

Pupil Premium Strategy Statement 2022-2023

Rosh Pinah Primary school

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils and ensure that these pupils have the best chance of achieving their potential as well as their aspirations.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year as well as the impact last year's Pupil Premium funding had within our school.

The PPG Per-Pupil rate for 2022 to 2023 is as follows:	
Disadvantaged Pupils	Pupil Premium Per Pupil
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1,385
Pupils who have been adopted from care or have left care	£2,410
Children who are looked after by the local authority	£2,410
Service Children	Pupil Premium Per Pupil
Any pupil in Reception to Year 11, who has been flagged as a service child since the 2016 Autumn school census, will continue to receive the premium (Ever 6 service child).	£320

School Overview

Detail	Data
School name	Rosh Pinah Primary School
Number of pupils in school	355pupils
Proportion (%) of pupil premium eligible pupils	1% (4 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Miss Howson
Pupil premium lead	Mrs Roy
Governor / Trustee lead	Mrs Harris

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Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-2023)	£5,540 approximately
Recovery Premium allocation this academic year	£1,000 approximately
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A Pupil Premium Strategy Plan

Statement of Intent

At Rosh Pinah Primary School, we are committed to ensuring that we provide teaching and learning opportunities to meet the needs of all pupils and pupils who are considered vulnerable or socially disadvantaged. Their provision and needs are adequately assessed and addressed as a part of the additional provision we make through the Pupil Premium and Recovery Premium Grant.

The focus of our Pupil Premium and Recovery Premium Strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers. We believe that it is not the child's background that is important but their passion and thirst for knowledge, dedication and commitment to learning that makes the difference between success and failure. Consequently, we are determined to ensure that all pupils have an equal opportunity to achieve their full potential through exposure to a rich and exciting curriculum and carefully targeted support where necessary.

This strategy has been written with Covid-19 School Closure in mind. For many pupils, compensating for the negative impact of school closure will still require a sustained response. It is highly unlikely that a single approach will be enough. It is going to be beneficial to align approaches with broader school improvement priorities.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Use the National Tutoring Programme to support pupils who are working below age-related expectations
- Target funding to ensure that all pupils have access to trips and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sports and music
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom

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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
In-school challenges (issues to be addressed in school)	
1	- In Phonics, Reading, Writing and Maths a high proportion of disadvantaged pupils are working below expected progress compared to the non-disadvantaged pupils
2	- Low attainment on entry - SEND and EAL
3	- Low progress and attainment – impact of Covid 19
4	- Some of our disadvantaged pupils need social, emotional and mental health support
5	- Some of our disadvantaged parents/carers need support from Barnet Integrated Clinical Service
6	- Some of our disadvantaged pupils have lower attendance rates
Challenge number	Detail of challenge
External challenges (issues which also require action outside school)	
7	- Social deprivation and social care needs
8	- Parental aspirations and ability to support learning
9	- Reduced access to extra-curricular activities - educational experiences such as trips (including residential), music lessons and participation in physical activities impacting directly on self-esteem and the ability to share common learning experiences with peers

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan.

Intended outcome	Success criteria
- To achieve improved attainment in Phonics, Reading, Writing and Maths for disadvantaged pupils	<ul style="list-style-type: none"> - Attainment targets across the school indicate diminishing differences between disadvantaged and non-disadvantaged pupils in the following areas: <ul style="list-style-type: none"> ○ Early Learning Goals ○ Phonics Screening

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Intended outcome	Success criteria
<ul style="list-style-type: none"> - To achieve improved attainment in Reading, Writing and Maths for disadvantaged pupils 	<ul style="list-style-type: none"> ○ Reading, Writing and Maths ○ Multiplication Tables Checks ○ Grammar Punctuation and Spelling
<ul style="list-style-type: none"> - To achieve improved and sustained engagement, social development and emotional well-being for all pupils, particularly our disadvantaged pupils 	<ul style="list-style-type: none"> - High levels of engagement, social development and emotional well-being met through internal and external agency assessment and support
<ul style="list-style-type: none"> - A Catch-up Programme (interventions) to develop knowledge and understanding as well as key skills in Phonics, Reading, Writing and Maths 	<ul style="list-style-type: none"> - Accelerated progress for children in receipt of interventions and other targeted support
<ul style="list-style-type: none"> - Disadvantaged pupils with SEND and EAL get additional support to raise their attainment and close their learning gaps in all areas of their curriculum 	<ul style="list-style-type: none"> - SEN Support' will enable all disadvantaged pupils with SEN and EAL to overcome their barriers to learning and make rapid progress to close their gaps in all areas of their curriculum - Targeted intervention and support will help disadvantaged pupils with SEN and EAL to develop their expressive and receptive language skills
<ul style="list-style-type: none"> - Disadvantaged pupils receive additional support from external agencies such as Children's Services, Social Workers, Educational Psychologist, Speech Therapist, Occupational Therapist etc. These agencies work in partnership with the school to meet their social care and special educational needs 	<ul style="list-style-type: none"> - Social care support will enable disadvantaged pupils to meet their academic, attendance and well-being targets - Support from external agencies will help all special needs pupils to make accelerated progress to close their learning gaps

Teaching and Well-Being Activity in this Academic year (2022-2023)

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising attainment and progress of all disadvantaged pupils in Phonics,	<ul style="list-style-type: none"> - Quality First Teaching - Teachers and TAs to provide SEN and EAL support to pupils in Phonics, Reading, Writing and Maths - Lesson Observations / Learning Walk - Pupil Progress meetings 	1,2,3 and 9

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading, Writing and Maths	<ul style="list-style-type: none"> - Monitoring of books - Support from Educational Psychologist, Speech and Language Therapist and other professionals as required - SEND Support Plan - Staff training - Booster Reading sessions - Development in the quality and quantity of reading material in the school library - 1:1 / Small group interventions (Phonics, Reading, Writing, comprehension, Spelling, SPAG and Maths) - Meetings with parents and carers (Structured Conversations) - 'Curriculum Evening' for parents - Pupils will have daily access to safe outdoor learning environments that are age appropriate and available all year round - Continuous CPD development of teaching staff 	
Ensuring all disadvantaged pupils with SEN and EAL get additional support to achieve their full potential.	<ul style="list-style-type: none"> - CPD focussed on inclusive intent and implementation, raising aspirations and pedagogy that suits the needs of disadvantaged pupils with SEN and EAL needs - Differentiation and curriculum adaptation to suit the context due to the learning gap (impact of COVID 19 school closure) - Home language assessments for EAL pupils - Targets set for SEN pupils - External advice and assessment 	2,3,4 and 6
Ensuring all disadvantaged pupils get appropriate social, emotional and mental health support	<ul style="list-style-type: none"> - Pupils are identified for support with their social, emotional and mental health - Pupils are taught how to develop self-regulation through having opportunities to work with others collaboratively, solve problems and build resilience - Pupils are referred for support with social, emotional and mental health needs and the potential barriers to learning are identified with the family - The Educational Psychologist and the Therapist from Barnet Integrated Clinical Service provide support to pupils with social, emotional and mental health needs - The school works in close partnership with social care and other agencies to provide appropriate support to the pupils and families 	4,5 and 7
Ensuring appropriate support	<ul style="list-style-type: none"> - The school admin staff identifies the pupils with low attendance and punctuality rate 	6

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Activity	Evidence that supports this approach	Challenge number(s) addressed
is provided to improve the attendance and punctuality of disadvantaged pupils.	<ul style="list-style-type: none"> - The School Senior Leadership Team offers support to families to improve pupils' attendance and punctuality - The school works in close partnership with the Education Welfare Officer to deal with unauthorised and persistent leave absence - The school works in close partnership with the Social Care Team to improve the attendance of pupils under Social Care 	

Targeted Academic Support (for example, tutoring, one-to-one support and interventions)

Budgeted cost: £ 5,000 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use a systematic Phonics programme to ensure all disadvantaged pupils receive the expected standard in Year 1 Phonics screening check	<ul style="list-style-type: none"> - Phonics assessment to check the underlying gaps in Phonics at the beginning of Year 1 - Year 1 teachers/teaching assistants to deliver Phonics intervention 1:1/ small group provision - Teaching of Phonics is embedded in the daily classroom lesson - Regular assessments to track the progress of pupils - Pupil Progress Meetings to identify pupils who will need intensive targeted support 	1,2 and 3
To support language development for EAL and SEN pupils	<ul style="list-style-type: none"> - Pupils identified for 'Language Enrichment Programme' intervention - Pupils with expressive and receptive language barriers are referred for speech and language assessments - School teaching staff works in close partnership with the Speech Therapist to deliver the provision recommended 	2 and 3
To deliver interventions to close the learning gaps of all disadvantaged pupils to ensure they meet the expected standards in all the areas of their curriculum	<ul style="list-style-type: none"> - Early identification of learning needs - Baseline Assessments - Outcomes from Pupil Progress Meetings - Targeted interventions to support 'narrowing the gap' in Phonics, Reading, Writing, Spelling, Comprehension and Maths - External agency assessment and support - Regular meetings with parents/carers 	1,2 and 3

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Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> - Review meetings with parents/carers and external agencies 	

Wider Strategies

Budgeted cost: £ 1,440.00 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all disadvantaged pupils get appropriate social, emotional and mental health support	<ul style="list-style-type: none"> - Senior Leadership Team offers pastoral support to children and vulnerable families - Weekly Pastoral Support Meetings - Referral made to external agencies e.g. CAMHS, Emotional Well-being Team at Barnet, Norwood etc - Professional advice and support from Educational Psychologist - Consistent monitoring of pupils behaviour - Reporting child protection and welfare concerns to DSL / deputy DSL or the Headteacher - MASH advice and referral - Social worker involvement and meetings - CP and CIN meetings - 'Early Help' Support - CPOMS- incidents recorded 	4, 5 and 7
To ensure disadvantaged pupils have the same opportunities for enrichment activities as non-disadvantaged pupils in school	<ul style="list-style-type: none"> - Funding is provided to disadvantaged pupils to attend residential and educational trips - Funding is also provided to participate in enrichment activities at school, including music lessons and other school clubs 	9

Total budgeted cost: £ 6,540 approximately

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Part B: Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupils and staff continued to be significantly impacted by COVID during the Winter and Spring Terms, with absence affecting the educational recovery process. However, the establishment of intervention and recovery groups in core learning areas for targeted disadvantaged/EAL/SEND pupils had a significant impact on pupil progress. Online school work and assignments were provided for all pupils who had Covid. In addition, pupils were also provided with resources to support their learning at home.

Our internal assessments during 2021/ 2022 showed that we have a number of disadvantaged pupils not yet working at age related expectations, many of whom are on the SEN Register. One to one, small group interventions in core-curriculum subjects and additional tutoring (National Tutoring Programme) have ensured expected progress.

A Language Enrichment Programme was delivered to a group of children in KS1 and KS2. We have seen a positive impact in terms of developing the children's vocabulary and narrative skills as well as social communication skills. Staff trained to deliver the programme have developed their own knowledge and skills. They have implemented similar strategies in delivering additional support during classroom learning.

Our tracking and observations indicate that pupil behaviour, wellbeing and mental health was significantly impacted last year, primarily due to Covid- 19 related issues. The impact was particularly acute for disadvantaged pupils. Targeted pastoral support had a positive impact on these children and has given them strategies to support self- regulation and better mental health. The introduction of the Boxall Profile also enabled us to see the positive impact of interventions. We also purchased sensory resources to support children's self- regulation in the classroom. Children were also referred to the Barnet Integrated Therapy Service (BICS) and Children and Adolescent Mental Health Service (CAMHS) for further advice and support.

Pupil Premium pupils have engaged with activities out of school and educational visits, broadening their knowledge, experience and self-confidence, which helped them to remove barriers to learning. They also participated in after school Football Club, Piano lessons and Chess Club to broaden their knowledge and skills in those areas.

Pupil Premium families were contacted by SLT members to check and monitor their well-being on a regular basis. Supplementary food vouchers was sent by PaJes to assist those families who receives Free School Meals and need financial assistance. Families and children received financial assistance through the 'Covid Winter Fund Scheme'. United Synagogue and an organisation called 'Give, Help, Share' provided food packets to pupils.