

Pupil premium strategy statement

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.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

NB: please note that the use of the phrases 'pupil(s)' 'child/children' and 'student(s)' are in reference to all of the children on roll at Primrose Hill and not to particular age-ranges or key stages. The use of the terms 'pupils in receipt of the PPG / pupils not in receipt of the PPG / PPG and non-PPG students' refers to all disadvantaged and non-disadvantaged pupils.

School overview

Detail	Data
School name	Primrose Hill Primary School
Number of pupils in school	457
Proportion (%) of pupil premium eligible pupils	53.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A Ferns L Ashton D Dobson
Pupil premium lead	Lee Ashton
Governor / Trustee lead	Alan Ferns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,945
Recovery premium funding allocation this academic year	£32,238
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	£309,183

Part A: Pupil premium strategy plan

Statement of intent

*The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. **The intended effect of this funding at Primrose Hill Primary school is to accelerate progress, raise attainment, increase engagement, widen aspiration, provide equality of opportunity and ensure that children eligible for this funding are performing at least as well as their non-ppg peers.***

The funding we receive is used in the following ways:

- To provide intervention programmes for underachieving pupils and those with SEN (Special Educational Needs).*
- To provide early intervention for children in danger of falling behind.*
- To employ additional support staff to help provide a targeted level of support to some of our most vulnerable children so they can make the progress expected of them, particularly in Reading, Writing and Maths. Sometimes, the additional staff who are employed in school to support our disadvantaged pupils will also work with non-disadvantaged pupils. This is often due to how the class groups are organised and will be for all students' benefit; at Primrose Hill we are keen to ensure that those not in receipt of the PPG do not themselves fall behind due to a lack of support and intervention.*
- To provide one-to-one tuition and/or speech and language therapy for some pupils.*
- To incentivize pupils to come to school and achieve good levels of progress (eg special trips out, small prizes, work in other classrooms etc)*
- To provide short term intervention programmes for under achieving pupils and those with SEN so our most vulnerable children can make the progress expected of them and to also help many exceed the progress expected of them.*
- Ensuring that the qualifying children - as all others - have their needs clearly identified and their progress closely monitored through the school*

- *To subsidise educational visits and provide them with a wider range of opportunity and experiences. For some children this has a huge impact on their self-esteem and confidence.*
- *To ensure that all children are able to start the school year with a new school jumper and reading book bag.*
- *To provide bespoke support for some pupils in times of crisis or need (eg payment of breakfast club fees, entrance exams, out of school activities etc.)*

Demographic and School Context

Primrose Hill Primary is a community school, located in Ordsall, Salford. Salford was ranked the 18th most deprived local authority (out of 353) in England according to the 2010 Index of Multiple Deprivation. However when looking at the overall index of deprivation across Salford it is evident that the city is very mixed with pockets of affluence and pockets of high deprivation. Using the index of deprivation statistics, classified under Lower-Super Output Areas (LSOAs) the statistics show that Ordsall, which the majority of students reside within, experiences above average levels of employment deprivation, extremely high levels of health deprivation and disability including Mental Health considerations. In addition, crime deprivation is considered extremely high. These contextual considerations must be considered to fully understand the whole school demographic and the barriers to learning which some children will experience.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional issues resulting in low confidence, low self-esteem and low academic performance. Socio-economic disadvantage, i.e poverty, can create a sense of 'them and us'. A reduced financial capacity can also result in limited experiences of areas and wider life beyond Salford and families maybe unable to afford extra enhancements to provide their children with a wider range of experiences or take part in other activities due to the costs of living and of sending their child to school (eg provision of school uniform, coat etc). Many children start in our Nursery at a very low level; resources – including both physical and human resources – are often needed to help pupils catch up, keep up and get ahead.
2	Mobility & Attendance: Some children's attendance is low which will impact on their learning. There is also a lack of school stability; there is a high level of Inward and outward mobility with many new pupils having English as an additional language. All of these factors create additional challenge and this often results in children requiring extra support or additional resources.
3	Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework and there may be low parental engagement/parenting skills resulting in low commitment. This can mean that progress made across each Key Stage is sometimes insufficient, or inconsistent, with evidence showing that there can be differences between the performances of disadvantaged children in some areas in some year groups. Many families also have reduced aspiration or ambition for their children – few children have close experience of university and a wide range of careers and there is Increasing evidence of 'gang' culture within the local area.
4	Broken family structures – family stress and low resilience. Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities; safeguarding and welfare issues which may lead to Social Services involvement or trauma and other mental health issues in the family and/or child may also inhibit life chances. Many families also do not know how best to support their children in school and with their learning as many have had negative experiences in their own school life and this has impacted on their ability to interact with educational professionals and partake in daily school activities. Specialist staff and resources are often needed to help support our families and our pupils.
5	Language delay or difficulties as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing, and can sometimes also negatively impact on behaviour. This is often evidenced as poor communication skills in EYFS; there are low levels of speaking and listening skills for a majority of children and if not address this can impact on their outcomes across all Key Stages. We have noticed that the recent COVID-19 pandemic has impacted on this situation - particularly with our very youngest pupils, due to them missing out on a great deal of socialisation during the various lockdowns.

6	Poor health and diet and/or high level of medical needs inhibit or delay aspects of progress and may also sometimes result in increased prevalence of special educational needs and/or disabilities. This can result in some children requiring additional support or resources.
---	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>For children to be able to speak and communicate effectively both with their peers and with other adults.</p> <p><u>Rationale:</u> Poor communication skills in EYFS; there are low levels of speaking and listening skills for a majority of children and if not addressed this can impact on their outcomes across all Key Stages. There are still many pupils in need of S&LT support in KS1. School has also seen a rapid increase in the number of pupils with EAL; some of these pupils are doubly-disadvantaged due to them also being in receipt of the PPG.</p>	<p><u>END OF YEAR PLAN TARGETS:</u></p> <p>% achieving GLD:</p> <p>2021-22 - 72%</p> <p><u>2022-23 - 75%</u></p> <p>2023-24 - 78%</p> <p><u>School will evidence:</u></p> <ul style="list-style-type: none"> • Number of referrals to SaLT reduces from Yr 1 onwards. • Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work. • Results in Expressive Arts & Design (EAD) increases and pupils converse freely and confidently with their peers and other adults and show high performance in 'Being Imaginative' - <p><i>This is about children's explorations into the world of pretence, building on their experiences of the real world and transforming them into something new – whether through role play, music, pretend play, block play or small world play or a range of other areas.</i></p> <p><i>EAL pupils make sound progress with their acquisition of English; they are able to communicate more effectively with others and engage better with lessons</i></p>

	<p><i>EAL pupils make sound progress with their acquisition of English; they are able to communicate more effectively with others and engage better with lessons</i></p>
<p>For attendance rates for children in receipt of the PPG to be at least in line with national averages.</p> <p><u>Rationale:</u> Attendance below national average for disadvantaged pupils; Persistent absenteeism can be high.</p>	<p><u>END OF YEAR PLAN TARGETS:</u></p> <p>2021-22 - 95% minimum attendance rate for PPG pupils</p> <p><u>2022-23 - 96% minimum attendance rate for PPG pupils</u></p> <p>2023-24 - 97% minimum attendance rate for PPG pupils</p> <p><u>School will evidence:</u></p> <ul style="list-style-type: none"> • Attendance of all increases and there is no difference between PPG and non-PPG students. Parents and families understand the importance of sending their child to school each day. • Punctuality of pupils improves. There is a reduction in the number of persistent absentees. A rise in the number of fixed-penalty fines mirrors the reduction in the number of unauthorised absences in the school. • Measures put in place ensure that new pupils make good progress (as defined by school) from their starting points on entry in reading, writing and mathematics. • Support for children new to the school is strong, this helps increase the rate of progress.
<p>For PPG students to perform as well as their non-ppg peers in all year groups and at all phases of their school life.</p> <p><u>Rationale:</u> Progress made across EYFS and each Key Stage can be insufficient, with evidence showing that there are some differences between the performances of disadvantaged children at the end of KS1 - and in the past KS2 - when compared to their non-disadvantaged peers</p>	<p>Due to the therapies, assessments, interventions, catch-up programmes and other support plans in place, 100% of all pupils make steady progress in all Year Groups from Y1 to Y6 in reading, writing and maths, with evidence of accelerated progress in cases of impact from COVID-19 closures and disruption.</p> <p>There is little to no difference between the performance of disadvantaged and non-disadvantaged pupils, with a significantly higher number meeting <i>and exceeding</i> expected standards.</p> <p>78% of pupils at the end of Reception achieve GLD by the end of the current plan. Standards in GPS, Writing, maths and Reading improve at the end of KS2. The difference in the numbers of disadvantaged compared to non-disadvantaged pupils achieving the expected standard in reading, writing and maths at the end of KS1 is reduced.</p>

	<p><u>% of PPG children passing the phonics screening check at Y1 and the multiplication check at Y4 is AT LEAST at national averages</u></p> <p><u>END OF YEAR PLAN TARGETS (EYFS already supplied above):</u></p> <p>KEY STAGE ONE</p> <p>2021-24 - R W M : <u>for results in these subject to improve over time to ensure that all PPG pupils achieve standards in line with their national counterparts and that the difference in performance between PPG and non-PPG has been reduced</u></p> <p>KEY STAGE TWO</p> <p>2021-22 - R W M : Achieve NA progress measure of 0 in all subjects</p> <p><u>2022-23 - R W M : Progress measure in R, W and M to be at least 0.1% higher than NAs</u></p> <p>2023-24 - R W M Progress measure in R, W and M to be at least 0.2% higher than NAs</p> <p>Y1 Phonics Check</p> <p>2021-22 - 80% (at least in line with NAs)</p> <p><u>2022-23 - 85% (at least in line with NAs)</u></p> <p>2023-24 - 88% (at least in line with NAs)</p> <p>Y4 Multiplication Check</p> <p>2021-24 - to achieve NA score in multiplication check</p>
<p>For PPG pupils to have the same experiences and opportunities as offered to their non-ppg peers</p> <p><u><i>Rationale:</i></u></p> <p>Limited experiences of areas and wider life beyond Salford; families unable to afford extra enhancements to provide their children with a wider range of experiences or take part in other activities due to the costs of living and of sending their child to school (eg provision of school uniform, coat etc) and some lack of aspiration or ambition – few children have close experience of university and a wide range of careers and there is Increasing evidence of ‘gang’ culture within the local area</p>	<p>School has provided all of its children with a range of trips, visits and memory makers to increase their knowledge of the wider world. Wherever possible trips to local resources are organised to help encourage families to visit these again. These events are exploited to help extend/inspire writing and topic work and enhance social interaction between pupils and other adults. Visits are not cancelled due to a lack of financial support from our families.</p> <p>Older children have all been able to benefit from a residential trip irrespective of financial background</p> <p>All children have opportunities to experience an enriched curriculum including higher achieving children. (eg extra music tuition, increased sports</p>

	<p>provision, after-school clubs are offered for free to PPG students.)</p> <p>Decreasing evidence of police involvement with some pupils.</p> <p>Pupils talk confidently about careers, education and future opportunities.</p> <p>Links to other educational establishments as secured and exploited.</p> <p>Parents show more interest in their child's education; they begin to speak about their ambitions for them.</p> <p>School is able to provide support in key areas to help families free up money to pay for other things and encourage them to prioritise spending in different ways</p>
<p>For families of PPG pupils to understand the key role they play in the education of their children. They know how they can support, motivate and reward their children in order for them to achieve more, progress faster, attain higher and aspire to greater things.</p> <p><u>Rationale:</u></p> <p>Low parental engagement shown by some families; response to home-reading, homework and attendance at meetings is lower than expected.</p>	<p>The role of the current parent engagement lead ensures that more families attend parent and carer events. Successful parent workshops and drop in sessions note support from parents of pupils in receipt of the PPG. Equipment is provided to children to enable parents and carers to take a more active role in the education of their child.</p> <p>Homework is completed and returned due to the changes in approaches we have made here.</p> <p>Current COVID-19 restrictions may impact on this work for a time, however school does have plans to create some opportunities for remote engagement.</p> <p>The number of children reading and home increases and so does the reading progress of these children.</p>

Activity in this academic year

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

This details how we intend to spend our pupil premium (and recovery premium funding) **this**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. 	<p>1, 2, 3, 5</p>
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <p>We will do this by:</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. 	<p>1, 5</p>

<p>Offering our whole school staff a range of courses and CPD opportunities in order to ensure that the needs of all children across the school are met.</p> <p>Developing whole-staff awareness of combined figures and developing an approach whereby data is not looked at in subject isolation</p>	<ul style="list-style-type: none"> • The EEF’s ‘Effective Professional Development’ guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the ‘Effective Professional Development’ guidance, such as ‘Considering a balanced design’, and more here. 	
<p>Technology and other resources focussed on supporting high quality teaching and learning</p> <p>We will do this by: Investing in more technology to support learning</p> <p>Loaning out devices to identified pupils in order for them to access more learning at home</p> <p>Invest in dongles and data cards to help support learning outside of school time</p> <p>Using technology creatively to help secure higher standards</p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF’s ‘Using Digital Technology to Improve Learning’ offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning. • The EEF’s short summary of the ‘Remote Learning: Rapid Evidence Assessment’ presents the key findings from the report on strategies to support remote learning. 	2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £127,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully	1, 2, 3, 4

<p>We will do this by: Offering a range of out-of-school tutoring sessions to help secure standards in R, W and Maths across the whole school.</p> <p>A clear focus on support for phonics in KS1 through the employment of a phonics tutor</p> <p>A clear focus on support for reading and maths for Y6 through the employment of an academic mentor</p>	<p>linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>We will do this by: Providing a non-teaching SENDCo</p> <p>Ensuring that all SEND pupils have the right support and resources in order to help them thrive and achieve.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	6
<p>Teaching assistant deployment and interventions</p> <p>We will do this by: Enhancing the number of support assistants we employ in school to ensure support can be put in place for key groups of pupils and that interventions can be run</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. 	1, 2, 3, 5

<p>One to one and small group tuition</p> <p>We will do this by: Using our own staff – both teachers and LSAs – along with some other external staff secured via NTP agencies – to run out of school tuition groups in order to help identified pupils meet, and exceed, age-expected standards.</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on one to one tuition and small group tuition. 	<p>1, 2, 3, 5</p>
--	---	-------------------

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>We will do this by: Offering Place2Be and Caritas counselling services</p> <p>Providing a range of well-being events throughout the year.</p> <p>Promoting a positive mindset</p> <p>Training three staff on mental wellbeing first aid</p> <p>Offering rewards and incentives for good behaviour.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	<p>2, 4, 6</p>
<p>Supporting attendance</p> <p>We will do this by: Employing the skills of an EWO to help support school one day per week.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive</p>	<p>2</p>

<p>Introduce a range of initiatives to help support good attendance and punctuality, including Punctuality Heroes, whole school snakes and ladders and small gift items to help incentivise and motivate.</p> <p>Introduce 'Here today, Here again tomorrow' 6 week programme to help support those of low attendance</p>	<p>support, which can include approaches to support attendance</p>	
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <p>We will do this by: Offering a range of out of school clubs, all of which will be free – with all materials and resources/equipment provided - to ensure that everyone can access these</p> <p>Use the PPG to help support the main school budget to help offer a series of memory makers to support and enhance learning for all and to allow costs which are passed on to families are kept to a very low level.</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on arts participation. 	<p>1, 4</p>
<p>Breakfast clubs and meal provision</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> The EEF has independently evaluated the Magic Breakfast programme. 	<p>1, 6</p>
<p>Communicating with and supporting parents</p> <p>We will do this by:</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p>	<p>3, 4</p>

<p>Offering a range of parent and carer workshops</p> <p>Running Parent and carer drop in sessions and training events.</p> <p>Offering Family engagement sessions</p> <p>Providing a family engagement lead</p> <p>Providing a Children and Families officer to support the most vulnerable</p>	<p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. 	
--	--	--

Total budgeted cost: £ 304,000 (£5,123 contingency)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended outcomes by 2024 Review at the end of year 1 2021-22

1. For children to be able to speak and communicate effectively both with their peers and with other adults

Comment:

74 days of external SALT support secured with PPG funding. 100% of those in receipt of this external support said that there had been a positive impact from this work (external reports evidencing this are available, but name individual pupils throughout, hence making it inappropriate to include this data here). Training to help support LSAs and class teachers has also been undertaken to help strengthen this approach and widen the reach of this work.

School now has Makaton mascots across the whole school and in every class. They meet weekly with the Makaton signing lead to discuss their work. Parents have been given a weekly training video and guidance notes on what is being taught in school to help support their children at home. EYFS staff - particularly nursery staff - have seen an improvement in the behaviour of some children following on from this approach. School is to devise a way of capturing this information in order to better present the impact of this work.

EAL Support

School has now subscribed to the Bell Foundation to help assess and develop an ESL child's understanding of English. All classes (up to Y4) have assessments for English Proficiency Scores. These are updated termly to assess the work we have in place to support our ESL pupils. Assessment summaries look like this:

English Proficiency Score	Autumn 2021 assessment	Spring 2022	Summer 2022	
A - New to English				
B - Early Acquisition				
C - Developing competence				
Not yet assessed				

Assessment results show a clear progression of identified children moving from Stage A to Stage C. All children have moved up at least one band since the start of the 2021 academic year.

All classes have a detailed breakdown of results and impact. School now needs to see how it can support pupils in Y5 and Y6 and is looking at how the Bell Foundation can help with this; staff training has been identified for the 2022-23 academic year

2. For attendance rates for children in receipt of the PPG to be at least in line with national averages.

Comment:

School achieved an end of year Summer attendance rate of 94.5%; this was 0.5% below our school

target of 95% for all pupils. Currently there is a slight negative difference in the attendance of our disadvantaged and non-disadvantaged pupils (93.7% average attendance rate for disadvantaged). Our EWO is working with some key families in this area as they have very high levels of absence.

Nationally, our comparative attendance figures with schools in similar areas of deprivation highlight nothing of significance, showing that we are performing within national average figures, and hence shows some level of success in this area.

From the school's published IDSR, Autumn 2022:

Absence

Summer 2021 and autumn 2020 absence

This data relates to absences during the coronavirus (COVID-19) pandemic and should not be compared directly to previous years. There were 2,234 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in summer 2021 - these did not count as absence within the data. There were 3,022 sessions missed by pupils not attending in circumstances related to coronavirus (COVID-19) in autumn 2020 - these did not count as absence within the data.

- Overall absence in summer 2021 (5.5%) was in the **highest 20%** of all schools. Overall absence in autumn 2020 (4.7%) was in the **highest 20%** of all schools.
- There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in summer 2021 when compared with all schools. Persistent absence in autumn 2020 (16.1%) was in the **highest 20%** of all schools.
- There is nothing significant or exceptional to highlight for persistent absence compared to schools with a similar level of deprivation in summer 2021 or autumn 2020, therefore no conclusions can be drawn from this data.

Absence for 2018/19 and earlier

- There is nothing significant or exceptional to highlight for overall absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for persistent absence in 2019, therefore no conclusions can be drawn from this data.
- There is nothing significant or exceptional to highlight for overall absence and persistent absence compared to schools with a similar level of deprivation in 2018/19, therefore no conclusions can be drawn from this data.

3. For PPG pupils to perform as well as their non-ppg peers in all year groups and at all phases of their school life.

Comment:

School: Primrose Hill Primary School and Children's Centre DFE number: 3803		Key Stage 2 Test: Scaled Scores														
Key stage 2: Test - Pupil Groups with LA and National Comparators																
No. in cohort	Reading Average Scaled Score					Maths Average Scaled Score					GPS Average Scaled Score					
	School	LA	School/ LA Gap	National ^{LA}	School/ National Gap	School	LA	School/ LA Gap	National ^{LA}	School/ National Gap	School	LA	School/ LA Gap	National ^{LA}	School/ National Gap	
Disadvantaged	40	102	102	0	102	0	101	101	0	101	0	102	103	-1	102	-1

Results for the end of KS2 show that there is no difference in performance for disadvantaged pupils when compared with the LA and national averages for Reading and Maths. There is a difference of -1 in the averaged scaled score between the school and the LA for GPS.

When compared with their non-disadvantaged Y6 school peers, there is **no difference** in performance for R, W or GPS:

Key stage 2: Test - Pupil Groups with LA and National Comparators

	No. in cohort	Reading					Maths					GPS				
		Average Scaled Score					Average Scaled Score					Average Scaled Score				
		School	LA	School/LA Gap	National*	School/National Gap	School	LA	School/LA Gap	National*	School/National Gap	School	LA	School/LA Gap	National*	School/National Gap
All	60	102	104	-2	105	-3	101	103	-2	104	-3	102	105	-3	105	-3
Disadvantaged	40	102	102	0	102	0	101	101	0	101	0	102	103	-1	102	-1

However, it must be noted that performance for all Y6 pupils was weaker than anticipated, and therefore needs to be improved.

Percentage achieving GLD in 2022		
School	LA	National
58	58	65

EYFSP: Pupil Groups

	No. in cohort	% of pupils achieving Good Level of Development (GLD) by Context Group				
		School	LA	School/LA Gap	National	School/National Gap
Disadvantaged	30	50	48	2.0	50	0

Performance for all EYFS pupils shows no difference with the LA average, but a -7% difference nationally. Performance for the disadvantaged pupils of Primrose Hill was better than the LA average and there was no difference between school and national average performance.

Percentage meeting the expected standard in 2022			
	School	LA	National
Year 1	57	70	76
By the end of Year 2	81	84	86

Phonics: Outcomes by Pupil Group

	No. in cohort	% Working At - Year 1			No. in cohort	% Working At - End of Year 2		
		School	LA	School/LA Gap		School	LA	School/LA Gap
All	58	57	70	-13	57	84	84	0
Disadvantaged	28	64	56	8	25	84	76	8

Phonics results in Year 1 were disappointing for the whole school cohort, despite the use of NTP money. However, disadvantaged pupils outperformed their school peers and performance well against both LA and national averages. This shows effective use of the PPG. It will be used to further support this area in 2022-23.

Percentage achieving the expected standard in 2022			
	School	LA	National
Reading	68	61	68
Writing	67	52	58
Maths	72	64	68

Key stage 1: Teacher Assessment - Reading - Pupil Groups

	No. in cohort	EXS					GDS				
		% Working at the expected standard or above					% Working at greater depth within the expected standard				
		School	LA	School/ LA Gap	National	School/ National Gap	School	LA	School/ LA Gap	National	School/ National Gap
Disadvantaged	25	60	45	15	52	8	16	8	9	7	

Key stage 1: Teacher Assessment - Writing - Pupil Groups

	No. in cohort	EXS					GDS				
		% Working at the expected standard or above					% Working at greater depth within the expected standard				
		School	LA	School/ LA Gap	National	School/ National Gap	School	LA	School/ LA Gap	National	School/ National Gap
Disadvantaged	25	60	37	23	42	4	16	12	3	13	

Key stage 1: Teacher Assessment - Maths - Pupil Groups

	No. in cohort	EXS					GDS				
		% Working at the expected standard or above					% Working at greater depth within the expected standard				
		School	LA	School/ LA Gap	National	School/ National Gap	School	LA	School/ LA Gap	National	School/ National Gap
Disadvantaged	25	64	48	16	53	6	12	6	7	5	

Figures for the school's KS1 expected standards percentages compare favourably with both LA and national averages. This is the first time this has happened for several years and suggests that the school is making progress in this area.

Results for disadvantaged pupils in R, W and M compare very favourably with both LA and National averages; there is however a slight difference in performance between non-disadvantaged pupils peers at Primrose Hill and this will need to be monitored to ensure that this does not become a major concern

4. For PPG pupils to have the same experiences and opportunities as offered to their non-ppg peers

Comment:

All children were given the same opportunities during the 2021-2022 academic year. There was no difference in offer and school used its budget to ensure that all children had the same experiences and were provided with the same provision

5. For families of PPG pupils to understand the key role they play in the education of their children. They know how they can support, motivate and reward their children in order for them to achieve more, progress faster, attain higher and aspire to greater things.

Comment:

Last year, Primrose Hill ran a successful series of parent and carer workshops and family drop in sessions. This series of events focuses on (a) some social interaction between child and family, working together on a craft or art project and (b) a time for parent/carer to look at the work being produced by their child and speak to their teacher about any areas of success or further focus.

Analysis of the attendance at these events by our Family Engagement lead shows that 9% more families in receipt of FSMs attend these sessions than their disadvantaged peers; this seems to be reflected in the working patterns of some of our parents.

Families are also sent curriculum updates every half term and are given a written report of

their child's progress, effort and achievement at the end of every term. In addition to this, all parents are sent copies of their child's 'Attitude to Learning' targets and are shown ways of supporting them at home.

Any parent who does not appear to be engaging with this work is contacted via dojo message or letter to see if there are any problems. Last year, school made 46 such contacts. There was no difference between disadvantaged and non-disadvantaged families.

Further information (optional)

The school has helped create some safe, quiet, reflective spaces for children to sit in. This includes spaces on the main corridors and also a new outside seating area where children can sit, read a book, colour in or chat to their friends without being disturbed.

For 2021, the school has created a termly PPG Newsletter; this outlines how we are spending this fund and the work we will be doing that term. We hope that this will keep parents updated on our work and the impact it is having.

School has recently installed a new Radio Station. This state of the art facility will help pupils in a number of ways (including improving their reading, writing and speaking and listening skills) as well as raising aspiration for future careers due to the proximity of media city UK and the wealth of employment opportunities this provides for local people.

Parental involvement, family engagement and MH and Wellbeing are central to the work we are doing here. All of these areas of key leads who help promote, engage and evaluate the work done here. This work supports our pupils and their families well.

Separate Investment to help provide online access to reading books to extend home reading (Oxford Reading Buddy) and also in expanding the school's device offer with its ultimate aim of having a one-to-one device offer for all children in school.