



## Rose Green Infant School's report to parents

### Pupil premium grant intended expenditure 2020/21 Academic Year

#### Report 1 (1 Sep 2020 – 31 March 2021)

Pupil Premium grant (PPG) received	
Carry forward from previous reporting period (1/4/20 – 31/8/20)	£1153.08
Total PPG for this reporting period, comprising of: Deprivation PPG Service Children Allocation Post Looked After Child Premium Allocation	£15691.66 £542.50 £4103.75
Total amount of PPG to be allocated in this reporting period	£21490.99

Objectives of PPG spending 2020/21 academic year
<ol style="list-style-type: none"><li>1. To enable eligible Reception pupils to have the best possible chances of achieving a Good level of Development by June 2021.</li><li>2. To ensure all eligible KS1 pupils make at least expected progress in maths, reading and writing.</li><li>3. For 57% of eligible pupils in Year 1 to be given the best opportunities to enable them to meet end of year expectations in maths, 57% in reading and 57% in writing. *</li><li>4. For 64% of eligible pupils in Year 2 to be given the best opportunities to enable them to meet end of key stage expectations in maths, 64% in reading and 57% in writing. *</li><li>5. To enable eligible pupils to take part in school visits and after school clubs to enhance and develop their attainment and progress and widen their extra-curricular experiences. *</li></ol>

\* (these percentages will be reviewed later in the year as children have been out of school for 6 months)

### 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

Funding for all eligible Reception pupils to attend a school trip during the Spring term. (12 eligible pupils x £13 per head)	<b>£156.00</b>
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.	<b>£2382.00</b>
1:1 teaching assistant to support an eligible pupil within class.	<b>£4710.42</b>
SENDCO to support an eligible pupils and their families for a percentage of her working week.	<b>£3714.53</b>
10% of each class-based teaching assistants' time used to run interventions for eligible pupils within their class.	<b>£8403.98</b>
Non class-based teaching assistant to support an eligible pupil within class – 1.25 hours per week.	<b>£340.18</b>
Funding for all eligible pupils in Years 1 and 2 to attend one after school club per week during the second half of Autumn and all of Spring term (21 eligible pupils, 15 weeks in total x £4 per club per week) Funding for all eligible pupils in Reception to attend one after school club per week during the Spring term (12 eligible pupils, 10 weeks x £4 per club per week)	<b>£1740</b>
Currently unallocated – carry forward to second part of academic year in report 2	<b>£43.88</b>
<b>Total</b>	<b>£21490.99</b>

### 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. Some eligible pupils are already on track to meet end of year expectations but with further stretch and challenge, they could possibly be working towards or be at greater depth in some areas.

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

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. We keep records of eligible pupils and the after school clubs they attend. 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

Since this plan was written, we have been in lockdown again and so for almost the whole of the Spring term, not all of the children have been in school. As a result of this situation, we also have no data to use in order to show progress at this time. For the remainder of the year we will be looking at children's work as a measure of progress. No trips have taken place and no after school clubs have been running. As a result, there is carry forward from this plan. **30 April 2021**

<b>Pupils in school</b>	265
<b>Proportion of disadvantaged pupils</b>	12.5%
<b>Publish date</b>	15 September 2020
<b>Review date / date for writing next plan</b>	April 2021
<b>Pupil premium leads</b>	Sally Dreckmann & Caroline Sugden
<b>Governor lead</b>	Emma Ide