proportion of disadvantaged pupils	36 pupils 14%
Pupil premium allocation this academic year	£39,600 - £1,320 per pupil
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Kyra Siddall-Ward
Pupil premium lead	Carol Wallis
Governor lead	Penny Gaunt

### Disadvantaged pupil performance overview for 2018 - 2019

Due to COVID-19 this data is unavailable. Attainment Data has been added for 2018-2019

Measure : GLD in EYFS	Score
Achieved GLD at the end of EYFS	67%

### Disadvantaged pupil performance overview for 2018 - 2019

Due to COVID-19 this data is unavailable. Attainment Data has been added for 2018-2019

Measure : Phonics screening	Score
Achieved EXS end of Year 1 in Phonics	45%
Achieved EXS end of Year 2 in Phonics	0%

### Disadvantaged pupil performance overview for 2018 - 2019

Due to COVID-19 this data is unavailable. Attainment Data has been added for 2018-2019

Measure End of Key Stage 1	Score EXS	Score GDS
End of Key Stage 1 Reading	67%	22%
End of Key Stage 1 Writing	56%	22%
End of Key Stage 1 Maths	79%	44%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: Phonics & Reading	Ensure all staff have received Sounds Write training to deliver the phonics scheme effectively and improve the stamina of reading across the school.
Priority 2: Writing	Improve standards in writing by using rich texts to improve writing.
Priority 3: Attendance	Work with Cavendish Learning Trust Attendance team to improve attendance and punctuality for disadvantaged pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>● Improve staff subject knowledge</li> <li>● Closes gaps pupils have both prior to lockdown and due to lockdown</li> <li>● Improves pupil attitude to learning</li> <li>● Pupils attend school</li> </ul>
Projected spending	£10,000

## Teaching priorities for current academic year

Aim: EYFS	Target	Target date
Achieved GLD at the end of EYFS	74%	July 2021

Aim: Phonics	Target	Target date
Achieved EXS end of Year 1 in Phonics	84%	July 2021
Achieved EXS end of Year 2 in Phonics	100%	July 2021

Aim:KS1	Target	Target date
End of Key Stage 1 Reading EXS	78%	July 2021
End of Key Stage 1 Reading GDS	28%	July 2021
End of Key Stage 1 Writing EXS	73%	July 2021
End of Key Stage 1 Writing GDS	22%	July 2021
End of Key Stage 1 Maths EXS	79%	July 2021

End of Key Stage 1 Maths GDS	44%	July 2021
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Aim: Attendance	Target	Target date
% Attendance	96%	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1: Phonics & Reading	<p>Embed the Sounds-Write Programme to ensure that learning is engaging and pupils aspire to attend school regularly.</p> <p>Provide phonics reading booster sessions to close gaps.</p>
Priority 2: Writing	<p>Establish quality first teaching with clear differentiation and interventions for disadvantaged pupils falling behind age-related expectations.</p>
Priority 4: Attendance	<p>Undertake weekly attendance meetings to ensure disadvantaged pupils attend school.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Teaching of phonics for disadvantaged pupils will be outstanding.</li> <li>• Previous phonic gaps will close.</li> <li>• Differentiated learning will be provided in each classroom.</li> <li>• Parents will engage with school in improving their child's attendance.</li> </ul>
Projected spending	£20,000

### Wider strategies for current academic year

Measure	Activity
Priority 1: Phonics & Reading	<p>Provide the opportunity to engage in Forest School activities.</p> <p>Provide financial support with accessing school trips.</p>
Priority 2: Writing	<p>Creating an intervention room in the old library space</p>

Priority 3: Attendance	Create and embed a Federation Breakfast and After School Club to improve punctuality
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Improving attendance and readiness to learn for the most disadvantaged pupils</li> <li>PP children are healthy, happy, confident children who are ready to learn. Children are resilient and able regulate their emotions</li> </ul>
Projected spending	£9,600

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Pupils do not have the necessary skills or stamina to write at length.</p> <p>Pupils do not like writing and find it difficult to know what to write about.</p> <p>Pupils have poor fine motor skills</p>	<p>Engage in SSIF bid CPD trial to provide staff with access to CPD resources.</p> <p>Use INSET days and online learning resources to support CPD.</p> <p>Cover Supervisors to provide additional cover.</p>
Targeted support	<p>Pupils do not want to engage in intervention.</p> <p>Pupils have significant gaps that need closing.</p>	<p>Cover Supervisors timetabled to release English Leaders to run interventions and close gaps.</p>
Wider strategies	<p>Pupils do not want to return to school post lockdown.</p> <p>Pupils find concentrating, demonstrating resilience and working as a team very difficult post lockdown.</p>	<p>Providing opportunities to engage pupils hard to reach to want to be in school.</p> <p>Work closely with vulnerable parents and run workshops to support engagement with their child's learning.</p>