



Pupil Premium Report

2017-18

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In 2017 to 2018 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years - £1,320 for pupils in reception year to year 6.

Pupil Premium Grant (PPG) allocation at Beit Shvidler Primary School

BSPS – 225 on roll

Current total number of children on roll	218
Current total number of children receiving PP	11
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£13,200

Characteristics of Pupil Premium Pupils on Roll (2017-18)

	Boys	Girls	SEN Support	EAL	Higher attainers	Joined the school after the census
Pupil Premium Pupils	5	5	4	0	0	1

How we spend the Pupil Premium Grant

The Pupil Premium grant is spent on providing the following:

	Year	English learning intervention	Maths learning intervention	Beanstalk reading program	Extra teacher/TA support in class	Social skills group	Lunch/After school club	Additional use of ICT to support learning	Art therapy
Child A	1	✓		✓	✓		✓	✓	
Child B	1	✓		✓	✓		✓		
Child C	2					✓			
Child D	3				✓				
Child E	3	✓		✓					
Child F	4			✓				✓	
Child G	4			✓				✓	
Child H	4		✓	✓	✓				
Child I	4			✓				✓	
Child J	5	✓		✓	✓				✓
Child K	5	✓		✓	✓			✓	✓

Impact

	SEN	Impact of Support on learning	Next steps
Child A	✓	Child A receives full TA support and a personalised learning curriculum in school due to his ADHD behaviours and emotional needs. We have seen good progress in his learning and the gap between Child A and his peers is minimising. We predict that Child A will pass the year 1 phonics screening. Child A takes part in the weekly lunchtime Art Club and enjoys the calm, therapeutic nature of this club.	Continue with this level of adult support and CAMHS intervention. Child A is on the waiting list for Art Therapy.
Child B	✓	Child B has made significant progress in his learning this year although he is still working below ARE - he started year 1 having had little previous formal teaching input. There are greater concerns regarding Child B's SEN and we are currently in the process of making an EHCP application for him. The PP funding has certainly helped Child B socially and emotionally by allowing him to access small group work and interventions as well as the after school sports club.	EHCP application and continued input from Norwood Social Care team.
Child C		Child C is currently working towards ARE but making steady progress. She works hard and accepts help from the adults in the classroom where necessary.	Monitor whether writing intervention is needed.
Child D		Child D is working at ARE in all subjects and working at greater depth in reading. She is making good progress and school have no concerns regarding any aspects of Child D's school life. She enjoys learning and doesn't require any additional support at the present time.	
Child E		Child E is currently working towards ARE but making steady progress. She struggles with separation anxiety and was allocated some year 6 buddies to help with this area of concern – Child E now comes into school happier and leaves her mother without tears. She lacks confidence in her own ability and requires much adult praise and rewards in the classroom.	Monitor whether additional interventions are needed.
Child F		Child F continues to work slowly and needs extra time in class to process information. Teacher has seen good progress in his writing although he is still working below ARE. He is enjoying the 1:1 reading sessions, however it is too early on to see whether this intervention has made a difference to his reading comprehension and fluency. Child F benefits from the extra support in a smaller group for maths lessons.	

Child G		Child G is working at ARE in all subjects. He is making expected progress and will continue to receive additional adult support in the classroom whenever necessary. He enjoys the Beanstalk reading 1:1 sessions where we have noticed an increase in his confidence to read aloud and organise his thoughts.	
Child H		Child H is making slow progress across all areas of learning. Through the extra adult support in and outside the classroom we have seen an increase in her self-confidence and attitude towards learning. She is beginning to grasp maths topics which were previously a barrier for her progress. Child H is a visual learner and so her work is differentiated to accommodate this.	SENCO to screen for Dyscalculia (underlying maths difficulties).
Child I		Child I is currently working towards ARE but making steady progress. This year he has received interventions in handwriting, touch typing and comprehension which are all supporting his progress in English. However, he lacks ideas and needs adult support for creative writing. In maths, he is now working in a smaller lower ability group with more focused adult teaching – this has already been beneficial for his confidence in maths and understanding of concepts. The long term impact of this has yet to be assessed.	
Child J	✓	Child J is making slow progress in her learning due to the severe nature of her emotional state of mind. Child J is happy in school and enjoys being in the classroom – she has friends and has trust in the adults that support her. Child J receives significant adult support in the classroom which helps her to complete the work however she is not retaining her learning from lesson to lesson.	Continuing CAF involvement, intervention from the Social Care team. Art Therapy and significant adult support.
Child K	✓	Child K misses a significant amount of school (attendance at 84%) which has had an impact on his learning and progress. When in school, Child K works slowly across all curriculum subjects. He is working below ARE in Maths and English although small steps of progress have been seen throughout the year. He receives interventions for gross motor skills, touch typing and reading – all of which he enjoys and engages with. At the present time his SEN and emotional needs prevent him making accelerated progress in learning.	Continuing support from Norwood Social Care team, CAMHs and in school interventions.