

Rosh Pinah Primary

Pupil Premium Report 2019 - 2020

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2019. PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential.
- Supporting children and young people with parents in the regular armed forces.

Rates for Eligible Pupils

The Education and Skills Funding Agency (ESFA) will allocate PPG to schools and local authorities (who must allocate for each FTE pupil on the January 2019 school census, at each school they maintain) the following amounts:

- £1,320 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium.
- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium.
- £2,300 per pupil for each post-LAC in year groups reception to year 11.
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).
- For pupils recorded aged 5 and over on the school census, PPG will be allocated on the basis of sole and dual main registrations only.

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Total No of Pupil Premium Grant Pupils

Number of pupils and pupil premium grant received	2019 - 2020
Total number of pupils on roll	410
Total number of pupils eligible for Pupil Premium Grant	7 pupils
Amount of Pupil Premium Grant received per pupil	£1,320 per pupil
Total amount of Pupil Premium Grant received	£9,240.00

Pupil Premium

Year Group	No of Pupils	Male	Female	SEN Support	EHCP	EAL	Able & Talented
Reception	1	0	1	0	0	0	0
Year 4	2	2	0	2	0	0	0
Year 5	3	3	0	1	1	0	0
Year 6	1	1	0	1	0	0	0

Nature of Support

- To support families financially through paying for music lessons, school trips and extra-curricular activities (after school clubs).
- Additional support from teaching assistants, particularly with regard to delivering of literacy and numeracy interventions.
- Pastoral support from home-liaison officer promoting improved attendance, punctuality and supporting social and emotional development.
- Teaching Assistant support in class.

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Nature of Support

- Small group support delivered by experienced teacher / SLT members.
- ART therapy to improve pupil's physical, mental and emotional well-being.
- 'Heads Up Kids Project' to create an emotional language in the classroom.
- 'Touch Typing' intervention to develop skills of fluency in typing.
- 'Social Skills Group' to develop social interaction and communication skills and to resolve issues related to friendship, bullying etc.
- 'Motor Skills Group' to develop pupils' multi-sensory approach to learning and writing.
- Educational Psychologist assessments to identify areas of concern and plan strategies and support as required under the SEN Code of Practice.
- SLT members to work in partnership with other agencies to provide SEN Support to pupils with Pupil Premium.

Barriers to future attainment (for pupils eligible for Pupil Premium) – In school barriers

- A number of pupils eligible for Pupil Premium have complex SEN needs.
- Pupils on Pupil Premium have lower base-line scores in Reading, Writing & Maths due to their underlying complex SEN needs.

Barriers to future attainment (for pupils eligible for Pupil Premium) – external barriers

- A lack of aspiration from parents and carers impacts number of children on Pupil Premium.
- Some children eligible for Pupil Premium do not experience a range of enrichment experiences outside of school because of additional costs attached.

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Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Responsible	When will you review implementation?
<p>All Pupil Premium pupils to make age-related expectations in Reading, Writing and Maths.</p> <p>All Pupil Premium pupils to make at least expected progress in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> ▪ Quality First Teaching ▪ Teachers and TAs to provide SEN Support to pupils in Reading, Writing and Maths. ▪ Lesson Observations ▪ Pupil Progress meetings ▪ Monitoring of books ▪ Support from Educational Psychologist, Speech and Language Therapist and other professionals as required. ▪ SEND Support Plan ▪ Staff training – literacy, Maths and Reading. ▪ Booster Reading sessions ▪ Small group interventions ▪ Meetings with parents and carers (Structured Conversations). 	<ul style="list-style-type: none"> ▪ The impact of chosen strategies will be monitored through book scrutiny, lesson observations, learning walks and pupil progress meetings. 	<p>Teacher / TAs</p> <p>SLT members</p>	<ul style="list-style-type: none"> ▪ Book scrutiny (half termly) ▪ Lesson Observations (termly) ▪ Learning Walks (half termly) ▪ Pupil Progress meetings (termly) ▪ Attainment and Progress data reviewed (termly) ▪ SEND Support Plan reviewed (termly) ▪ Meetings with teachers regularly ▪ Meetings with parents (continuous provision).
<p>Pupil Premium pupils will receive interventions and SEN Support to close their gaps in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> ▪ Pupils identified for additional intervention and SEN Support. ▪ Teachers to plan appropriate interventions on the basis of pupils' attainment and progress. 	<ul style="list-style-type: none"> ▪ To identify pupils for the correct interventions. ▪ To monitor planning, resources and delivery of interventions 	<p>SLT members</p> <p>Class teachers</p>	<ul style="list-style-type: none"> ▪ Pupil Progress Meetings (termly) ▪ Lesson Observations – Interventions ▪ Target setting for the interventions (termly)

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Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Responsible	When will you review implementation?
	<ul style="list-style-type: none"> ▪ Progress and impact of the interventions to be monitored. ▪ School to work in partnership with the external agencies where further assessment and advice is required to meet pupils' additional needs. 	<ul style="list-style-type: none"> through lesson observations. ▪ To review the impact of interventions on pupils attainment and progress. 		
<p>Early identification and support will be provided to Pupil Premium pupils with social, emotional and mental health needs.</p>	<ul style="list-style-type: none"> ▪ Teachers will work in close partnership with the SLT members to identify pupils with SEMH needs. ▪ Family and home liaison officer will work in partnership with the Teachers and the SLT members to provide additional pastoral support (1:1 or small group). ▪ School staff to report to the SLT members and the designated safe-guarding lead regarding any areas of concerns noticed. ▪ SEMH concerns to be discussed in pastoral support meetings and 	<ul style="list-style-type: none"> ▪ Pastoral support and pupil progress meetings held every week. ▪ To review the impact of pastoral support on pupils attainment and progress termly. 	<p>Family & home liaison officer</p> <p>Teachers / TAs</p> <p>SLT members</p> <p>External agencies</p>	<ul style="list-style-type: none"> ▪ Pastoral Support meetings (once every week) ▪ SLT meetings (once every week) ▪ Pupil Progress meetings (termly) ▪ Meetings with teachers (continuous provision)

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	<p>pupil progress meetings.</p> <ul style="list-style-type: none"> ▪ Referral made to outside agencies where appropriate e.g. CAMHS, MASH Team, Emotional Well-being Team at Barnet, Norwood etc. ▪ 'Heads Up Kids' project in Year 3 and in Year 4 to target pupils with SEMH needs. ▪ EP involvement where Pupil Premium pupils presents SEMH behaviour. ▪ Parental involvement on a regular basis to address areas of concern and agreed strategies to implement. ▪ School behaviour and safeguarding policy to be implemented and followed. 			

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<p>Pupil Premium pupils will have the same opportunities for enrichment activities as other pupils in school.</p>	<ul style="list-style-type: none"> ▪ Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music lessons and other school clubs. 	<ul style="list-style-type: none"> ▪ Children engaging in a range of enrichment opportunities will be logged and tracked on to review the impact. ▪ Parent and pupil voice will be used to evaluate the effective practice of enrichment activities and clubs. ▪ Pupil Premium Lead will monitor the provision. 	<p>Class teachers Office Staff AHT Inclusion</p>	<ul style="list-style-type: none"> ▪ At the beginning and at the end of each term.