



**Roselands & Stafford
Federation**

Stafford Junior School

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Federation Headteacher: Ms Mandy Stewart

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Pupil Premium Report September 2017

What is the Pupil Premium?

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.

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 (£1,900) 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 £1,900.

A premium is also paid for children of service personnel and is currently set at £300.

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.

Pupil Premium Allocation 2017

Number of pupils on role	390
Number of pupils on role eligible for funding	107
Amount received per pupil	£1320
Total Pupil Premium grant received	£141240

Objectives linked to the School Development Plan

1. The percentage of pupils reaching age related expectations in reading, writing and maths is in line with, or exceeds, that seen nationally.
2. To improve the quality of teaching so that 100% of teaching is good and at least 50% is outstanding.
3. Leaders at all levels have a clear understanding of how the school is doing and the priorities for improvement in order to effectively drive whole school improvement.
4. All pupils feel safe enough to take risks and to challenge themselves. They enjoy their learning and are keen to succeed in order that they make the best possible progress.

Planned Spending for 2017/18			
Approach and Average Impact based on EEF Toolkit	Resource	Cost	Aims/Intended Outcomes
Arts Participation +2 months	Contribution towards instrumental tuition. £40.80 per pupil per term	£1000	<ul style="list-style-type: none"> to enable equal access
Behaviour Interventions +3 months	Behaviour Support ESBAS Educational Psychologist Golden Time	£5,695 £1,300 £1,560 £1,000	<ul style="list-style-type: none"> to impact on focus interventions e.g. specific special educational needs, regular attendance. to promote good behaviour choices to provide reward for good behaviour
Digital Technology +4 months	Purchase of tablet computers to enable access to Mathletics and Bug Club Bug Club Mathletics	£12,500 £640 £2,071	<ul style="list-style-type: none"> to enable equal access to increase participation in online learning to accelerate progress in Maths and Reading
Homework +2 Months	Hub Club - 1 member of staff for 2 hours per week	£ 491	<ul style="list-style-type: none"> to increase participation in extra-curricular activities to provide support for homework tasks to provide access to ICT equipment to support learners
Mastery Learning +5 months	Sally Barnes (Y6 English Writing Group)	£1,577	<ul style="list-style-type: none"> to provide a Mastery curriculum to teach skills specific to achieving greater depth in writing
Meta-cognition and Self-regulation +8 months	Staff Training and Resident Philosopher from The Philosophy Foundation?	£10,000	<ul style="list-style-type: none"> to develop enquiry throughout the curriculum to acquaint pupils with philosophical problems and thinking by providing the conditions to be able to philosophise with each other to appropriately use the intellectual virtues / competencies afforded by doing philosophy
Oral language Interventions +5 Months	Ethnic Minority and Bi-Lingual Support	£6,713	<ul style="list-style-type: none"> to enable all pupils to access the curriculum
Outdoor Adventure Learning	Clubs Educational Visits	£3,975 Y3 - £250 Y4 - £250	<ul style="list-style-type: none"> to enable equal access to extracurricular activities e.g. school trips

+4 months	Schools Without Walls – SoSussex – small group Y6 Residential Contribution £150 per pupil	Y5 - £500 Y6 - £400 £8,825 £2,250	<ul style="list-style-type: none"> to extend pupils experiences by ensuring they can access everything on offer to provide opportunities for collaborative learning
Phonics +4 months	Phonics Play Phonics Intervention	£100 £2,181	<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
Reading Comprehension Strategies +5 months	Bug Club Destination Reader Hackney Learning Trust	Costed above £5,000	<ul style="list-style-type: none"> to establish a consistent, structured approach to daily reading sessions at KS2 to improve teacher's understanding of reading pedagogy at KS2 to develop children's deeper understanding of texts
School Uniform +0 months	Cardigan/Sweatshirt and PE T-shirt for all pupils eligible for FSM (£17.45 per pupil)	£1,000	<ul style="list-style-type: none"> to provide support with the buying of school uniform to help relieve any financial challenges.
SEND Support	Assistant Headteacher for Inclusion Assistant to the SENCO	£5,436 £3,215	<ul style="list-style-type: none"> to provide expert guidance and support on nurture, pupil premium and SEND provision
Small Group Tuition +4 months	Maths and English with Head of School and English Subject Leader	£9,089 £7,095	<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 to their full potential
Social and Emotional Learning +4 months	Nurture Provision Thrive Practitioner Thrive License Lunchtime Nurture Provision Resources	£17,397 £11,598 £800 £5,799 £5,000	<ul style="list-style-type: none"> to support the mental wellbeing of the children to develop the children's social and emotional wellbeing assess the emotional needs and provide the help that is needed to remove the barriers to learning to enable the children to have the skills and readiness to learn in the classroom
Other	Milk and Fruit for FSM	£750	<ul style="list-style-type: none"> to provide sustenance for FSM children at breaktime
Contingency		£5,783	<ul style="list-style-type: none">



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Pupil Premium Allocation 2016				
Number of pupils on role	420			
Number of pupils on role eligible for funding	92			
Amount received per pupil	£1320			
Total Pupil Premium grant received	£121440			
Record of Spending for 2016/17				
Approach and Average Impact based on EEF Toolkit	Resource	Cost	Aims/Intended Outcomes	Outcomes/Impact
Behaviour Interventions +3 months	Behaviour Support ESBAS Educational Psychologist Golden Time	£4,551 £3,640 £1,420 £1,500	<ul style="list-style-type: none"> to impact on focus interventions e.g. specific special educational needs, regular attendance. to promote good behaviour choices to provide reward for good behaviour 	<ul style="list-style-type: none"> ESBAS engagement had some impact on improving children's behaviour with the strategies they provided including 1-1 sessions. EP intervention provided positive support, advice and interventions for staff to enable children to regulate their behaviour in a more positive manner and for staff to be better equipped to support.
Digital Technology +4 months	Speechlinks Bug Club Rising Stars Spelling Tests My Maths	£85 £255 £922 £265	<ul style="list-style-type: none"> to provide resources to support Maths and English teaching to provide a structured approach 	<ul style="list-style-type: none"> Rising Stars Spelling tests have enabled a structured SPAG coverage map to be developed, ensuring the

			<ul style="list-style-type: none"> to the teaching and learning of spelling to provide an online homework system for Mathematics 	<p>correct curriculum coverage in all classes each term.</p> <ul style="list-style-type: none"> Bug Club comprehension has supported the teaching of reading by providing additional opportunities for children to read quality texts and complete regular comprehension activities. Class teachers have been able to monitor children's attainment and progress and to allocate time using the programme to targeted children in order to increase the volume and quality of their independent reading.
Homework +2 Months	Hub Club - 3 members of staff for 3hours per week	£2,574	<ul style="list-style-type: none"> To increase participation in extra-curricular activities To provide support for homework tasks To provide access to ICT equipment to support learners 	<ul style="list-style-type: none"> 18% of Pupils accessed the support for homework tasks – this was particularly successful in Year 6 where 32% of Pupils entitled accessed the support
Mastery Learning +5 Months	Sally Barnes (Y3 and Y4 English)	£2732	<ul style="list-style-type: none"> To provide a Mastery curriculum To reduce class size during one session per week 	<ul style="list-style-type: none"> Small group mastery sessions targeted the 'Greater Depth' criteria from the Writing Assessment descriptors, using high challenge stimulus texts and quality models for writing in order to give children specific opportunities to fulfil these criteria.
Oral language Interventions +5 Months	Ethnic Minority and Bi-Lingual Support	£6942	<ul style="list-style-type: none"> To enable all pupils to access the curriculum 	<ul style="list-style-type: none"> Reading – 25% of EAL learners made accelerated progress with 20% exceeding their end of year target Writing – 10% of EAL learners made accelerated progress with 15% exceeding their end of year target

				<ul style="list-style-type: none"> • Maths – 15% of EAL learners made accelerated progress with 7.5% exceeding their end of year target
<p>Outdoor Adventure Learning</p> <p>+3 Months</p>	<p>Schools Without Walls – SoSussex</p> <p>Residential contribution £100</p> <p>School Trips £4,550</p> <p>Clubs £1,122</p>	<p>£3,970</p> <p>£1,900</p> <p>£4,550</p> <p>£1,122</p>	<ul style="list-style-type: none"> • to support the taking part in extracurricular activities e.g. school trips. • to extend pupils experiences by ensuring they can access everything on offer. 	<ul style="list-style-type: none"> • gff • Residential contribution enabled 61% of eligible pupils to access the trip • PPG money enabled excellent learning experiences to go ahead in all year groups including: Year 3 – Author visit in Bexhill, Theatre Trip Year 4 – Brighton Museum (Egyptians) Year 5 – Geography Field Trip to Birling Gap Year 6 – Heaver Castle Additional PPG trips – Answer Back (Media) – Year 6 • 27% of Pupils entitled to PPG accessed a club in Terms 1 & 2 rising to 34% by Terms 5 & 6
<p>Phonics</p> <p>+4 Months</p>	Phonics Play	£100	<ul style="list-style-type: none"> • to provide resources to support Phonics teaching 	<ul style="list-style-type: none"> • Phonics play software has been used to provide resources for targeted, structured phonics sessions in order to address learning gaps in small, mixed-age groups across years 3, 4 and 5. • Used by the Year 3 team and our Phonics Specialist TA at least 3 x week. The children really enjoy their Phonics group and love the games too!

School Uniform +0 Months	Jumper, Tie and PE T-shirt for all pupils eligible for FSM (£20 per pupil)	£2000	<ul style="list-style-type: none"> to provide support with the buying of school uniform to help relieve any financial challenges. 	<ul style="list-style-type: none"> Uniform was provided for all new families joining during the year
SEND Support	Inclusion Manager Assistant to the SENCO	£5,146 £4,863	<ul style="list-style-type: none"> to provide expert guidance and support on pupil premium and SEND provision 	<ul style="list-style-type: none"> Thrive provided by the Assistant to SENCO had a positive impact on children's wellbeing. Knowledge and advice to teachers provided strategies for children, which reduced behaviour incidents. Systems successfully set up were followed by pupils Advice to Teacher and TAs had some impact on improving behaviour
Small Group Tuition +4 Months	Sally Barnes	£19123	<ul style="list-style-type: none"> to reduce class size to enable all pupils to access the curriculum and achieve to their full potential 	<ul style="list-style-type: none"> Small groups were created in order to address particular gaps identified from formative assessment, for example, sentence formation, explaining the meaning of words in context etc. This enabled children to overcome learning gaps in order to access the English curriculum. These groups were updated regularly as a response to need identified through marking. Inference training groups were run over several weeks with small groups identified from PIRA gap analysis as having a weakness in inference to develop children's skills in this area.
Teaching Assistants +1 Month	A Teaching Assistant for one and a half hours per day for every class	£33,538	<ul style="list-style-type: none"> to support disadvantaged pupils to access the curriculum and achieve to their full potential 	<ul style="list-style-type: none"> Three interventions run by TA's consistently (worry group, EAL and Phonics) had a positive impact. Worry group – had a positive impact on all children making progress form

				<p>starting point. (Impact recorded via pupil voice at beginning and end. Attendance improved as well for those children.)</p> <ul style="list-style-type: none"> • EAL children were well supported and some good academic gains were made(see progress sheets) • Children made progress from their starting point in phonics.
<p>Social and Emotional Learning</p> <p>+4 months</p>	<p>Thrive Training for Bev Broadway</p> <p>Thrive Training for Staff</p> <p>Lunchtime Nurture</p> <p>Resources for Starlands to establish Nurture Facility</p>	<p>£1,545</p> <p>£1,138</p> <p>£2,500</p> <p>£14,309</p>	<ul style="list-style-type: none"> • to become a Thrive School • to create a Thrive and nurture space • to provide a safe lunch space to develop the skills of vulnerable children to socialise appropriately at lunch time. • to develop ongoing nurture networking/ training opportunities for nurture practitioners. 	<ul style="list-style-type: none"> • Bev Broadway successfully completed her Thrive training and is a fully qualified Thirve practitioner • Thrive Training for all staff 18/04/18 and 31/10/17 • Old Caretaker's House overhauled and opened as Starlands on 23/06/17 • Lunch provision provided in Starlands from Term 6
Other	Milk and Fruit for FSM	£750	<ul style="list-style-type: none"> • to provide sustenance for FSM children at breaktime 	<ul style="list-style-type: none"> • Pupils are able to maintain concentration throughout the morning



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Impact of the Pupil Premium Grant

Narrowing the Gap

The table below compares the percentage point gap between disadvantaged pupils and non-disadvantaged pupils who are working at the age related expectation in their year group. The data for Year 6 compares teacher assessment at the end of Year 5 to Key Stage 2 Outcomes at the end of Year 6.

	Reading	Writing	Maths
End of Year 2 Gap	-35.9	-20.0	-35.9
End of Year 3 Gap	-21.2	-9.9	-13.5
Difference	+14.7	+10.1	+22.4
End of Year 3 Gap	-15.8	-24.9	-3.8
End of Year 4 Gap	-14.1	+6.9	-21.7
Difference	+1.7	+31.8	-17.9
End of Year 4 Gap	-21.2	-27.9	-28.2
End of Year 5 Gap	-8.4	-21.8	-41.6
Difference	+12.8	+6.1	-13.4
End of Year 5 Gap	+3.8	-20.4	-12.8
End of Year 6 Gap	-16.2	-17.1	-27
Difference	-20	+3.3	-14.2

The priorities for the 2017-18 academic year will be:

- to continue to narrow the gap between disadvantaged and non-disadvantaged pupils
- to accelerate the narrowing of the gap in mathematics
- to increase the percentages of disadvantaged pupils working at age related expectations