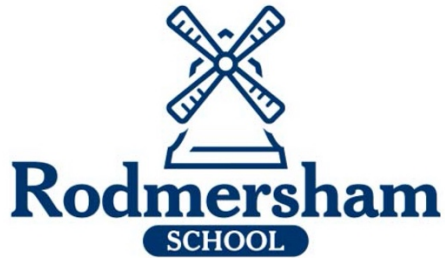


Resilience

Responsibility

Hard Work

Responsibility



Rodmersham School

PPG Statement 2020 - 2021

PPG for Rodmersham School for Academic Year September 2020 to August 2021	
Total number of pupils on roll (September 2020)	103
Total number of disadvantaged pupils (September 2020)	6
Children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order, who has been in local-authority care for 1 day or more, recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)	1
Total Amount of Predicted PPG Funding for Academic Year September 2020 to August 2021	£9,070

School Profile of PP Children in 2020

Number of PP in the year group	% PP children out of the year group
Year R	
Year 1	
Year 2	
Year 3 = 1 child	6.25%
Year 4 - 2 children	15.4%
Year 5 = 1 child	6.7%
Year 6 - 2 children	11.8%

Proposed Provision for 2020 - 2021

Objective	Provision
To provide devices for children to access remote learning	<ul style="list-style-type: none"> We were provided with 3 devices from the government which was not enough and therefore extra devices were purchased to support our disadvantaged children
Projected Cost	£1,250
To improve social emotional, mental health and wellbeing in order for children to be ready to learn	<ul style="list-style-type: none"> FLO trained in the ELSA program FLO booked on to 'Girls on Board' Training SEN Specialist Teacher employed to support specific SEMH needs Transition workshops for Year 6 children going to secondary school Social Skills program; 'Talk All About It' Breakfast and After Care Club provided School Dinners provided School uniform purchased Food delivery's provided during Lockdown

Resilience Responsibility Hard Work Responsibility

	<ul style="list-style-type: none"> • Lego therapy provided by a qualified teaching assistant for those requiring further support with their social skills • Purchase of Behaviour Management training • Training on using a 'preferred' timetable in school • School trips/Forest School • High interest/low reading ability reading books • Resources to support emotional regulation
Projected Cost	£33,360 (some of this is funded through HNF too)
To support gaps in learning due to COVID	<ul style="list-style-type: none"> • Purchase of Accelerated Reader • Purchase of Mighty Writer • Purchase of new phonics scheme • Purchase Sir Linkalot for spelling • Purchased Write Like a Ninja books • Extra resources purchased for challenge in Maths
Projected Cost	£900
To provide training for Colourful Semantics to support writing	<ul style="list-style-type: none"> • All staff trained
Projected Cost	£250
Total expenditure	£35,760

The impact of Pupil Premium Expenditure:

Measuring the impact of PPG:

Quality first teaching is the foundation of ensuring progress for all learners, therefore expenditure has been allocated to additional resources and adult support for in class learning, as well as further staff training and resources to enable effective intervention work.

The impact on both class learning and interventions is monitored in terms of: progress throughout the duration of an intervention programme, using both entry and exit data as a comparison; lesson observations carried out by SLT, furthermore evidence of pupils' progress against the key skill within the books, which are used to inform a pupil's mastery of the Key objectives for their year group.

Predicted Progress of PP Pupils

Progress of Year R PP

% of pupils making expected progress or better			
0 Children			
	September	January	May
Reading			
Writing			
Maths			
GLD			
End of Year Assessment			

Progress of Year 1 PP

% of pupils making expected progress or better			
0 Children			
	September	January	May
Reading			
Writing			
Maths			
Phonics Screen			

Progress of Year 2 PP

% of pupils making expected progress or better			
0 Children			
	September	January	May
Reading			
Writing			
Maths			
SATS results	Reading	Writing	Maths

Progress of Year 3 PP

% of pupils making expected progress or better			
1 Child			
	September	January	May
Reading	100%	100%	100%
Writing	100%	100%	100%
Maths	100%	100%	100%
End of Year Assessments	Reading	Writing	Maths
	100% EXP	100% EXP	100% EXP

Progress of Year 4 PP

% of pupils making expected progress or better			
2 Children			
	September	January	May
Reading	50%	50%	50%
Writing	50%	50%	50%
Maths	50%	50%	50%
End of Year Assessments	Reading	Writing	Maths
	50% EXP	50% EXP	50% EXP

Progress of Year 5 PP

% of pupils making expected progress or better 1 Child			
	September	January	May
Reading	100%	100%	100%
Writing	100%	100%	100%
Maths	100%	100%	100%
End of year assessments	Reading	Writing	Maths
	100% GD	100% GD	100% GD

Progress of Year 6 PP

% of pupils making expected progress or better 2 children				
	September	January	May	
Reading	50%	50%	50%	
Writing	50%	50%	50%	
Maths	50%	50%	50%	
Year 6 SATS	Maths	Reading	Writing	EPS
	50% EXP	50% EXP	50% EXP	50% EXP
Kent Test	Neither took the Kent Test			