



# Rosh Pinah Primary School

## **Pupil Premium Report 2018 – 2019**

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 2018. 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

### **Eligibility**

#### **Ever 6 Free School Meals (FSM)**

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for FSM since May 2012, as well as those first known to be eligible at January 2018.

#### **Children adopted from care or who have left care**

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

#### **Ever 6 service child**

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census. The grant will be allocated where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2018 school census.

Pupil premium funding does not cover the costs of all of the school's initiatives to support disadvantaged or vulnerable pupils.



## Rosh Pinah Primary School

Total No of PPG pupils: 15

Number of pupils and pupil premium grant received	2018 - 2019
Total number of pupils on roll	431
Total number of pupils eligible for Pupil Premium Grant	15
Total number of pupils eligible for Post – LAC / Adopted Premium	1
Amount of Post –LAC / Adopted Premium	£2,300
Amount of pupil Premium Grant received per pupil	£1,320
<b>Total amount of Pupil Premium Grant received</b>	<b>£19,800 + £2,300 = £22,100</b>

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



# Rosh Pinah Primary School

## Adopted Premium: 1

Year Group	No of Pupils	Male	Female	SEN Support	EHCP	EAL	Able and Talented
Year 5	1	1	0	0	0	0	0

- 73% pupils on Pupil Premium have SEN Support
- 20% pupils on Pupil Premium have EHCP
- Only 7% pupils on Pupil Premium (1 pupil) doesn't have SEN needs

## Principles of using Pupil Premium Grant funding at Rosh Pinah Primary

- We have provided our pupils with a wide range of first hand experiences that they might otherwise not have the opportunity to take part in. This has ensured that pupils are exposed to a rich learning environment to enable them to make at least expected progress in all the areas of their curriculum.
- Pupil Premium has also been used for a range of specific academic interventions and activities for individual and groups of pupils, to promote a healthy lifestyle and develop pupils' social and emotional skills.
- In making additional provision, we recognise that not all pupils who receive 'free school meals' will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Not all children eligible for PPG funding will be in receipt of interventions at any one time or at the same time.
- PPG represents only a small part of the overall budget committed to meeting the additional needs of all pupils at Rosh Pinah.

## Barriers to future attainment for pupils eligible for Pupil Premium funding

- 73 % pupils on Pupil Premium are also on the SEN register for cognition and learning, sensory and auditory processing difficulties, social, emotional and mental health needs or diagnosed with ASD or ADHD.
- Many of the PP pupils' parents are unable to afford to pay for school trips, residential trips, music, art therapy and other extra-curricular activities. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.



## Rosh Pinah Primary School

Focus	Objective	Cost	Impact
<p><b><u>Pastoral support</u></b> 1:1 and small group support provided by pastoral support staff to an identified group of pupil premium pupils with <i>social, emotional and mental health needs</i>.</p>	<p>To promote an environment where pupils feel happy, safe and secure.</p> <p>To ensure pupils with SEMH needs feel valued and nurtured.</p> <p>To monitor and track to ensure SEMH needs do not have an impact on pupil's health, emotional well-being and cognition and learning.</p>	<p>£2000</p>	<p>Personalised and small group work helped to create a caring learning environment where pupils are valued for who they are, not just for what they can do. It provided children with the opportunity to express themselves. Parents received feedback on a regular basis and are always able to contact when needed.</p> <p>Pupils learnt to express and self-regulate their emotions. As a result they made at least expected progress in core areas of their curriculum.</p> <p>Pastoral care support helped children to understand the social cues. Anxious children are given strategies to support them and help them to recognise their emotions and to understand the impact they have on their peers.</p> <p>Support and guidance to families experiencing difficulties with their children at school helped to develop a positive link between home and school. Parents felt well supported and were able to resolve issues by working in close partnership with the school and the external agencies.</p>
<p><b><u>Social Skills Group</u></b> Small group intervention twice every week for identified group of children who lacks social awareness, social communication and interaction with adults and their peers.</p>	<p>The aim of social skills group is for children to gain skills in social interaction, joint attention, having fun together with others, problem solving together and learning to handle social situations.</p>	<p>£1,500</p>	<p>It promoted resilience and supported the children with their social skills and emotional behaviour. It has built confidence and self-esteem and encouraged the children to attempt to solve their own friendship issues in a kind and caring way,</p>



## Rosh Pinah Primary School

Focus	Objective	Cost	Impact
	To raise self-esteem and self-confidence.		
<p><b><u>Art Therapy</u></b> A form of expressive therapy that uses the creative process of making art to improve pupil's physical, mental and emotional well-being.</p>	<p>To improve pupils emotional state and well-being.</p> <p>It helps pupils express themselves, explore their emotions and improve their self-esteem.</p> <p>It also relieves stress, anger and sadness.</p>	£1,200.00	<p>Establishing a therapeutic relationship and working in a person-centred way has allowed the children to trust and gave them freedom to express themselves without fear of judgement.</p> <p>Using art materials in a way that they choose has enabled them to communicate through tactile, sensory and visual ways to explore thoughts, feelings and emotions, leading to verbal communication and exploration. The children have looked at difficulties they are or have experienced closely, in a safe and contained way. Often the behaviours they are exhibiting are due to underlying problems which children have explored together with the art therapist at their pace, enabling them to share and transfer some of the burden they are carrying.</p> <p>Art therapy has encouraged the children to develop new ways of thinking, growing in confidence and self-esteem.</p> <p>The sensory characteristics of art therapy has helped some of the children to be calmer in sessions and developed concentration. There has been an increase of self-acceptance throughout.</p>



## Rosh Pinah Primary School

Focus	Objective	Cost	Impact
<p><b><u>Heads Up Kids Project</u></b>            Eight week project delivered under the advice and guidance from Norwood to create an emotional language in the classroom.</p>	<p>To give children the opportunity to think about their feelings and how they feel about themselves.</p> <p>To explore their friendships and consider how they interact and communicate with others.</p> <p>To enhance social skills and help children manage difficult peer relationships, including bullying.</p> <p>To build emotional resiliency in the classroom and playground.</p> <p>To boost confidence and self-esteem</p> <p>To help children develop problem-solving skills.</p>	<p>£1500</p>	<p>Effective CPD opportunities for Year 3 teachers to address issues such as friendships, social skills, bullying and emotional resiliency. It helped them to understand the emotional needs of the children in their class.</p> <p>Children developed confidence in making new friends. They learnt how to approach and make new friends. They were able to express their emotions and were able to take power away from a negative situation and make changes for themselves.</p> <p>The finger touch exercise helped children to regulate their breathing and focus on their attention. All Year 3 children went through a process of discovery and learning together. They shared their experiences with their peers.</p> <p>The programme also taught the children to work collaboratively on issues such as friendships, feelings and how they express themselves.</p>
<p><b><u>Reading, Writing &amp; Maths Interventions</u></b>            1:1 and small group support in EYFS, KS1 and KS2 in Reading,</p>	<p>To diminish the difference in attainment and progress of identified group of pupils with pupil premium through</p>	<p>£8,500</p>	<p>Pupil Premium pupils have made excellent progress because the extra funding has been used effectively to raise their attainment and progress. 93% pupils with pupil premium have made expected progress in Reading, Writing and Maths.</p>



## Rosh Pinah Primary School

Focus	Objective	Cost	Impact
Writing, Maths and other areas of the curriculum.	targeted intervention and support.		
<p><b><u>Additional Teaching Support</u></b> Additional teaching support / intervention in Year 3, 4 &amp; 5 to close the gap and raise the attainment and achievement of identified pupils with Pupil Premium in Reading, Writing and Maths.</p>	<p>To ensure gaps remain closed between PPG and non PPG pupils.</p> <p>To maximise achievement and progress gains.</p>	£2,500	<p>Additional teaching support has enabled SEN children with pupil premium to make progress against their set targets (SEND Support Plan) in Reading, Writing and Maths.</p> <p>Extra Reading and Comprehension intervention has helped one Year 3 SEN pupil with pupil premium to reach age-related expectations.</p>
<p><b><u>Motor Skills Intervention</u></b> Motor Skills Group to support identified group of pupils with fine and gross motor co-ordination difficulties.</p>	<p>To develop pupils' multi-sensory approach to learning &amp; writing.</p> <p>To provide support to pupils who are experiencing difficulties in accessing their curriculum or performing daily self – care due to fine and gross motor co-ordination needs.</p>	£650.00	<p>Children thoroughly enjoyed the sessions as it involved practical hands on activities and exercises to improve their fine and gross motor skills.</p> <p>Children showed improvements in letter formation, appropriate spacing between words and their functional pencil and scissor control.</p> <p>Children used playdough in the session to gain strength and improve dexterity in their hands and fingers, critical areas of physical development for writing, drawing, and other purposes.</p> <p>Gross motor skills activities helped children to improve their balance and co-ordination.</p>



## Rosh Pinah Primary School

Focus	Objective	Cost	Impact
<p><b><u>Touch Typing Intervention</u></b> Small group intervention delivered once every week for half an hour to pupils in KS2 to develop skills of typing.</p>	<p>It aims and helps to improve and develop fine motor skills, finger dexterity, visual motor skills and bilateral coordination among pupils whose handwriting is poor and slow in speed and accuracy.</p>	<p>£720.00</p>	<p>Children became familiar with the key board / learning to touch type (being able to type with multiple fingers without looking at the key board).</p> <p>Children with specific learning difficulties benefitted from learning to type because it improved their spellings of some words.</p>
<p><b><u>Financial Support</u></b> We offer some limited financial support to children of low income families for music lessons, school trips and after school clubs (sports activities).</p>	<p>Wellbeing and readiness for school leading to reduction in concerns for key families.</p> <p>Enrichment opportunities presented to disadvantaged pupils.</p>	<p>£1,650.00</p>	<p>Children developed coordination, cooperation, resilience in the exploration of routines and the development of skills required for team sports. It had an impact on school's sports tournament competitions and events.</p> <p>Pupils are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential trips.</p>





## Rosh Pinah Primary School

Focus	Objective	Cost	Impact
<p><b><u>Leadership Opportunities</u></b> Development of opportunities for disadvantaged pupils to lead and take on responsibilities within school, also developing resilience, being proactive to prepare pupils for the wider world.</p> <p>To ensure all pupil premium pupils (73% SEN / 20% EHCP) makes at least expected progress in all the areas of their curriculum.</p>	<p>To develop confidence and independence in learning, especially for disadvantaged pupils.</p> <p>Pupils to demonstrate greater awareness of opportunities that are open to them in the wider world.</p> <p>To track and monitor the attainment and progress of pupil premium pupils in all the areas of their curriculum.</p>	<p>£2000.00</p>	<p>Attainment and progress of pupil premium children are tracked consistently and effectively to ensure each child has access to intervention and provision to support learning and to develop their social skills and emotional well-being.</p> <p>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed every term and aspirational targets are set for their progress.</p>
<p style="text-align: center;">Total Expenditure £22, 220.00 Overspend to be taken from other funding streams to supplement</p>			