



Rose Green Infant School's report to parents

Pupil premium grant intended expenditure 2019/20 Academic Year

Report 2 (1 April – 31 August 2020) - Reviewed

Pupil Premium grant (PPG) received	
Carry forward from previous reporting period (1/9/19 – 31/3/20)	£0
Total PPG for this reporting period, comprising of: Deprivation PPG Service Children Allocation Post Looked After Child Premium Allocation	£11,208.33 £387.50 £2931.25
Total amount of PPG to be allocated in this reporting period	£14,527.08

Objectives of PPG spending 2019/20 academic year
<ol style="list-style-type: none">1. To enable eligible Reception pupils to have the best possible chances of achieving a Good level of Development by June 2020.2. To ensure all eligible KS1 pupils make at least expected progress in maths, reading and writing.3. For 64% 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 50% in writing.4. For 71% of eligible pupils in Year 2 to be given the best opportunities to enable them to meet end of key stage expectations in maths, 57% in reading and 57% in writing.5. To enable eligible pupils to take part in school visits and after school clubs to enhance and develop their attainment and progress.

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 Year 1 pupils to attend a school trip during the Summer term. (12 eligible pupils x £13 per head)	£156
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.	£1361
1:1 teaching assistant to support an eligible pupil within class.	£2692
1:1 teaching assistant to support an eligible pupil within class.	£4804
10% of each class-based teaching assistants' time used to run interventions for eligible pupils within their class.	£4322
Non class-based teaching assistant to support an eligible pupil within class – 1.25 hours per week.	£195
Funding for all eligible pupils to attend up to one after school clubs per week during the Summer term (26 eligible pupils, 10 week x £4 per club per week)	£997.08
Total	£14527.08

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 and 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

Due to the unexpected and unprecedented COVID-19 situation, although we continued to use the grant to support eligible pupils, it was done remotely, with relevant adults supporting the majority of eligible pupils through remote learning, although a few of them were in school from June for face to face learning. As a result of this break in face to face schooling, we do not have any end of year data against which we can measure the impact of this plan. Eligible pupils were not of course able to participate in any after school clubs and all school trips were cancelled during the lockdown, so this part of the funding goes unspent and will be carried forward into the next plan.

Pupils in school	263
Proportion of disadvantaged pupils	10%
Publish date	1 April 2020
Review date / date for writing next plan	18 September 2020
Pupil premium leads	Sally Dreckmann & Caroline Sugden
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