

## Pupil Premium Report 2020 - 2021

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 2020. PPG provides funding for two separate 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

- The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have had a recorded period of FSM eligibility since May 2014, as well as those first recorded as eligible at January 2020

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

- The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 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 2020 school census who was eligible for the service child premium since the January 2015 census as well as those recorded as a service child for the first time on the January 2020 school census

## Rates for Eligible Pupils

The PPG per-pupil rate for 2020 to 2021 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil Premium Per Pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
<b>Service Children</b>	<b>Pupil Premium Per Pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

## Total No of Pupil Premium Grant Pupils

<b>Number of pupils and pupil premium grant received</b>	<b>2020 - 2021</b>
Total number of pupils on roll	388
Total number of pupils eligible for Pupil Premium Grant	6
Amount of Pupil Premium Grant received per pupil	£1,345 per pupil
<b>Total amount of Pupil Premium Grant received</b>	<b>£8,070.00</b>

## Pupil Premium

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

## Nature of Support

- Providing financial support to families by paying fees for music lessons, school trips and extra-curricular activities e.g. after school clubs
- Extra interventions delivered by Teaching Assistants to raise pupils attainment and achievement
- Pastoral support from home-liaison officer promoting improved attendance, punctuality and supporting social and emotional development
- Additional pastoral support to pupils due to Covid 19 pandemic
- Additional support in and out of class provision for Teaching and Learning
- 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 fluency in typing and speed
- 'Social Skills Group' to develop social interaction and communication skills and resolve issues related to friendship, bullying etc
- 'Motor Skills Group' to develop pupils' multi-sensory approach to learning and writing
- Cognitive assessments from an Educational Psychologist 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 on Pupil Premium pupils
- Some children eligible for Pupil Premium do not experience a range of enrichment experiences outside of school because of additional costs attached
- Implications of unsettled home life for some Pupil Premium pupils

Teaching and Learning				
Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Responsible	When will you review implementation?
To raise attainment of PP children in Phonics, Reading, Writing and Maths and close the gap between them and non PP children so that the PP children can achieve in line with their peers.	<ul style="list-style-type: none"> <li>- Quality First Teaching</li> <li>- Teachers and TAs to provide SEN Support to pupils in Phonics, Reading, Writing and Maths</li> <li>- Lesson Observations</li> <li>- Pupil Progress meetings</li> <li>- Monitoring of books</li> <li>- Support from Educational Psychologist, Speech and Language Therapist and other professionals as required</li> <li>- SEND Support Plan</li> <li>- Staff training – literacy, Maths and Reading</li> <li>- Booster Reading sessions</li> <li>- Small group interventions</li> <li>- Meetings with parents and carers (Structured Conversations)</li> </ul>	<ul style="list-style-type: none"> <li>- The impact of chosen strategies will be monitored through book scrutiny, lesson observations, learning walks and pupil progress meetings</li> <li>- This will be measured by looking at data analysis of progress and attainment</li> </ul>	Teacher / TAs  SLT members	<ul style="list-style-type: none"> <li>- Book scrutiny (half termly)</li> <li>- Lesson Observations (termly)</li> <li>- Learning Walks (half termly)</li> <li>- Pupil Progress meetings (termly)</li> <li>- Attainment and Progress data reviewed (termly)</li> <li>- SEND Support Plan reviewed (termly)</li> <li>- Meetings with teachers regularly</li> <li>- Meetings with parents</li> </ul>

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Interventions				
Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Responsible	When will you review implementation?
To ensure Pupil Premium pupils will make at least expected progress through targeted interventions 1:1 or in a small group provision.	<ul style="list-style-type: none"> <li>- Early identification of learning needs</li> <li>- Baseline Assessment</li> <li>- Outcomes from pupil progress meetings</li> <li>- Targeted interventions to support 'narrowing the gap' in Phonics, Reading, Writing, Spellings, Comprehension and Mathematical skills</li> <li>- Booster Reading sessions</li> <li>- Motor Skills group to develop core muscle strength to improve handwriting, co-ordination and movement skills</li> <li>- A stronger focus on impact with support staff running interventions</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring the delivery of interventions</li> <li>- Pupil Progress meetings</li> <li>- Lesson observation and feedback from the class teachers about pupils performance – attainment and progress</li> <li>- Meeting with parents / carers</li> </ul>	<ul style="list-style-type: none"> <li>- Class Teachers / Teaching Assistants</li> <li>- SLT members</li> </ul>	<ul style="list-style-type: none"> <li>- Book scrutiny (half termly)</li> <li>- Lesson Observations (termly)</li> <li>- Learning Walks (half termly)</li> <li>- Pupil Progress meetings (termly)</li> <li>- Attainment and Progress data reviewed (termly)</li> <li>- SEND Support Plan reviewed (termly)</li> <li>- Meetings with teachers regularly</li> <li>- Meetings with parents</li> </ul>
Social and Emotional Aspects of Learning				
To provide effective support to Pupil Premium pupils with Social, Emotional and Mental Health needs.	<ul style="list-style-type: none"> <li>- Family and home liaison officer will work in partnership with the Teachers and the SLT members to provide additional pastoral</li> </ul>	<ul style="list-style-type: none"> <li>- Pastoral support and pupil progress meetings held every week.</li> </ul>	<ul style="list-style-type: none"> <li>Family &amp; home liaison officer</li> <li>Teachers / TAs</li> <li>SLT members</li> </ul>	<ul style="list-style-type: none"> <li>- Pastoral Support Meetings (once every week)</li> <li>- SLT Meetings (once every week)</li> <li>- Pupil Progress Meetings (termly)</li> </ul>



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Social and Emotional Aspects of Learning				
Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Responsible	When will you review implementation?
Additional 'Pastoral Support' to Pupil Premium pupils due to Covid 19 lockdown.	<ul style="list-style-type: none"><li>support (1:1 or small group)</li><li>- School staff to report to the SLT members and the designated safeguarding lead regarding any areas of concerns noticed</li><li>- SEMH concerns to be discussed in pastoral support meetings and pupil progress meetings</li><li>- Referral made to outside agencies where appropriate e.g. CAMHS, MASH Team, Emotional Well-being Team at Barnet, Norwood etc</li><li>- 'Heads Up Kids' project in Year 3 and in Year 4 to target pupils with SEMH needs</li><li>- EP involvement where Pupil Premium pupils presents SEMH behaviour and it impacts on their learning</li><li>- Parental involvement on a regular basis to address areas of concern and agreed strategies to implement</li></ul>	<ul style="list-style-type: none"><li>- To review the impact of pastoral support on pupils attainment and progress termly</li></ul>	<p>Family &amp; home liaison officer</p> <p>Teachers / TAs</p> <p>SLT members</p> <p>External agencies</p>	



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Social and Emotional Aspects of Learning				
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"> <li>- School behaviour and safeguarding policy to be implemented and followed</li> </ul>			
Enrichment Activities				
Desired Outcome	Chosen Action / Approach	How will you ensure it is implemented well?	Staff Responsible	When will you review implementation?
To ensure Pupil Premium pupils will have the same opportunities for enrichment activities as other pupils in school.	<ul style="list-style-type: none"> <li>- Funding will be provided to 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Children engaging in a range of enrichment opportunities will be logged and tracked on to review the impact</li> <li>- Parent and pupil voice will be used to evaluate the effective practice of enrichment activities and clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Class teachers</li> <li>- SLT Members</li> <li>- Admin Staff</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewed every half term</li> </ul>



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Enrichment Activities				
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"><li>- Pupil Premium Lead will monitor the provision</li></ul>		