

## Pupil Premium Strategy Statement 2024-2025

### Rosh Pinah Primary school

This statement details our school's use of Pupil Premium funding for the academic year 2024-2025 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.

<b>The PPG Per-Pupil rate for 2024 to 2025 is as follows:</b>	
<b>Disadvantaged Pupils</b>	<b>Pupil Premium Per Pupil</b>
Recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6).	£1,480
Pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales.	£2,570
Looked-after children (LAC) supported by the authority. LAC are defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority.	£2,570
<b>Service Pupil Premium</b>	<b>Pupil Premium Per Pupil</b>
<p>One of their parents is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service - this includes pupils with a parent who is in the armed forces of another nation and is stationed in England.</p> <p>Registered as a 'service child' on any school census in the past 6 years.</p> <p>One of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme.</p>	£340

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#### School Overview

Detail	Data
School name	Rosh Pinah Primary School
Number of pupils in school	390 pupils
Proportion (%) of pupil premium eligible pupils	4 pupils (1%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Miss Howson
Pupil premium lead	Mrs Roy
Governor / Trustee lead	Mrs Blech

#### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£5,920 approximately
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5,920 approximately

#### 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 Grant.

The focus of our Pupil 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

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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.

#### 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 support
- 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 and mental health support to enable pupils to access their learning within and beyond the classroom
- Ensure the attendance of pupils in receipt of pupil premium is at least in line with those of their peers in school.

#### Challenges

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

Challenge number	Detail of challenge
<b>In-school challenges (issues to be addressed in school)</b>	
1	In Phonics, Reading, Writing and Maths some disadvantaged pupils are working below expected standards compared to the non-disadvantaged pupils.
2	Low attainment on entry - SEND and EAL.
3	We continue to see the impact of the Covid 19 pandemic as a result of lost learning.
4	Some of our disadvantaged pupils need social, emotional and mental health support.
5	Some of our disadvantaged parents/carers needs 'Early Help' referral as well as support from the 'Barnet Integrated Clinical Service Team'.
6	Some of our disadvantaged pupils have lower attendance rates.
Challenge number	Detail of challenge
<b>External challenges (issues which also require action outside school)</b>	
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.

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#### Intended outcomes

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

Intended outcome	Success criteria
Disadvantaged children develop a love of learning across the curriculum.	<ul style="list-style-type: none"> <li>- Children want to learn</li> <li>- Children are given experiences within the wider curriculum to enable them to achieve in line with their peers</li> <li>- Children engage in enrichment activities that extend their learning beyond the classroom</li> <li>- Children are supported by staff to enable them to achieve their outcomes</li> <li>- Strategies embedded in the classroom practice help children to raise their attainment and progress.</li> </ul>
Early reading is improved through a robust Phonics programme.	<ul style="list-style-type: none"> <li>- All children have access to a new Phonics programme</li> <li>- Improved consistency within the teaching of Phonics in Early Years and KS1 to ensure all children pass the Year 1 Phonics test</li> <li>- For those that do not pass, a rigorous intervention programme is put in place</li> <li>- Online Phonics training for parents delivered by the Literacy Lead</li> <li>- Continuous CPD for teachers and teaching assistants.</li> </ul>
Attainment in Reading, Writing and Mathematics for all disadvantaged children is at least in line with their peers.	<ul style="list-style-type: none"> <li>- Children develop a love of reading</li> <li>- All children are able to achieve across the curriculum because their reading ability allows them to access knowledge and work independently</li> <li>- Children read a wide range of texts</li> <li>- Strategies are implemented which enable all the disadvantaged children to improve their writing skills</li> <li>- Opportunities for writing across the curriculum</li> <li>- White Rose Maths enables all children to learn to think mathematically to enhance their problem-solving skills and reasoning.</li> </ul>

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Intended outcome	Success criteria
Children receive 1:1 or small group support (interventions) to ensure they can make accelerated progress across all the areas of the curriculum.	<ul style="list-style-type: none"> <li>- Gaps identified through assessments</li> <li>- Targeted support in classroom</li> <li>- Quality first teaching</li> <li>- Pupil progress and SEND review meetings to monitor the progress of all pupils in school and offer appropriate support where needed to close their learning gaps</li> <li>- Whole school intervention groups</li> <li>- SEN Support for all SEND pupils</li> <li>- Accelerated progress for children in receipt of interventions and other targeted support.</li> </ul>
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"> <li>- Social care support will enable disadvantaged pupils to meet their academic, attendance and well-being targets</li> <li>- Support from external agencies will help all special needs pupils to make accelerated progress to close their learning gaps.</li> </ul>
Children are equipped with the correct tools to ensure they are mentally and physically well in school.	<ul style="list-style-type: none"> <li>- Positive feedback in pupil voice surveys and discussions</li> <li>- Minimal incidents of child- on- child abuse</li> <li>- Rigorous and systematic processes followed when required to deal with incidents related to bullying or child- on-child abuse</li> <li>- PSHE and RSE lessons taught in the classroom helps children to stay healthy, safe and prepared for life. It gives children access to critical information about themselves and the many facets of the diverse world around them</li> <li>- Children are happy when at school</li> <li>- Children have someone to talk to when needed.</li> </ul>
All disadvantaged pupils come to school daily.	<ul style="list-style-type: none"> <li>- Sustained and improved attendance/punctuality to school</li> <li>- Reduction in numbers of persistent absences for students from disadvantaged backgrounds.</li> </ul>

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Intended outcome	Success criteria
All disadvantage pupils have access to school trips and other extra-curricular activities.	<ul style="list-style-type: none"> <li>- Children consistently participate in extracurricular and enrichment activities</li> <li>- Children access wider range of extra-curricular activities and school trips.</li> </ul>

#### Teaching and Well-Being Activity in this Academic year (2024-2025)

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

**Budgeted cost: £ 2,500 approximately**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for children to develop a deep passion for learning across all the areas of the curriculum.	<ul style="list-style-type: none"> <li>- Classroom to be a positive environment where children feel comfortable sharing their thoughts and feelings, allowing them to build their linguistic repertoire</li> <li>- Opportunities for communication and interaction through activities and routines. Circle time can be a great opportunity to invite the children to share ideas and listen to each other. Reading stories with follow-up questions can be an excellent way of fostering communication skills and enriching vocabulary</li> <li>- Children love to move and we must ensure there are plenty of opportunities for movement and physical play during the day. Outdoor play using apparatus can help a child develop gross motor skills such as strength and coordination, as well as social skills such as turn taking</li> <li>- Curiosity is key to effective learning. Allowing children to explore and express themselves freely helps them be interested in a task. Let children do tasks where there is no single way of doing things, children can try different methods and answers can be different</li> <li>- Involving children in play activities results in helping them develop a love for learning new things. Play and toys stimulate the child's mind and help make connections in the brain stronger.</li> </ul>	1 and 2
Teaching and developing phonics	<ul style="list-style-type: none"> <li>- Quality first teaching in Phonics</li> </ul>	1 and 2



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>knowledge and skills in Early Years and KS1 helps children to apply the learnt skills in Reading.</p>	<ul style="list-style-type: none"> <li>- Phonics screening test – baseline assessment</li> <li>- Daily phonics lessons in Early Years and KS1</li> <li>- Phonics intervention for SEND, EAL and lower attainers</li> <li>- Phonics training for staff and parents</li> <li>- Application of phonics knowledge – Early Reading</li> <li>- Phonics test in Year 1</li> <li>- Additional support to pupils who fail Phonics test in Year 1 and take part in Year 2.</li> </ul>	
<p>Raising the attainment of children in Phonics, Reading, Writing and Maths to ensure their performance and progress are in line with their peers.</p>	<ul style="list-style-type: none"> <li>- Quality first teaching</li> <li>- Teachers and TAs to provide SEN and EAL support to pupils in Phonics, Reading, Writing and Maths</li> <li>- Lesson Observations / Learning Walk</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</li> <li>- Booster Reading sessions</li> <li>- Phonics training for parents</li> <li>- Development in the quality and quantity of reading material in the school library</li> <li>- 1:1 / Small group interventions (Phonics, Reading, Writing, comprehension, Spelling, SPAG and Maths)</li> <li>- Meetings with parents and carers (structured conversations)</li> <li>- ‘Curriculum Evening’ for parents</li> <li>- Differentiation and curriculum adaptation to suit the context due to the learning gaps (impact of COVID 19 school closure)</li> <li>- External advice and assessment</li> <li>- Pupils will have daily access to safe outdoor learning environments that are age appropriate and available all year round</li> <li>- Continuous CPD development of teaching staff.</li> </ul>	<p>1, 2 and 8</p>
<p>Providing disadvantaged pupils with the appropriate tools and strategies to help them to develop their social, emotional and mental health.</p>	<ul style="list-style-type: none"> <li>- Pupils are identified for support with their social, emotional and mental health</li> <li>- Pupils are taught how to develop self-regulation through having opportunities to work with others collaboratively, solve problems and build resilience</li> </ul>	<p>4,5 and 7</p>

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<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
	<ul style="list-style-type: none"> <li>- Pupils with social, emotional and mental health needs are referred to external agencies and the potential barriers to learning are identified with the family</li> <li>- The Educational Psychologist and the Therapist from 'Barnet Integrated Clinical Service' provide support to pupils with social, emotional and mental health needs</li> <li>- The school works in close partnership with social care and other agencies to provide appropriate support to the pupils and families.</li> </ul>	
Continuous professional development of staff.	<ul style="list-style-type: none"> <li>- A culture of high expectations</li> <li>- INSET days planned for continuous professional development of staff</li> <li>- INSETS delivered by subject leads or external Providers.</li> </ul>	1,2 and 3

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

**Budgeted cost: £ 2000 approximately**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Delivering 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"> <li>- Early identification of learning needs</li> <li>- Baseline Assessments</li> <li>- Outcomes from Pupil Progress Meetings</li> <li>- Targeted interventions to support 'narrowing the gaps' in Phonics, Reading, Writing, Spelling, Comprehension and Maths</li> <li>- External agency assessment and support</li> <li>- Regular meetings with parents/carers</li> <li>- Review meetings with parents/carers and external agencies</li> </ul>	1,2 and 3
1:1 or small group support to pupils with social, emotional and mental health needs.	<ul style="list-style-type: none"> <li>- Early identification of pupils who needs SEMH support</li> <li>- Weekly pastoral meetings where Senior Leadership team to discuss children's pastoral needs and the support they need to develop their social, emotional and mental well-being</li> <li>- Mental Health Lead joins the meeting</li> </ul>	4 and 5



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Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> <li>- Children are referred to CAMHS and BICS for external advice and support</li> <li>- 'Early Help' referral is made to support the children and the families for additional support</li> <li>- SLT meets with parents to review the social and emotional well-being of children</li> <li>- SENCO applies for 'Education, Health and Care needs Assessment' when the school needs additional funding to meet the needs of SEN children</li> <li>- Incidents related to behaviour and safeguarding are recorded in CPOMS</li> <li>- Children also have access to 'Play Therapy' and 'Art Therapy' programme</li> <li>- 'Chai Cancer' supports children and families to manage the impact of cancer diagnosis.</li> </ul>	
1:1 or small group support to develop children's speech, language, communication and fine and gross motor skills.	<ul style="list-style-type: none"> <li>- Pupils identified for 'Language Enrichment Programme' intervention</li> <li>- Pupils with expressive and receptive language barriers are referred for speech and language assessments</li> <li>- School teaching staff works in close partnership with the Speech Therapist to deliver the provision recommended</li> <li>- Pupils identified for fine and gross motor skills programme</li> <li>- Private Occupational Therapist and Speech and Language Therapist comes in school to offer 1:1 support to children with SEN needs.</li> </ul>	4

**Wider Strategies**

**Budgeted cost: £ 1,420 approximately**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing social care support to disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Senior Leadership Team offers pastoral support to children and vulnerable families</li> <li>- Weekly Pastoral Support Meetings</li> <li>- Referral made to external agencies e.g. CAMHS, Emotional Well-being Team at Barnet, Norwood etc</li> <li>- Professional advice and support from</li> </ul>	7

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Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>the Educational Psychologist</p> <ul style="list-style-type: none"> <li>- Consistent monitoring of pupils behaviour</li> <li>- Reporting child protection and welfare concerns to DSL / deputy DSL or the Headteacher</li> <li>MASH advice and referral</li> <li>- Social worker involvement and meetings</li> <li>- DSL joins CP and CIN meetings.</li> </ul>	
<p>All disadvantaged pupils get financial support to participate in school trips and extracurricular activities in school run by external providers.</p>	<ul style="list-style-type: none"> <li>- Financial support is provided to disadvantaged pupils to attend residential and educational trips</li> <li>- Financial support is also provided to participate in enrichment activities at school, including music, arts and crafts, football, Karate and Chess provided by external providers.</li> </ul>	<p>9</p>
<p>Additional support to improve the punctuality and attendance of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Senior Leadership Team monitors the punctuality and attendance of all disadvantaged pupils</li> <li>- Meeting with parents where punctuality and attendance is an area of concern</li> <li>- Children are also referred to the 'Education Welfare Officer' due to persistent absence.</li> </ul>	<p>6</p>

**Total Cost £5,920**

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#### Part B: Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have used our Pupil Premium funding in the academic year 2023-2024 to deliver additional small group or 1:1 interventions and support to all our disadvantaged pupils to raise their attainment and progress in Phonics, Reading, Writing and Maths. We have seen some positive outcomes where disadvantaged pupils have raised their attainment and have shown accelerated progress across all the areas of their curriculum. On the other hand, we have pupils who didn't meet their expected standards. These pupils have special educational needs and are referred for external advice and assessment. While some provision was targeted directly at pupils eligible for free school meals, much of it benefited wider groups of pupils as well.

We have also utilised our Pupil Premium funding for pupils accessing after-school clubs and educational trips and visits. These visits serve to broaden pupils' horizons and expose them to opportunities they would not otherwise experience. In organising educational trips and visits, the school is not just targeting those eligible for Pupil Premium funding, but instead providing opportunities for socially deprived families who are just above the threshold for receiving Free School Meals but still require financial support for their children.

We have provided ongoing pastoral support to disadvantaged pupils with social, emotional and mental health needs. The Class Teachers and the members of the Senior Leadership Team have provided internal support to these children. We have referred children to BICS (Barnet Integrated Therapy) and CAMHS (Children and Adolescent Mental Health Service) for external advice and support.

We have offered a wide range of high-quality extracurricular activities to boost the well-being, behaviour, attendance, and aspiration of our disadvantaged pupils. Activities focus on building life skills such as confidence, resilience, and socialising. All disadvantaged pupils are encouraged and supported to participate in all these activities.

We have also used a small portion of our funding for continuous professional development of staff.

#### **Further Information (Optional)**

##### **Mental Health and Wellbeing**

The Deputy Headteacher and the Senior Mental Health Lead submitted a 60-page case study as part of the process to gaining status for the Gold Award for 'Raising Attainment and Wellbeing'. At the beginning of the Summer Term they received confirmation of this award and the CEO of the programme stated the following:

'The evidence trail of improvement is exemplary. I thoroughly enjoyed reviewing the presentation PowerPoint - a wonderful testament to the impact of your work. The improvement measures have been carefully selected and assiduously delivered, ensuring the positive engagement of the entire school community. From DOJO boards and My Happy Mind journals to increasing staff awareness of positive behaviour management techniques and strategies, from metacognition to growing self-esteem and



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identity... measurable improvement is clear! It shows how an already high-performing school can improve still further. Well done!

The CEO of the company has also asked for the Deputy Headteacher and Senior Mental Health lead to talk about the journey and the process of gaining Gold status to other local schools and has also requested they attend regional events to present their case study.