



Roselands and Stafford Federation Pupil Premium Report

1. Summary information					
School	Roselands Infant School				
Academic Year	2018/19	Total PP budget	£38,280	Date of most recent PP Review	Sept 2018
Total number of pupils	271	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Jan 2019

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as % of Year Group	Number who are also SEND
EYFS - 89	2	4	6 (as of 12.09.2018)	6.7%	0
Year 1– 92	6	4	10	10.9%	1
Year 2– 90	5	5	10	11.1%	4

2. What is the Pupil Premium?
<p>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.</p> <p>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.</p> <p>A premium is also paid for children of service personnel and is currently set at £300.</p> <p>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.</p>



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3. Current attainment

Headline Measure 2018	School 2018 Disadvantaged Outcomes	National 2018 Disadvantaged Outcomes	School 2018 Non-Disadvantaged Outcomes	National 2018 Non-Disadvantaged Outcomes
% achieving ARE combined	40%	Not available	70.6%	Not available
% achieving ARE in Reading	47.1%	62.2%	76.7%	78.5%
% achieving ARE in Writing	47.1%	55.1%	74.0%	73.4%
% achieving ARE in Maths	58.8%	62.7%	79.3%	80.8%
% making at least expected progress in Reading	50%	Not available	72.1%	Not available
% making at least expected progress in Writing	65%	Not available	80.9%	Not available
% making at least expected progress in Maths	65%	Not available	80.9%	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 (48% of PP children)
B.	Children attaining at ARE combined in Reading, Writing and Maths
C.	Progress of PP children with identified SEND (5 children)

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

D.	Attendance (2017/18 - 92% pupil premium group)
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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 children	To evidence that identified PP have improved well-being through the Boxall Profile and have made accelerated progress.
B.	Improve % of Pupil Premium children who attain combined ARE	Children entitle to Pupil premium will improve their combined ARE compared to the 2017/18 academic year.
C.	Increase the outcomes of Pupil Premium children who also have an identified SEND	Children entitle to Pupil premium/ SEND will make at least expected progress compared to the 2017/18 academic year.
D.	Improve attendance of identified PP children	Attendance will improve from 2017/ 18 for this group.



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6. Planned expenditure					
Academic year		2018/19			
i. Quality First Teaching					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact	Estimated Cost
B/C	Maths Mastery	<ul style="list-style-type: none"> • Training • New maths mastery Scheme 	<ul style="list-style-type: none"> • To support and develop the progress of children in maths 	<ul style="list-style-type: none"> • Maths data continues to improve 	£1500
B/C	Daily supported Reading (+6 months reading comprehension strategies). Destination Reader	<ul style="list-style-type: none"> • Training • Books for both • Planning and meeting time 	<ul style="list-style-type: none"> • To support and develop the progress of children in maths 	<ul style="list-style-type: none"> • To improve reading data in year 2. • Embedded practice in year 1 and implemented in the Year 2 curriculum 	£2000
Total budgeted cost for Quality First Teaching					£3500
ii. Targeted Support and Intervention					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact	Cost



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	<p>Behaviour Interventions In with a year 1 focus</p> <p>+3 months</p>	<ul style="list-style-type: none"> • Behaviour Support • ESBAS • Educational Psychologist • Class • Golden Time • Introduce a more consistent behaviour policy 	<ul style="list-style-type: none"> • To impact on focus interventions e.g. specific special educational needs, regular attendance. • to promote good behaviour choices for learning • to provide reward for good behaviour • Encourage independence with managing own behaviour 	<ul style="list-style-type: none"> • Reports and advice from agencies • Improved behaviour from individuals – reduced incidents • Improved engagement for learning from individuals • Children. Feedback/ progress. 	<p>£1560</p> <p>£700</p>
	<p>Nurture provision Thrive Licence Resources</p>	<ul style="list-style-type: none"> • Thrive practitioner twice per week • Room space 	<ul style="list-style-type: none"> • Assess the emotional needs of pupils and provide the help that is required to remove barriers to learning • To enable pupils to have the skills and readiness to learn in the classroom 	<ul style="list-style-type: none"> • Progress against from their given assessed starting point in Thrive. • Progress against their given starting point on the Boxall profile. • Academic progress from given starting point. 	<p>£2000</p>
<p>A Digital Technology</p> <p>+4 Months</p>	<p>Speechlink Language Link</p> <p>Using class i-pads to enable access to phonic, English and Maths games to support learning</p>	<ul style="list-style-type: none"> • To identify and support children with their speech and language needs. • Screen all of EYFS upon entry as a baseline. 	<ul style="list-style-type: none"> • To identify pupils with specific speech and language needs (expressive or receptive) to support a referral to a speech therapist or to provide the necessary speech and language interventions • To enable equal access to learning • To increase participation in learning • To support progress in phonics, English and Maths 	<ul style="list-style-type: none"> • Children will make progress in their speech or language assessment through regular intervention provided. <p>Assessments at the end of the year will demonstrate progress from the given starting points.</p>	<p>£100</p> <p>£175</p> <p>£3,400</p>



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<p>Outdoor Adventure Learning +3 Months</p>	<p>To support the taking part in extracurricular activities e.g. school trips, swimming Educational Visits</p>	<ul style="list-style-type: none"> • Ensure clubs are planned for the start of each term • Advertise free clubs to children who are entitled. 	<ul style="list-style-type: none"> • To enable equal access to extra-curricular activities e.g. school trips • To extend pupils experiences by ensuring that they can access everything on offer • To provide opportunities for collaborative learning 	<ul style="list-style-type: none"> • Extra curricular activities will help develop well-being at school, academic progress and attendance. 	<p>£5,600</p>
<p>Small Group Tuition +4 Months Teaching Assistants +1 Month</p>	<p>1:1 and small group tuition in reading, writing and mathematics in Key Stage 1 and FS (TA 3) SEND/PP groups Jump Ahead/ sensory circuits groups for the Foundation Stage and in Key Stage 1 run by Teaching Assistants (TAs)</p>	<p>TAs, Programmes of intervention Hall/ class space</p>	<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 their full potential • To improve fine and gross motor skills • To improve social skills • To improve speech and language development • To improve social and emotional development 	<p>Identified children will make progress in either Maths, reading or writing from their given starting point.</p>	<p>£16,700 TA support</p>
<p>B</p>	<p>Phonics +4 months</p>	<ul style="list-style-type: none"> • Phonics Play • Daily phonic lessons in all year groups • Plan for Phonics Intervention groups 	<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 	<ul style="list-style-type: none"> • Progress in phonics from their assessed starting point • Children will meet the Yr 1 phonic standard. • Reading data 	<p>£120 £1400</p>



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	Makaton Training Focus: Year 1	<ul style="list-style-type: none"> • Staff training • Resources to be developed and made 	<ul style="list-style-type: none"> • Makaton will be used as a form of communication when required. 	<ul style="list-style-type: none"> • Makaton will be used as a communication tool to support teaching and learning. • Communication will be improved for non-verbal pupils 	£400
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"> • Reading Data • DSR Data 	£500
SEND Support	Assistant to the SENCo	Support/ guidance and intervention	<ul style="list-style-type: none"> • To provide expert guidance and support on nurture, pupil premium and SEND provision • To ensure interventions are rigorous and robust 	<i>SEND/ Pupil premium data</i>	£3,760
Total budgeted cost for Targeted Support and Intervention					£36,415
iii. Other Approaches					
Desired outcome	Approach and Average Impact based on EEF Toolkit	Action/Resource	Aims/Intended Outcomes	Expected Evidence of Impact	Cost



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D	Arts Participation + 2 months	Contribution towards instrumental tuition.	Music tutor Room	To enable equal access	£1000
A	Milk for FSM	Contribution towards ensuring children can receive milk.	To provide sustenance for FSM children at breaktime	Pupil premium data	£300
A	Free School Uniform +0	Uniform needed to provide to families.	To support families with the initial outlay of new uniform.	Children will have new uniform to feel se sense of belonging to the school	£500
Total budgeted cost for Other Approaches					£1800



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What is the Pupil Premium?	
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Pupil Premium Allocation 2017	
Number of pupils on role	270
Number of pupils on role eligible for funding	34 = 12.6%
Amount received per pupil	£ 1,320
Total Pupil Premium grant received	£44,160
Objectives linked to the School Development Plan	
<p>Priority 1: Outcomes for pupils - To accelerate the progress of all pupils from their given starting points in order that they make at least expected progress (6 steps) and 40% make accelerated progress in order that outcomes at the end of EYFS, in Y1 Phonics screening check and end of KS1 are securely above national levels</p> <p>Priority 2: Quality of teaching, learning and assessment - To increase the percentage of consistently good and outstanding teaching across the school. (100% at least good and 50% better by July 2018)</p>	



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Priority 3: The effectiveness of leadership and management - Leaders at all levels have a clear understanding of how the school is doing and are accountable for key areas in order to effectively drive whole school improvement.

Priority 4: Personal development, behaviour and welfare - More than 97.2% of pupils attend school every day. Pupils value their education and rarely miss a day at school.

Priority 5: EYFS – To develop the outside area in the Foundation Stage to improve health, fitness and gross motor skills which in turn will help develop writing skills including fine motor development.

Planned Spending for 2017/18				
Approach and Average Impact based on EEF Toolkit	Resource	Cost	Aims/Intended Outcomes	Impact – July 2018
Behaviour and Social and Emotional Interventions +4 Months counsellor for bereavement and emotional needs	Behaviour and Attendance Support (ESBAS)	£910	<ul style="list-style-type: none"> To improve attendance To develop pupil's social and emotional well-being To promote good behaviour choices To provide reward for good behaviour 	<p>Whole school Attendance 2017/2018 – 96% Target 97.5% Pupil Premium Attendance 2017/2018 – 92% - Target 97.5%. A decrease from previous year of 4.14% from the previous year This was due to 2 pupils having a part time table and 2 pupils with ongoing illnesses. School has been working closely with ESBAS attendance service.</p> <p>Whole school Attendance 2016/2017 – 96.7% Target 97% Pupil Premium Attendance 2016/2017 – 96.14% - Target 97%. A 1.74% increase from the previous year</p>
	Nurture provision Thrive Licence Resources	£486 £552	<ul style="list-style-type: none"> Assess the emotional needs of pupils and provide the help that is required to remove barriers to learning To enable pupils to have the skills and readiness to learn in the classroom 	<p><i>1 pupil</i> <i>Reading Sept - July 1b+</i> <i>Writing Sept – July 1W</i> <i>Maths Sept – July 1b+</i></p>

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	Fegans counsellor	£782	<ul style="list-style-type: none"> To support families with routines and guidance to ensure pupils attend school regularly and are ready to learn 	<table border="1"> <thead> <tr> <th>Sept 17</th> <th>July 18</th> </tr> </thead> <tbody> <tr> <td>Reading - 1S</td> <td>2W</td> </tr> <tr> <td>Writing 1W+</td> <td>2W+</td> </tr> <tr> <td>Maths 1S</td> <td>2W</td> </tr> <tr> <th>Sept 17</th> <th>July 18</th> </tr> <tr> <td>R - 30-50m</td> <td>1</td> </tr> <tr> <td>W-30-50M</td> <td>1</td> </tr> <tr> <td>M-30-50M</td> <td>1</td> </tr> </tbody> </table> <p>The table above shows 2 pupils progress with emotional barriers to their learning.</p>	Sept 17	July 18	Reading - 1S	2W	Writing 1W+	2W+	Maths 1S	2W	Sept 17	July 18	R - 30-50m	1	W-30-50M	1	M-30-50M	1
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	Educational Psychologist	£1,560	<ul style="list-style-type: none"> To impact on focus interventions e.g. specific SEND, regular attendance 	<p><i>Reading, Writing, Maths 1/7 = 14.3% all areas. Above 97% attendance. Children who had precision teaching: all but one child made progress from their assessed starting point. This is a successful intervention.</i></p>																
Digital Technology +4 Months	Speechlink Language Link Purchase of class i-pads to enable access to phonic, English and Maths games to support learning	£100 £175 £3,400	<ul style="list-style-type: none"> To identify pupils with specific speech and language needs (expressive or receptive) to support a referral to a speech therapist or to provide the necessary speech and language interventions To enable equal access to learning To increase participation in online learning To accelerate progress in phonics, English and Maths 	<p><i>Table below shows: Progress in language link intervention from assessed starting point.</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>EYFS 5 children</td> <td>100%</td> </tr> <tr> <td>Year 1 1 child</td> <td>100%</td> </tr> <tr> <td>Year 2 4 children</td> <td>100%</td> </tr> </tbody> </table> <p><i>Table below shows: EAL children supported in a speech and language group.</i></p>	Year	Progress	EYFS 5 children	100%	Year 1 1 child	100%	Year 2 4 children	100%								
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<p>Oral language Interventions</p> <p>+5 Months</p>	<p>Ethnic Minority and Bi-Lingual Support</p> <p>Learn English First</p>	<p>£4,393</p> <p>£960</p>	<ul style="list-style-type: none"> To enable all pupils to access the curriculum 	<p><i>EAL pupils T2 T6 –CW</i></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>FS 5 children</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Yr 1 8 children</td> <td>75%</td> <td>75%</td> <td>88%</td> </tr> <tr> <td>Yr 2</td> <td>70%</td> <td>90%</td> <td>80%</td> </tr> </tbody> </table>		Reading	Writing	Maths	FS 5 children	100%	100%	100%	Yr 1 8 children	75%	75%	88%	Yr 2	70%	90%	80%																
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				10 children				
Outdoor Adventure Learning +3 Months	To support the taking part in extracurricular activities e.g. school trips, swimming Educational Visits	£5,600	<ul style="list-style-type: none"> To enable equal access to extra-curricular activities e.g. school trips To extend pupils experiences by ensuring that they can access everything on offer To provide opportunities for collaborative learning 	<p>PP who accessed clubs from terms 3-6 Year 2 = 60% YEAR 1 = 70% EYFS = 10%</p> <p>Number of Pupil Premium pupils who took part in extra-curricular activities Terms 5 and 6 2018 using PP funding = 17 – 45% All PPG pupils were offered this. 12 of the 17 pupils achieved EXS+ 65% in Reading and Writing (National and 71% in Maths.</p> <p>Number of Pupil Premium pupils who took part in extra-curricular activities Terms 5 and 6 using PP funding = 11 – 27% All PPG pupils were offered this.</p>				
School Uniform +0 Months	To provide a jumper or cardigan and a PE T-shirt for all pupils eligible for FSM (£18.00 per pupil)	£612	<ul style="list-style-type: none"> To provide support with the buying of uniform to help relieve any financial challenges 	<p>Whole school Attendance 2017/2018 – 96% Target 97.5% Pupil Premium Attendance 2017/2018 – 92% - Target 97.5%. A decrease from previous year of 4.14% from the previous year This was due to 2 pupils having a part time table and 2 pupils with ongoing illnesses. School has been working closely with ESBAS attendance service.</p> <p>Whole school Attendance 2016/2017 – 96.7% Target 97%</p>				

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Small Group Tuition +4 Months Teaching Assistants +1 Month	1:1 and small group tuition in reading, writing and mathematics in Key Stage 1 and FS (TA 3) Jump Ahead groups for the Foundation Stage and in Key Stage 1 run by Teaching Assistants (TAs) Nurture groups for Foundation Stage and Key Stage1 pupils run by Teaching Assistants (TAs) Speech and Language support programmes Life skills groups to support additional needs with independence	£16,700 TA support	<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 their full potential To improve fine and gross motor skills To improve social skills To improve speech and language development To improve social and emotional development 	<p>Pupil Premium Attendance 2016/2017 – 96.14% - Target 97%. A 1.74% increase from the previous year</p> <p><i>All pupil premium data</i></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EYFS (10)</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Year1 (10)</td> <td>70%</td> <td>70%</td> <td>90%</td> </tr> <tr> <td>Year2 (20)</td> <td>50%</td> <td>50%</td> <td>60%</td> </tr> </tbody> </table> <p>70% of children in EYFS (7/10) achieved ARE for physical development.</p> <p>Year 1 writing 70%</p> <p>Year 2 writing 50%</p> <p>Jump ahead is used to help develop writing.</p> <p>Next year would like to see writing in Year 2 improve.</p> <p><i>Emotional group</i></p> <p>1 pupil Reading Sept - July 1b+ Writing Sept – July 1W Maths Sept – July 1b+</p> <p><i>Sp and Language info</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>		Reading	Writing	Maths	EYFS (10)	50%	50%	50%	Year1 (10)	70%	70%	90%	Year2 (20)	50%	50%	60%	Year	Progress		
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Phonics +4 Months	Phonics Play Phonics Interventions	£120	<ul style="list-style-type: none"> To provide resources to support Phonics teaching To ensure that all pupils meet the standard of the Yr1 Phonics Screen by the end of Year 2 	<p>Reading data</p> <table border="1"> <thead> <tr> <th>Pupil premium</th> <th>Reading</th> <th>Whole School</th> <th></th> </tr> </thead> <tbody> <tr> <td>EYFS (10)</td> <td>50%</td> <td>EYFS</td> <td>80.4%</td> </tr> <tr> <td>Year1 (10)</td> <td>70%</td> <td>Year 1</td> <td>83.3%</td> </tr> <tr> <td>Year2 (20)</td> <td>50%</td> <td>Year 2</td> <td>72.7%</td> </tr> </tbody> </table> <p>Phonics screen 2017</p> <p>Year 1 – 80%</p> <p>Year 2 – 86.7%</p> <p>Phonic screen for PP 2018</p> <p>Year 1 - 90%</p> <p>Year 2 - 95%</p>	Pupil premium	Reading	Whole School		EYFS (10)	50%	EYFS	80.4%	Year1 (10)	70%	Year 1	83.3%	Year2 (20)	50%	Year 2	72.7%
Pupil premium	Reading	Whole School																		
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Arts Participation + 2 months	Contribution towards instrumental tuition.	£3,500 From Jan	<ul style="list-style-type: none"> To enable equal access 	<p>No contribution required as no children who were entitled to pupil premium participated extracurricular lesson.</p> <p>Going forward we will promote this more to this group as a wider opportunity.</p>																



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<p>Reading Comprehension Strategies</p> <p>+5 months</p>	<p>The Power of Reading</p> <p>Book Bands</p>	<p>£300</p>	<ul style="list-style-type: none"> To establish a consistent structured approach to daily reading sessions at FS and KS1 To improve teacher's understanding of reading and pedagogy at FS and KS1 To develop children's deeper understanding of texts To provide a variety of texts to improve reading skills 	<p><i>Reading data</i></p> <table border="1" data-bbox="1435 256 1883 547"> <thead> <tr> <th>Pupil premium</th> <th>Reading</th> <th>Whole School</th> <th></th> </tr> </thead> <tbody> <tr> <td>EYFS (10)</td> <td>50%</td> <td>EYFS</td> <td>80.4%</td> </tr> <tr> <td>Year1 (10)</td> <td>70%</td> <td>Year 1</td> <td>83.3%</td> </tr> <tr> <td>Year2 (20)</td> <td>50%</td> <td>Year 2</td> <td>72.7%</td> </tr> </tbody> </table>	Pupil premium	Reading	Whole School		EYFS (10)	50%	EYFS	80.4%	Year1 (10)	70%	Year 1	83.3%	Year2 (20)	50%	Year 2	72.7%
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<p>SEND Support</p>	<p>Assistant to the SENCo</p>	<p>£3,760</p>	<ul style="list-style-type: none"> To provide expert guidance and support on nurture, pupil premium and SEND provision To ensure interventions are rigorous and robust 	<p><i>Reading, Writing, Maths 1/7 = 14.3% all areas.</i></p> <p><i>Above 97% attendance.</i></p> <p><i>Children who had precision teaching: all but one child made progress from their assessed starting point. This is a successful intervention. Focus more on this group next year.</i></p>																
<p>Other</p>	<p>Milk for FSM</p>	<p>£250</p>	<ul style="list-style-type: none"> To provide sustenance for FSM children at breaktime 	<table border="1" data-bbox="1435 1126 1883 1414"> <thead> <tr> <th>Pupil premium</th> <th>Reading</th> <th>Whole School</th> <th></th> </tr> </thead> <tbody> <tr> <td>EYFS (10)</td> <td>50%</td> <td>EYFS</td> <td>80.4%</td> </tr> <tr> <td>Year1 (10)</td> <td>70%</td> <td>Year 1</td> <td>83.3%</td> </tr> <tr> <td>Year2 (20)</td> <td>50%</td> <td>Year 2</td> <td>72.7%</td> </tr> </tbody> </table>	Pupil premium	Reading	Whole School		EYFS (10)	50%	EYFS	80.4%	Year1 (10)	70%	Year 1	83.3%	Year2 (20)	50%	Year 2	72.7%
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