



Rose Green Infant School's report to parents

Pupil premium grant intended expenditure 2020/21 Academic Year

Report 2 (1 April 2021 – 31 August 2021)

Pupil Premium grant (PPG) received	
Carry forward from previous reporting period (1/9/20 – 31/3/21)	£1946.99
Total PPG for this reporting period, comprising of: Deprivation PPG Service Children Allocation Post Looked After Child Premium Allocation	£16812.50 £258.34 £977.07
Total amount of PPG to be allocated in this reporting period	£19994.90

Objectives of PPG spending 2020/21 academic year
<ol style="list-style-type: none">1. To enable eligible Reception pupils to make progress, evidenced in their work and observations, in all areas of learning by July 2021.2. To enable eligible Reception pupils to have the best opportunities to be 'Year 1 ready' by July 2021.3. To ensure all eligible Year 1 pupils make progress in maths, reading and writing, evidenced in their work, by July 2021.4. To enable eligible Year 1 pupils to have the best opportunities to be 'Year 2 ready' by July 2021.5. For eligible pupils in Year 2 to be given the best opportunities to enable them to meet some of the RGIS 'Ready to Progress' criteria in Reading, Writing and Maths by July 20216. To enable eligible Year 2 pupils to have the best opportunities to be 'Year 3 ready' by July 2021.

Summary of main barriers to educational achievement faced by eligible pupils

There are three main barriers;

- Financial barriers mean that some pupils are unable to access some extra-curricular activities which may benefit their learning, progress, attainment and wellbeing.
- Variations in the levels of learning support that parents and carers are able to give their children in the home context is a barrier for some of the eligible pupils.
- Emotional barriers mean that some children are not ready to learn, either long or short term.

Summary of Planned Spending Allocations

Non class based teaching assistant to support eligible pupils through intervention groups (Lego Therapy, key skills group and self-esteem group) – 1.25 days per week.	£1751.08
1:1 teaching assistant to support an eligible pupil within class.	£2783.90
SENDCO to support an eligible pupils and their families for a percentage of her working week.	£4834.78
10% of each class-based teaching assistants' time used to run interventions for eligible pupils within their class.	£6618.05
Milk for 24 eligible pupils for 13 weeks @£1 per week per pupil	£312
As yet unallocated funding due to there being no trips or after school clubs for this year due to COVID. Of this money, we need to use the pro-rata amount for Y2s before the end of the year as they will no longer be with us next year and won't be able to benefit from the funding carried forward. Therefore, £1230.46 of this money will be used for a TA to support eligible pupils in Y2 during the summer 2021 term in their academic readiness for Y3, through individual interventions and group work.	£3695.09 - £1230.46
Total	£19994.90
Planned carry forward for September 2021.	£2464.63

Our reasons for this approach

Some of our eligible children, for varied reasons, have less home support than some of their peers; they may get less opportunities for support with homework to consolidate their school learning, they are not able to read regularly to an adult or get support to learn spellings and number facts. Having additional adult support in school means these children can have help to do these things. They can be supported with their learning, in or outside of class, 1:1 or in small groups, to try and help narrow the gap between them and their peers where this exists. Pre COVID, some eligible pupils were already on track to meet end of year expectations and had they had a full year of education, with further stretch and challenge they could possibly be working towards or be at greater depth in some areas. While COVID has stalled this, they will soon be back where they were and this approach will support that going into the next academic year.

There are clear links between social and emotional barriers and academic outcomes, but for some families, due to financial constraints, access to emotional support to address these barriers is not viable. For eligible pupils, providing opportunities for emotional support will hopefully have impact on their academic outcomes as well as their emotional well-being.

How we plan to measure the impact and effect of our expenditure

In a 'normal' year, we make teacher assessments against the EYFS curriculum 6 weeks in and then at the end of each term, and against the KS1 National Curriculum each half term. Data from these assessments can be used to show attainment and progress for the eligible pupils. This year, due to the COVID disruption, we do not have a full year of data and so for the rest of this plan, impact will be measured through the progress we see in children's work between 8 March and the end of the school year. Finally, some evidence will be qualitative, based on observations from social and emotional well-being support groups and 1:1 support.

Review of the impact of PPG spending

An end of year review of all children across the school showed that all eligible children had made progress within their own context from March 2021, when they returned from lockdown, to the end of the school year – see new 2021-22 plan for more in depth evaluation.

Pupils in school	259
Proportion of disadvantaged pupils	12.4%
Publish date	30 April 2021
Review date / date for writing next plan	September 2021
Pupil premium leads	Sally Dreckmann & Caroline Sugden
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