



Roselands and Stafford Federation Pupil Premium Report

1. Summary information					
School	Stafford Junior School				
Academic Year	2019/20	Total PP budget	£129,920	Date of most recent PP Review	July 2019
Total number of pupils	390	Number of pupils eligible for PP	96	Date for next internal review of this strategy	

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as % of Year Group	Number who are also SEND
Year 3 – 89	8	12	20	22.5%	2
Year 4 – 89	7	7	14	15.7%	2
Year 5 – 87	14	9	23	25.3%	8
Year 6 – 118	16	23	39	32.2%	18

2. 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 (£2,300) 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.



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3. Current attainment				
Headline Measure 2019	School 2019 Disadvantaged Outcomes	National 2019 Non-Disadvantaged Outcomes	School 2019 Non-Disadvantaged Outcomes	National 2019 Disadvantaged Outcomes
% achieving ARE combined	34%	71%	66%	51%
% achieving ARE in Reading	39%	Not Available	72%	Not Available
% achieving ARE in Writing	34%	Not Available	57%	Not Available
% achieving ARE in Maths	37%	Not Available	70%	Not Available
Progress in Reading -2.1	Not Available	Not Available	Not Available	Not Available
Progress in Writing -6.7	Not Available	Not Available	Not Available	Not Available
Progress in Maths -4.4	Not Available	Not Available	Not Available	Not Available

4. Barriers to future attainment (for pupils eligible for PP including high ability)	
In the Roselands and Stafford Federation we use Needs Analysis grids to identify additional barriers to learning for all of our pupils from the following potential list: Parental Engagement; Social Skills; Friendships; Physical Health; Mental Health; Homework; Attitude to Learning; Material Deprivation; Enrichment experiences; Aspirations; Behaviour; Other.	
In-school barriers (key issues to be addressed in school)	
A.	Emotional well-being of a significant number of Pupil Premium children (?% of PP children)
B.	PPG children need to diminish the gap compared to non-PPG in Reading, Writing and Maths from their previous year
C.	Progress of PP children with identified SEN (? Children)
D.	Attendance (what % of PPG pupils is this?)
E.	To improve behaviour expectations for key children/ year groups



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External barriers (key issues which also require action outside school)

D.	Attendance (what % of PPG pupils is this?)
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5. Outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	To improve the emotional well-being of identified Pupil Premium	To evidence that identified PP have improved well-being through the Boxall Profile and have made progress upon previous year.
B.	Diminish the gap % of Pupil Premium children who attain ARE in Reading, writing and maths year on year	<p>Year 6 Reading Target – 41% currently 11% Writing Target – 32% currently 19% Maths Target – 50% currently 14%</p> <p>Year 5 Reading Target – 62% currently 32% Writing Target – 50% currently 51% Maths Target – 62% currently 19%</p> <p>Year 4 Reading Target – 61% currently 48% Writing Target – 52% currently 47% Maths Target – 65% currently 35%</p> <p>Year 3 Reading Target – 70% currently 60% Writing Target – 70% currently 55% Maths Target – 90% currently 70%</p>
C.	Increase the outcomes of Pupil Premium children who also have an identified SEND	In Year 6 (8)



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		<p>Reading Target 13% currently 0% Writing Target 0% currently 0% Maths Target 25% currently 0%</p> <p>Year 5 (3) Reading Target 0% currently 0% Writing Target 33% currently 33% Maths Target 33% currently 0%</p> <p>Year 4 (3) Reading Target 0% currently 0% Writing Target 0% currently 0% Maths Target 0% currently 0%</p> <p>Year 3 (2) Reading Target 0% currently 0% Writing Target 0% currently 0% Maths Target 50% currently 50%</p> <p>Number of PP/SEN in class in brackets</p>
D.	Improve attendance of identified PP children	<p>2018-19 - PPG attendance 92.6% Non PPG Attendance was 96.4%</p>
E.	Children who find managing their emotions/ behaviour will have reduce amount of incidence and strategies to manage.	Reduced behaviour incidence for key children.



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6. Planned expenditure					
Academic year		2019/20			
i. Quality teaching for all					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact/implementation	Estimated Cost
A,B,C	Teaching assistance +1 month	<ul style="list-style-type: none"> TA Support - Teaching assistants have a key role in the support of all children, with a clear focus on disadvantaged pupils, both in their classes and in targeted interventions. Targeted CPD is in place for support staff. 	<ul style="list-style-type: none"> To support children (especially those from disadvantaged backgrounds) fill/ close gaps in their learning To run targeted interventions 	<ul style="list-style-type: none"> Pupil progress meetings TA appraisals Regular monitoring of impact of interventions. 	£35,352
Total budgeted cost for Quality First Teaching					£35,352
ii. Targeted Support and Intervention					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact	Estimated Cost
A,C, E	Teaching Assistants +1 Month	INA's to provide targeted support for disadvantaged pupils to access the curriculum and achieve to their full potential	<ul style="list-style-type: none"> to support disadvantaged pupils to access the curriculum and achieve to their full potential Support with behaviour 	<ul style="list-style-type: none"> Children who have been identified for additional support will make progress against their starting point either from the curriculum, 	£34,976.66 (5)



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		Key training/ CPD		socially and emotionally or both. This will be monitored through pupil progress meetings, reviews, observations and outcomes.	
B/C	Small group tuition +4 months	Targeted cover/ interventions from two part time teachers.	<ul style="list-style-type: none"> To provide cover for teachers To provide targeted groups of children with extra support 	<ul style="list-style-type: none"> Pupil progress meetings Appraisal Regular monitoring of impact of interventions. 	13,959
B/C	Years 5 & 6 Maths Small Group Tuition +4 months	Maths with Head of School	<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 	<ul style="list-style-type: none"> Targeted improved progress/ attainment 	£7,095
A, E	Social and emotional learning +4 months	Learning Mentor	<ul style="list-style-type: none"> To support in improving behaviour Mentoring 1-1 and group work. 	<ul style="list-style-type: none"> Evidence of improved behaviour with individuals Pupil voice Boxall profile 	£21,768



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<p>A</p>	<p>Outdoor Adventure Learning +4 months</p>	<p>Contributions to curriculum trips/ and Yr 6 residential</p>	<ul style="list-style-type: none"> • to enable equal access to extracurricular activities e.g. school trips • to extend pupils experiences by ensuring they can access everything on offer • to provide opportunities for collaborative learning 	<ul style="list-style-type: none"> • Improve children's engagement in learning with real experiences and enrichment of the curriculum • Improve engagement in school life • Provide opportunities for vulnerable groups 	<p>£2184</p>
<p>A, D</p>	<p>Outdoor Adventure Learning +4 months Year 6</p>	<p>John Muir Award with So Sussex</p>	<ul style="list-style-type: none"> • to enable equal access to extracurricular activities e.g. school trips • to extend pupils experiences by ensuring they can access everything on offer • to provide opportunities for collaborative learning • Enjoy experimental learning, beyond the 'academic' 	<ul style="list-style-type: none"> • Further engage children in school life • Children to receive an award that will see them use a range of different skills. • Continue to have a positive impact on academic outcomes. • Develop attendance. 	<p>£1250</p>
<p>A,E</p>	<p>Social and Emotional Learning +4 months</p>	<p>Nurture Provision Lunchtime Nurture Provision Resources</p>	<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 	<ul style="list-style-type: none"> • Boxall profile • Assessments/outcomes • Academic progress • Children's successful reintegration in to their base class. 	<p>14,497.50</p>

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D	Improve parent engagement +3 months	Pupil support manager	<ul style="list-style-type: none"> To support in monitoring pupil attendance an improvement Support with safeguarding Build positive relationships with families 	<ul style="list-style-type: none"> Improved attendance of vulnerable groups from previous year. 	£10,476
B/C	Years 5&6 Third Space Learning	<ul style="list-style-type: none"> Access to computers Adult supervision 	<ul style="list-style-type: none"> Targeted 1-1 maths learning Narrow the gap between Pupil premium and Non pupil premium children. 	<ul style="list-style-type: none"> Targeted improved progress/ attainment from EOY starting point. 	£2000
Total budgeted cost for Targeted Support and Intervention					£108,206.16
iii. Other Approaches					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact	Cost
A,D	Arts Participation +2 months	Contribution towards instrumental tuition. £40.80 per pupil per term	<ul style="list-style-type: none"> to enable equal access 	<ul style="list-style-type: none"> number of pupils participating 	£1000
A	Milk and Fruit for FSM	Appointed person to raise the order/ delivery	<ul style="list-style-type: none"> to provide sustenance for FSM children at break time 	<ul style="list-style-type: none"> Sustenance will help ensure children will not go hungry Improve concentration 	£1500
A	Free School Uniform +0	Uniform needed to provide to families.	<ul style="list-style-type: none"> To support families with the initial outlay of new uniform. 	<ul style="list-style-type: none"> Children will have new uniform and be able to have a sense of belonging in the school. 	£350
B	Homework +2 months	Providing a contribution to the reading raffle	<ul style="list-style-type: none"> To encourage children to read at home to help improve their reading skills 	<ul style="list-style-type: none"> More children will be regularly reading 	£150
Total budgeted cost for Other Approaches					£3000

Total cost 146,558.16

7. Review of expenditure

Academic year 2018/19

iv. Quality First Teaching

Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Impact	Evaluation	Actual Cost
B/C	Destination Reader Hackney Learning Trust	<ul style="list-style-type: none"> Destination Reader Hackney Learning Trust 	<ul style="list-style-type: none"> Narrow the gap between Pupil premium and Non-pupil premium children. 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 	<ul style="list-style-type: none"> Improved teaching/delivery of reading A rise in attainment/progress Gap closing between pupil premium and non-pupil premium. 	<p>£500</p> <p>Money was used from the English Budget only this year.</p>
B/C	Maths Mastery	<ul style="list-style-type: none"> Work with East Sussex Maths Mastery Work Group Delivery of bar model and precise language training given to staff on INSET Termly training on maths throughout the year for all staff 	<ul style="list-style-type: none"> Develop reasoning and problem solving in class Improve teaching ability to plan effective maths lessons for their class Use CPA approach consistently 	<ul style="list-style-type: none"> Improved KS2 outcomes and yearly PUMA results Good / outstanding lessons given in observation Progress of learning seen in books 	<p>£750</p> <p>Money was not used for maths mastery. This was used instead for revision books for SATs.</p>



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Total budgeted cost for Quality First Teaching **£1250**

v. Targeted Support and Intervention

Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Impact	Evaluation	Estimated Cost
Teaching Assistants +1 Month	Teaching Assistants shared between year groups.	to support disadvantaged pupils to access the curriculum and achieve to their full potential	<p>Children in Starlands have all seen an improvement in their Boxall profile targets.</p> <p>Where support was targeted well there was an increase in children's progress and well-being.</p> <p>Children have been screen and identified for support in Language Link. Some groups have started and language support programmes have been sent home in some cases.</p> <p>Clear progress has been made by children accessing the jump ahead programme.</p>	<p>Where the support was targeted well in year groups, children have been better placed to access their learning.</p> <p>Better monitoring of all additional TA support will need to be implemented next year to further evidence impact.</p>	£47,454
C	Years 5 and 6 Writing intervention to target PP and PP+SEND	Leader of Learning to target identified groups.	<p>Attainment</p> <p>Yr 5 (EOY previous) 2017-18 Gap – 19.2%</p> <p>Yr 6 (EOY previous) 2017-18 Gap – 19.6%</p>	The key focus of Year 6 saw their progress improve. Intervention was not as frequent as originally planned for year 5. The lesson learned is to be more consistent	£7,726.61



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			<p>2018-19 Yr 5 2018-19 GAP – 28.8% Yr 6 2018-19 GAP – 24.1%</p> <p>Progress YEAR 5 Making 6 steps Progress - EOY previous 2017-18 – 54% (6 steps) 2018-19 – 42% (6 steps) (-12)</p> <p>Progress making 6 steps YEAR 6 Current cohort 2017-18 - PPG 49% (6 steps) 2018-19 – PPG 63% (6 steps) (+14%)</p>	<p>in interventions and how they are carried out in across the school not just in year 6. Where intervention was successful, progress has been evidenced.</p>	
B/C	<p>Years 5 & 6 Maths Small Group Tuition</p> <p>+4 months</p>	<p>Maths with Head of School and Maths Lead.</p>	<p>Attainment Yr 5 EOY GAP - 18.8% (2017-18) Yr 6 EOY GAP - 24.4% 2017-18</p> <p>2018-19 Yr 5 GAP 12.1% 2018-19 Yr 6 GAP 31.5%</p> <p>Progress Year 5 Current Cohort 2017-18 – PPG 38% (6 steps) 2018-19 – PPG 63% (6 steps) (+25%)</p> <p>Year 6 current cohort 2017-18 – 44% (6 steps) 2018-19 – PPG 54% (6 steps) (+10%)</p>	<p>This has had a positive impact on progress. Where tuition has been consistent and children identified through progress meetings progress has been evidence in Year 5 and 6.</p>	<p>£5,655 £7,095</p>



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<p>A</p>	<p>Behaviour Interventions +3 months</p>	<p>Behaviour Support ESBAS Educational Psychologist Class Golden Time</p>	<p>Reports have from outside support have provided good advice that has supported learners in the classroom.</p> <p>Children who have accessed higher levels of support saw some improvement of engagement in the class and tasks better suited to their need.</p> <p>Support that has been accessed has also contributed to EHCP applications.</p>	<p>Advice and support has been strong and supportive. For those children who received direct support were better engaged than they were previously and better supported in the class or with other provision.</p>	<p>£3000</p>
<p>A</p>	<p>Outdoor Adventure Learning +4 months</p>	<p>Schools Without Walls –So Sussex – small group Y6 Residential Contribution £150 per pupil Trips</p>	<p>The So Sussex activities were successful helping the children bond in their new classes, and the year 3s being new to the school.</p> <p>School trips have helped to provide real life context to learning broaden children’s horizons and develop new skills</p> <p>Supporting the residential activity provided the opportunity for children to access a new experience</p>	<p>Supporting these activities provides the children with new and exciting opportunities to broaden their horizons, learn new skills and discover things about themselves that they may not back in the classroom or at school. These activities enrich our curriculum.</p>	<p>£4850</p>



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<p>A/B/C</p>	<p>Extracurricular activities/ clubs +3</p>	<p>Outside agencies/ staff to provide clubs after school</p>	<p>Clubs were well attended this year and uptake was good.</p>	<p>From term 2 a decision was made that clubs would no longer be free and that all would occur a small cost. This did not have a negative impact on uptake. Our school was also awarded the School Gold games award this year.</p>	<p>No free clubs</p>
<p>A/C</p>	<p>Outdoor Adventure Learning +4 months Year 6</p>	<p>John Muir Award with So Sussex</p>	<ul style="list-style-type: none"> • to enable equal access to extracurricular activities e.g. school trips • to extend pupils experiences by ensuring they can access everything on offer • to provide opportunities for collaborative learning • Enjoy experimental learning, beyond the 'academic' 	<ul style="list-style-type: none"> • Further engage children in school life • Children to receive an award that will see them use a range of different skills. • Continue to have a positive impact on academic outcomes. • Develop attendance. 	<p>£1250 Did not run This is something we may still consider for the next academic year.</p>



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A	Social and Emotional Learning +4 months	Nurture Provision Thrive Practitioner Thrive License Lunchtime Nurture Provision Resources	100% of the children have made progress against their Boxall profile targets and have made some academic progress as well. Staff in Starlands have also built positive relationships with parents as well.	The nurture group has been successful this year despite many unforeseen circumstances and staff changes. Going forward, we now have new staff running the provision and the grounds of the facility have also been improved. We will continue to seek advice from the lead nurture practitioner for county and both new staff members will both receive full training.	£35,134
B/C	Daily Supported Reading (+6 months reading comprehension strategies).	Hackney Learning Trust Lead DSR member of staff Staff to lead groups DSR banded reading books Structured lesson plans	<ul style="list-style-type: none"> to establish a consistent, structured approach to daily reading sessions at KS2 for children who are working significantly below ARE to improve teaching assistants understanding of reading pedagogy at KS2 to develop children's deeper understanding of texts 	<ul style="list-style-type: none"> A rise in reading progress/ attainment 	<p>£500</p> <p>The money for DSR was taken from the English Budget.</p>
B/C	Years 5&6 Third Space Learning 1-1 tuition - +5 months	<ul style="list-style-type: none"> Access to computers Adult supervision 	<p>Yr 5 – Ran for term 6 only.</p> <p>Yr 6 – 100% of children who participated in Third Space learning achieve the expected standard at the end of KS2</p> <p>Maths and made progress from their Autumn baseline.</p>	The year 6 children who accessed third space learning all achieved the expected standard. Third space learning has demonstrated again a positive impact for the second year running.	£6237 (£189 per pupil)



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A/B	SEND Support	<ul style="list-style-type: none"> Assistant Head Teacher for Inclusion Assistant to the SENCO 	<ul style="list-style-type: none"> to provide expert guidance and support on nurture, pupil premium and SEND provision 	<ul style="list-style-type: none"> Improved outcomes for children SEMH – Boxall profile Improved academic progress 	£5,436 £3,215
Total budgeted cost for Targeted Support and Intervention					£125,802.61
vi. Other Approaches					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact	Cost
D	Arts Participation +2 months	Contribution towards instrumental tuition. £40.80 per pupil per term	To enable equal access	Children who have accessed learning an instrument have enjoyed a wider sense of learning and achievement.	£350
A	Milk and Fruit for FSM	Appointed person to raise the order/ delivery	<ul style="list-style-type: none"> to provide sustenance for FSM children at break time 	Children who have accessed free fruit and milk have appreciated a snack at break time to help them	£1420 FSM has gone up therefore increased cost.
A	Free School Uniform +0	Uniform needed to provide to families.	<ul style="list-style-type: none"> To support families with the initial outlay of new uniform. 	Children who have been provided new uniform and have an immediate sense of belonging in the school.	£65.50
	Homework +2 months	Revision Books	<ul style="list-style-type: none"> To support children in Year 6 with revision for their SATs 	Provided children opportunities to revise with their parents at home.	£702
Total budgeted cost for Other Approaches					£2537.50
Total cost					128,340.11



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