

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | 440 |
| Proportion (%) of pupil premium eligible pupils | 43% (using April 2021 funding data) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2024 |
| Date this statement was published | 1 October 2021 |
| Date on which it will be reviewed | 31 July 2022 |
| Statement authorised by | Lee Ashton (HT) / David Dobson (CoG) |
| Pupil premium lead | Sara El-Ghaly |
| Governor / Trustee lead | Alan Ferns |

Funding overview

| Detail | Amount |
|---|------------------------------------|
| Pupil premium funding allocation this academic year | £ 248,415 (April 2021) |
| Recovery premium funding allocation this academic year | £ 28,710 (Sept 2021) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 22,800 (based on Plan 4 figures) |
| 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 | £299,925 |

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 incentivise 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 may be 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) |
| 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. |
| 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 |

| | |
|---|--|
| | <p>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.</p> <p>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.</p> |
| 4 | <p>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.</p> |
| 5 | <p>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.</p> |
| 6 | <p>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.</p> |

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></p> <p>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>2022-23 - 75%</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>For attendance rates for children in receipt of the PPG to be at least in line with national averages.</p> <p><u>Rationale:</u></p> <p>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>2022-23 - 96% minimum attendance rate for PPG pupils</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></p> <p>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>% of PPG children passing the phonics screening check at Y1 and the multiplication check at Y4 is AT LEAST at national averages</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 : 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</p> <p>KEY STAGE TWO</p> <p>2021-22 - R W M : Achieve NA progress measure of 0 in all subjects</p> <p>2022-23 - R W M : Progress measure in R, W and M to be at least 0.1% higher than NAs</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>2022-23 - 85% (at least in line with NAs)</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>Rationale:</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><i>Rationale:</i></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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £168,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Employ a speech and language therapist:</p> <p>1 Therapist in school on two days every week. They will carry out the following-</p> <p>Initial assessments</p> <p>Advice to teacher</p> <p>Part of whole class program.</p> <p>Interventions.</p> | <p><u>Supporting Rationale</u></p> <p>It is thought that approximately 5% to 8% of children may have difficulties with speech and/or language (Boyle 1996; Tomblin 1997), Speech and/or language disorders can have far-reaching implications for the child and his/her parent or carer in both the short and the longer term. Studies indicate that they may have adverse effects upon school achievement (Bishop 1990). They may also be associated with comorbid social, emotional and behavioural problems (Conti-Ramsden 2004), and with peer interaction difficulties (Murphy 2014). These research findings served as the impetus for progressing with the deployment of a speech language therapist.</p> <p>On average Oral language interventions progress children by up to 6 months (EEF Toolkit). Highlighted within research is the necessity to account for childrens current stage of development, which initial assessments will seek to ascertain. Further research supporting these assertions can be found in a large meta-analysis conducted by Law et al (2013) who found that speech and language interventions had a positive impact particularly on phonological or vocabulary difficulties. In addition, Duggan et al (2014) found strong evidence to support the implementation of speech and language therapies for EAL children, as a tool to support their language development, which shows contextual consideration, as Primrose Hill Primary has an above average percentage of children with EAL.</p> <p>As a final addendum, the EEF Toolkit stresses the necessity for interventions to permeate cross-curricular, within the classroom, which the strategy satisfies, through the collaboration with teachers.</p> <p><u>Links to Research</u></p> <ol style="list-style-type: none"> Boyle J, Gillham B, Smith N. Screening for early language delay in the 18-36 month age-range: the predictive validity of tests of production and implications for practice. <i>Child Language Teaching & Therapy</i> 1996;12(2):113-27. [DOI: 10.1177/026565909601200202] [CrossRef] [Google Scholar] Tomblin JB, Smith E, Zhang X. Epidemiology of specific language impairment: prenatal and perinatal risk factors. <i>Journal of Communication</i> | <p>5, 3</p> |

| | | |
|--|--|----------|
| | <p><i>Disorders</i> 1997;30(4):325-43. [PUBMED: 9208366] [PubMed] [Google Scholar]</p> <ol style="list-style-type: none"> 3. Bishop D, Adams C. A prospective study of the relationship between specific language impairment, phonology and reading retardation. <i>Journal of Child Psychology and Psychiatry</i> 1990;31(7):1027-50. [PUBMED: 2289942] [PubMed] [Google Scholar] 4. Conti-Ramsden G, Botting N. Social difficulties and victimization in children with SLI at 11 years of age. <i>Journal of Speech, Language and Hearing Research</i> 2004;47:145-61. [DOI: 10.1044/1092-4388(2004/013)] [PubMed] [CrossRef] [Google Scholar] 5. Murphy SM, Faulkner DM, Farley LR. The behaviour of young children with social communication disorders during dyadic interaction with peers. <i>Journal of Abnormal Child Psychology</i> 2014;42(2):277-89. [DOI: 10.1007/s10802-013-9772-6; PUBMED: 23794095] [PubMed] [CrossRef] [Google Scholar] 6. Smith J, Grant A, Horrocks N, Pilot Reprt and Executive Summary, EEF Toolkit, 2018, Department for Education 7. Law J, Rush R, Schoon I, Parsons S. Modelling developmental language difficulties from school entry into adulthood: literacy, mental health and employment outcomes. <i>Journal of Speech, Language and Hearing Research</i> 20013;52(6):1401-16. [DOI: 10.1044/1092-4388(2009/08-0142); PUBMED: 19951922] [PubMed] [CrossRef] [Google Scholar] 8. Duggan, Brett et al. "A review of research evidence on the effectiveness of different approaches to promoting early speech and language development." (2014). <p><u>Measuring Impact</u></p> <p>Termly tracking Half-termly pupil progress meetings. SaLT termly reports and end of year impact statement.</p> | |
| <p>Fund speech and language training and CFS development:</p> | <p><u>Supporting Rationale</u></p> <p>The ELKLAN Communication Friendly Setting (CFS) status is awarded to schools that have trained and supported all their staff in communication and language development. Schools are also required to show evidence of putting this knowledge into practice and through the implementation of a Communication Policy. The CFS enables staff to develop an increased understanding and support of students with speech, language and communication needs. The government heavily commissioned research from 2010 (DfE) onwards, exploring early language development. Interestingly, strong links were established, which included children and young people with SLCN are at increased risk of developing behavioural, emotional and social difficulties. Overall, the main areas of difficulty are the development of successful peer relationships and prosocial behaviour and the risk of developing emotional difficulties, which supports implementation of the initiative, from a holistic perspective.</p> <p>There is a wide body of research which acknowledges the causal link between early language acquisition and future outcomes. It is well-established that language skills are amongst the best predictors of educational success. Consistent with this, findings from a population-based</p> | <p>5</p> |

| | | |
|--|--|-------------|
| | <p>longitudinal study of parents and children in the UK indicate that language development at the age of two years predicts children's performance on entering primary school. Moreover, children who enter school with poorly developed speech and language are at high risk of literacy difficulties and educational underachievement is common in such children (DfE, 1996, DCFS 2008).</p> <p><u>Link to research</u></p> <ol style="list-style-type: none"> 1. Roulstone, S; Law, J, Rush, R., Clegg C, Peters T. Investigating the role of language in children's early language development. (2010) Department for Education 2. Department for Children, Schools and Families (2008) Better Communication An action plan to improve services for children and young people with speech, language and communication needs. Notts: DCFS. 3. Department for Education and Employment/School Curriculum and Assessment Authority (1996) 4. Desirable outcomes for children's learning on entering compulsory education (1996) London: DFEE/SCAA. <p><u>Measuring Impact</u></p> <p>Attendance at training Advancement of CFS accreditation</p> | |
| <p>Additional member of staff to deliver SALT interventions in reception and to improve outcomes for our most vulnerable children. Additional teachers to help support pupils in Reception catch up, keep up and get ahead.</p> | <p><u>Supporting Rationale</u></p> <p>Roulestone et al (2010) deduced that language development at the age of 2 years predicts children's performance on entry to primary school. Children's understanding and use of vocabulary and their use of two or three word sentences at 2 years is very strongly associated with their performance on entering primary school. There is a considerable body of academic research which shows that children from lower socio-demographic backgrounds tend to have poorer language skills when they start school. In addition, the communication environment was also a strong predictor of performance on entering school. So what the mother did (in terms of activities and interaction with her child), had (in terms of resources) and felt (in terms of feeling supported and sense of wellbeing) in the first two years of her child's life was shown to be important in children's performance at 5 years. (DfE, 2008). These findings support the deemed necessity for specific intervention, led in the reception classes, as already highlighted as a risk factor deemed prevalent within the context of the schools demographic.</p> <p>Research evidence deduced the impact of SALT interventions is even greater in EYFS, with a total of 7 months progress made (EEF Toolkit). The Toolkit also highlights the efficacy of teachers and TAs delivering interventions as well as trained professionals, which supports the additional staff member being deployed to deliver the interventions.</p> <p>The additional staff member placed within the reception class will provide the rigour necessary to 'catch up, keep up and get ahead' as stated within the strategy descriptor. The EEF toolkit promotes a rigorous intervention to provide the most effective results.</p> | <p>5, 3</p> |

| | | |
|---|--|------|
| | <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Roulstone,S; Law,J, Rush,R,,Clegg C, Peters T. Investigating the role of language in children's early language development. (2010) Department for Education 2. Department for Children, Schools and Families (2008) Better CommunicationAn action plan to improve services for children and young people with speech, language and communication needs. Notts: DCFS. 3. Education Endowment Foundation Toolkit, Oral Language Interventions,(2021) Department for Education <p><u>Measuring Impact</u> Termly tracking and half-termly pupil progress meetings.</p> | |
| <p>Fund provision of additional staff: Strengthen numbers of staff in KS2, KS1 and EYFS to raise attainment in all areas for vulnerable children, help them to catch up and to keep children from falling behind.</p> <p>School has high FSM numbers in all of its KS2 classes (varying between 58% and 65%). Enhanced staffing for these year groups (increased TA hours, HLTA provision) to help support and develop provision</p> | <p><u>Supporting Rationale</u></p> <p>Our children respond differently to a range of teaching styles and classroom groups. Extra staff ensure that children can be taught in different ways and in smaller groups – including specific provision for SEN pupils in Y6. Teaching assistants can improve literacy and numeracy skills when they are deployed well, according to the results of two randomised controlled trials published recently(2021) by the Education Endowment Foundation (EEF), has suggested that students in a class with a teaching assistant did not, on average, perform better than those in a class with only a teacher. The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.Together the six reports, which are based on trials with 6,800 pupils at 238 schools, represent a major new source of independent evidence to help schools narrow the attainment gap between rich and poor pupils.</p> <p>Glazzard (2018) further highlighted the strong gains which can be made, with the support of effectively deployed teaching assistants in the primary classroom, specifically supporting children with SEND, which accounts for an above average a high proportion of the demographic of children, within Primrose Hill Primary, which is a contextual consideration. This deployment arrangement can add approximately three-to-four additional months' progress. Additionally, the impact on attainment is positive when explicit connections are made between interventions out of class and the work/learning in class (Sharpley, Webster and Blatchford, 2015).</p> <p><u>Links to Research</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation Toolkit. Teaching Assistant Efficacy within the classroom at accelerating progress (2021) Department for Education 2. Glazzard, J Effectively deploying teaching assistants to support pupils with special educational needs and/or disabilities (SEND)(2018) British Educational Research Foundation (BERA) 3. Blatchford P (2015) Making Best Use of Teaching Assistants Guidance Report, Education Endowment Foundation. https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf | 1, 3 |

| | | |
|---|--|----------------------|
| | <p><u>Measuring Impact</u></p> <p>Termly tracking and half-termly pupil progress meetings will evidence impact.</p> <p>Learning observations will monitor the deployment of such teaching assistants</p> | |
| <p>Provision of Learning Mentor support</p> <p>Learning Mentor to support children and families to improve attendance and increase parental engagement. LM to support pupils and their families in times of need, trauma or challenge.</p> | <p><u>Supporting Rationale</u></p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (DfE, 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; Nolan et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Baker et al, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes according to the EEF toolkit.</p> <p>The DfE (2010) found that effective parental engagement often leads to increased attendance and it can also be linked to higher academic achievement and to a positive effect on pupil's attitude to learning and on their behaviour, which supports the implementation of a learning mentor.</p> <p>Watters (2012) found that the deployment of a specific staff member to collate evidence and work with parents as an effective strategy in raising attendance levels and consequently impacting on attainment.</p> <p><u>Links to Research</u></p> <ol style="list-style-type: none"> 1. Department for Education, School attendance. Guidance for maintained schools, academies, independent schools and local authorities (2020): DfE 2. Balfanz, R. & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Education Digest: Essential Readings. Condensed for Quick Review, 78(2), 4-9. 3. Nolan, J. R., Cole, T., Wroughton, J., Clayton-Code, K. P., Riffe, H. A. (2013). Assessment of risk factors for truancy of children in grades K-12 using survival analysis. Journal of At-Risk Issues, 17(2), 23-30. 4. Baker, M. L., Sigmon, J. N., & Nugent, M. E. (2001). Truancy reduction: Keeping students in school. Juvenile Justice Bulletin. 5. Department for Education. Review of Best Practice in Parental Engagement (2005) Department for Education 6. Watters, Macclure. RESEARCH INTO IMPROVING ATTENDANCE IN SCHOOLS SERVING DEPRIVED AREAS (2012) Department for Education <p><u>Measuring Impact</u></p> <p>Attendance data TAC, CiN, CP data Termly tracking and half-termly pupil progress meetings will evidence impact Feedback from parents</p> | <p>1, 2, 3, 4, 6</p> |

| | | |
|--|--|----------------------|
| <p>Employment of Curriculum Support staff to help promote learning in the class and to help those who may not read at home or do homework.</p> <p>This person will work across the school supporting identified pupils in a number of ways.</p> | <p><u>Supporting Rationale</u></p> <p>Some pupils cannot access learning in school due to barriers at home or problems in their own personal life. Often they have no role models to relate to. The EEF toolkit supports that homework has a positive impact on average (+ 5 months). Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. This supports the employment of a curriculum support to promote completion of homework, within the school setting.</p> <p>Krishnan and Johnson (2014) found that daily reading has positive impacts on later literacy skills, facilitating social interaction between adults and children, and encouraging children to engage with the world around them. It also states how reading can be a 'stable source of information' throughout a child's life. This stability allows them to access text in a constant fashion and can be especially beneficial for children growing up in challenging circumstances. Due to limitations in parental engagement and home learning support, extra provisions must be put in place to ensure all children are accessing a similar provision.</p> <p><u>Links to Research</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation. Homework. (2021) Department for Education. 2. Krishna, S & Johnston, M A review of behavioural and brain development in the early years: the "toolkit" for later book-related skills (2014) NAS <p><u>Measuring Impact</u></p> <p>Regular monitoring of data to measure impact</p> | <p>1, 2, 3, 4, 5</p> |
| <p>Pupil Premium Lead training</p> <p>New PPG lead will receive CPD and attend courses in order to ensure that the Grant is used appropriately and effectively.</p> | <p><u>Supporting Rationale</u></p> <p>CPD has been shown to increase teacher motivation, confidence and commitment to teaching (BESA,2021)The Huntington Research Centre (2017)suggested that teacher development can reduce staff turnover, improve morale and reduce stress. Further impetus for supporting the appointment of a pupil premium Lead is an acknowledgment by DfE(2016) of the benefits of a highly trained workforce, who can support the deliverance of policy or procedure. Walters and Rodriguez (2017) further support these findings, highlighting the importance of employee training and development in assisting the organization in attaining diverse goals, such as improving morale, sense of security, employee engagement, and overall competencies necessary to perform a particular job, in this case adhering to the new government guidelines pertaining to Pupil Premium.</p> <p><u>Links to Research</u></p> <ol style="list-style-type: none"> 1. Huntington Research School. Literature Review CPD (2017) HRS 2. Department for Education. Standard for Teacher;s Professional Development (2016) DfE | <p>1 - 6</p> |

| | | |
|---|---|-------------|
| | <p>3. Walters, K & Rodriguez, J. The Importance of Training and Development in Employee Performance and Evaluation (2017) WWJMRD2017; 3(10): 206-212 www.wwjmr.com International Journal Peer Reviewed Journal Refereed Journal Indexed Journal UGC Approved Journal Impact Factor MJIF: 4.25 e-ISSN: 2454-6615</p> <p><u>Measuring Impact</u></p> <p>Attendance on courses; impact of work via end of year Report, Summer 2022</p> | |
| <p>Fund support for EAL pupils</p> | <p><u>Support Rationale</u></p> <p>A new EEF ground-breaking report found that there is a massive variation in the results achieved by pupils classified as EAL. While some EAL pupils catch-up with their peers by the age of 16, average attainment figures mask a huge range of different outcomes. The report showed that certain factors contribute to low-achievement. These include: Belonging to a specific ethnic group. EAL pupils in the ethnic groups of White Other (which includes many from Eastern Europe), Black African and Pakistani have markedly lower outcomes than their peers. Speakers of Somali, Lingala and Lithuanian have especially low outcomes. In addition, arriving in England during a Key Stage. On average, these pupils were 12 months behind their peers. With a school, which has an above average EAL pupil demographic, targeting EAL children for support is imperative.</p> <p>Fricke et al (2015) found that interventions which support language acquisition in EAL learners as particularly effective, while also developing confidence and awareness of the importance of language when applied in a classroom setting.</p> <p><u>Links to Research</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation. English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database (2021) EEF 2. Fricke, S. orcid.org/0000-0003-2706-121X, Burgoyne, K, Bowyer-Crane, C. et al. (6 more authors) (2017) The efficacy of early language intervention in mainstream school settings: a randomized controlled trial. Journal of Child Psychology and Psychiatry. ISSN 0021-9630 https://doi.org/10.1111/jcpp.12737 <p><u>Measuring Impact</u></p> <p>Data from EAL lead shows that children progress from initial 'New to English' stages onto early acquisition to developing competence as they progress over the academic year</p> | <p>2, 3</p> |

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

Budgeted cost: £61,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Targeted intervention throughout school activities for reading, writing, SALT and maths including set securing standards programs and also additional time minimising gaps (fix it interventions) with teaching assistants and other bought-in support.</p> <p>From 2020-21 PPG impact Data: focus on –</p> <p>Reading support in Y2</p> <p>Writing support in Y3</p> <p>Maths support in Y5</p> <p>Reading, Writing and Maths support in Y6</p> | <p><u>Support Rationale</u></p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully, according to the EEF Toolkit. The recommendations as outlined by the EEF stress they should consider factors that are typically associated with positive learning outcomes: Learning in one to one and small groups is carefully linked with classroom teaching, which supports the inclusion of fix-it sessions as a viable intervention. In addition, small group tuition is most likely to be effective if it is targeted at pupils' specific needs, which is considered through Raising Attainment Plans and pupil progress meetings as evidenced below.</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation. Implementation of successful intervention. (2021) EEF <p><u>Measuring Impact</u></p> <p>Termly tracking and half-termly pupil progress meetings</p> <p>Evidence presented at termly RAP meetings.</p> <p>Training on new interventions and therapies show impact due to clear entry and exit points. New equipment and software purchased is used effectively, maximising resource use.</p> | <p>1, 3, 5</p> |
| <p>Targeted catch-up programmes throughout school activities for reading, writing, SALT and maths to help minimise the long-term impact of COVID-19 through the use of extra-timetabled lessons run by teachers, teaching assistants and other bought-in support.</p> | <p>The EEF toolkit deduced that pupils that received Catch Up Literacy programmes, made more progress than pupils that did not, approximately +three months progress. In addition, teaching assistants reported a number of benefits for their own professional development. These include increases in confidence, knowledge of literacy support and overall job satisfaction. Similar gains were found in numeracy and reading. Evidence also highlighted the gains of teaching assistants being deployed in structured interventions. The gains culminate to + three months learning (EEF Toolkit).</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation. Catch Up literacy Programmes (2021) EEF 2. Education Endowment Foundation. Catch up Numeracy Programmes (2021) EEF <p><u>Measuring Impact</u></p> <p>Termly tracking and half-termly pupil progress meetings</p> <p>Evidence presented at termly RAP meetings.</p> <p>Attendance figures for catch-up sessions.</p> | <p>1, 3, 5</p> |

| | | |
|---|---|------------|
| | Training on new interventions and therapies show impact due to clear entry and exit points. New equipment and software purchased is used effectively, maximising resource use. | |
| <p>Targeted home-learning approach supports and advances academic achievement and improves attitudes to learning.</p> <p>Reading & multiplication initiatives to encourage children to read and do maths at home starts. Prizes and certificates, new materials and online subscriptions commence.</p> <p>New home-learning lead is in place and monitors engagement of key groups. New home-learning policy supports pupils consistently. New devices are purchased to allow identified year groups to work online at home.</p> | <p><u>Strategy rationale</u></p> <p>Homework has a positive impact on average (+ 5 months) as stated by the EEF toolkit. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning, which the home-learning lead has worked hard to ensure is considered within her planning. Another key finding within research relates to the importance of making the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area, another key feature which is present in the current format developed by the lead teacher (EEF).</p> <p>Research states the quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homework diminishes as the amount of time pupils spend on it increases. The studies reviewed with the highest impacts set homework twice a week in a particular subject, which supports the addition of reading and times tables initiatives set to support the main task.</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils, however the school has addressed these issues through the purchasing of new devices and the opportunity to come into class early, an offer present in some classes.</p> <p><u>Links To Research:</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation. Homework. (2021) EEF <p><u>Measuring Impact</u></p> <p>Termly impact reports to assess the success</p> <p>Feedback from parents/teachers/pupils</p> | 1, 3, 5 |
| <p>Funded 1:1 tuition</p> <p>Securing Standards classes, Study Support groups and 1 to 1 tuition sessions groups to take place in KS1 and KS2 (YEAR R, 1, 2, 3, 4, 5 AND 6). Support staff and agency staff used to ensure a programme of</p> | <p><u>Strategy rationale</u></p> <p>Many pupils begin to fall behind due to a lack of support at home or poor absence levels. We need them to catch up, keep up and compete with their peers. The EEF toolkit denotes that one to one tuition is very effective at improving pupil outcomes, providing approximately five additional months' progress on average. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Another key finding suggests one to one tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons,</p> | 1, 2, 3, 5 |

| | | |
|---|--|--|
| <p>after-school support takes place across the whole of the academic year. Rewards, prizes, incentives and certificates purchased to motivate and engage pupils even further.</p> <p>30% contribution to National Tutoring Programme to enable 104 pupils to access 15hrs of tutoring during the 21-22 academic year.</p> | <p>which is the model in place at Primrose Hill Primary school, with sessions scheduled after or before school.</p> <p>Another key feature of a successful intervention, according to the EEF toolkit, include short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. This model has been adopted by Primrose Hill Primary.</p> <p>In regards to closing the attainment gap, studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar subjects, overcome barriers to learning and increase their progress through the curriculum.</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation. One to One tuition (2021) EEF 2. Education Endowment Foundation. Implementation of successful Intervention (2021) EEF <p><u>Measuring Impact</u></p> <p>Termly tracking and half-termly pupil progress meetings will record impact.</p> <p>Evidence presented at termly RAP meetings.</p> <p>Attendance figures for catch-up sessions.</p> <p>NTP data – provided by external company (teaching personnel)</p> | |
|---|--|--|

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

Budgeted cost: £67,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|--------------------------------------|-------------------------------|
| Provide translation services for | <u>Supporting rationale</u> | 2, 1 |

| | | |
|--|--|----------------|
| <p>vulnerable families who have EAL.</p> <p>Support parents with EAL through the provision of an ESOL class, and pupils via services like EMTAS.</p> | <p>Research suggests that the deployment of translators to support families with EAL can provide great gains in bridging the communication gap, which consequently builds relationships and can support academic attainment. It is stated that when schools and individual educators leverage translation services, they are doing more than just providing clearer communication; they are also bridging the cultural divides that keep communities from creating stronger ties. As students learn from their school and teachers, they can bring the knowledge home to where other non-English speaking family members will benefit from it, as well as ensuring their families are kept abreast of all school communications or have a clear understanding of all matters pertaining to their child (DfE, 2018).</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Department for Education. English proficiency of pupils with English as an additional language (2018) DfE <p><u>Measuring Impact</u></p> <p>Termly tracking and half-termly pupil progress meetings. Learning walks, feedback from parents, attendance at ESOL classes, data from EMTAS sessions.</p> | |
| <p>School will provide support for children who have been affected by the pandemic via COUNSELLING; this will be brokered from Place2Be CAHMs and Salford Thrive.</p> | <p><u>Supporting Rationale</u></p> <p>Mental health problems affect a significant number of children and young people in the UK. The available data suggests that one in ten children and young people aged 5-16 have a clinically diagnosable mental health problem. This corresponds to around 850,000 children and young people in total, or roughly three in every school class.³ Children suffer from a range of difficulties, including conduct disorder (5.8% of children), anxiety (3.3%), hyperkinetic disorder (1.5%) and depression (0.9%) (DfE, 2018).</p> <p>Place2Be is a children's mental health charity with over 25 years' experience working with pupils, families and staff in UK schools. They provide mental health support in schools through one-to-one and group counselling using tried and tested methods backed by research. Their support uses tried and tested methods, backed by research. They collect evidence and data about the work they do and use it to measure their impact (CORC,2020).</p> <p>Their work has a proven profound effect on children's mental health, illustrated by their statistics. DfE (2017) found that through implementing their counselling services in primary school led to improved outcomes in the form of reduced rates of truancy, exclusion, smoking, depression, and crime.</p> <p><u>Links To Research:</u></p> <ol style="list-style-type: none"> 1. Department for Education . Mental health and wellbeing provision in schools Review of published policies and information (2018) DfE 2. Child Outcomes Research Consortium. Place to Be Report. (2020) CORC 3. Department for Education. Transforming Children and Young People's Mental Health Provision: a Green Paper. (2017) DfE | <p>4, 1, 3</p> |

| | | |
|---|---|----------------|
| | <p><u>Measuring Impact</u></p> <p>Pupil/teacher/child questionnaires</p> | |
| <p>School to embrace WAS award and offer a comprehensive approach to well-being</p> | <p><u>Supporting Rationale</u></p> <p>This award focuses on changing the long-term culture of the whole school. Using an evidence-based framework to drive change, it helps deliver staff and pupil wellbeing, review staff training, and revise policies. This award ensures that mental health and wellbeing sit at the heart of school life.</p> <p>Accredited school denoted the benefits of participation as including:</p> <p>93% agreed the award had a large or medium impact on pupil wellbeing</p> <p>93% agreed it had a large or medium impact on parent wellbeing</p> <p>93% agreed it had a large or medium impact on staff wellbeing</p> <p>95% agreed the award had improved pupils' behaviour</p> <p>93% agreed it had improved staff wellbeing (NCB,2016).</p> <p><u>Links to Research</u></p> <ol style="list-style-type: none"> 1. National Children's Bureau.Impact, Best Practice and What Works (2019) Optimus Education <p><u>Measuring Impact</u></p> <p>Achievement of the WAS award July (2022)</p> <p>Report 2022</p> <p>Parent/staff/pupil feedback</p> | <p>2, 4</p> |
| <p>School to fund cookery lessons in school, and as part of a family cookery project, in order to provide knowledge of healthy eating and increase skills at cooking foods from scratch.</p> | <p><u>Supporting Rationale</u></p> <p>The Betoui(2017) acknowledged the importance of extracurricular activities to boost well-being, such as cookery.Young people get a great sense of achievement when they have the chance to acquire new skills. Children who engage regularly in learning that is not school work, such as reading for fun, report better levels of wellbeing than those who don't, such as engaging in cooking. A study published in the Journal of Positive Psychology (2020) shows that taking on small creative projects on a regular basis makes people feel happier, relaxed and more enthusiastic about their day-to-day lives. Another study by the British Journal of Occupational Therapy (2018) found that cooking boosts confidence, increases concentration and provides a sense of achievement.</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Betoui, A. Swedish young people's after-school extracurricular activities: attendance, opportunities and consequences (2017)s, British Journal of Sociology of Education, 40:3, 340-356, DOI: 10.1080/01425692.2018.1540924 2. Gaines, A. Fostering Creativity: 12 Tips for Boosting Your Creative Skills (2020) Positive Psychology 3. British Journal of Occupational Therapy. How Cooking Can Develop Mindfulness In Children (2018). Sage. | <p>1, 4, 6</p> |

| | | |
|--|---|---------------|
| | <p><u>Measuring Impact</u></p> <p>Staff/ Pupil Questionnaires Attendance figures on the dates of participation</p> | |
| <p>Provision of reduced-cost/free breakfast club to identified pupils who are vulnerable or may show low levels of attendance/punctuality</p> <p>Some children are given free places at breakfast club. PPG pupils will not be expected to pay for any after-school clubs. School will provide them with any equipment they need to take part in this club.</p> <p>Enhanced staffing ensures that more children can come to breakfast club and that required charge is kept as low as possible (just £2 per day)</p> <p>Use of external agencies to provide some clubs will help expand our current offer</p> | <p><u>Supporting Rationale</u></p> <p>Providing a breakfast club provision, ensures children have a good start to the day and are in on time and ready to learn. The EEF toolkit found supporting schools to run a free of charge breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1, with moderate to low security. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast clubs by improving classroom environments. The future aim is for all children to be able to take part in at least one after-school club each year without worrying about the cost of this, in addition.</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation. National School Breakfast Programme. (2020) EEF 2. Education Endowment Foundation. Magic Breakfasts. (2017) EEF 3. Education Endowment Foundation. Measuring the Impact of Breakfast on Attainment (2021) EEF <p><u>Measuring Impact</u></p> <p>Attendance data at clubs and on levels of progress/attainment in class.</p> | 2, 6 |
| <p>Workshops / drop ins for parents/carers set up termly. A parental engagement lead and an EAL lead is in place to support families.</p> <p>School begins its enrollment in order to gain LPPA status; the school pays for support and development in this area. ESOL classes are provided onsite. School</p> | <p><u>Supporting Rationale</u></p> <p>Parents often feel unable to help children with school work due to lack of knowledge of the curriculum. They also may feel under confident coming into school due to their own negative experiences of school. Making school a positive and welcoming environment will help parents/carers to feel more confident when engaging with school which will help parents/carers to support their children at home.</p> <p>Gorard and See (2018) deduced within a review of research that there is plenty of reasonable descriptive evidence associating levels of parental involvement with levels of child attainment. Axford (2019) further supports these assertions, stating findings from existing studies and new surveys highlight the positive link between parental engagement and children's academic attainment," he</p> | 1, 2, 3, 4, 6 |

| | | |
|--|--|----------------------|
| <p>purchases some devices to help with translation.</p> | <p>said. "However, it takes time and planning to nurture and encourage parent support. Recommendations we would put forward include for schools to build parental engagement into their school improvement plans, and to work hard on establishing good communication with parents. These actions are being implemented by Primrose Hill Primary, within this pupil premium strategy.</p> <p>Providing parents with skills, such as through ESOL was acknowledged in the government paper, supporting children with English as an additional language (2018). It stated supporting parents' own language acquisition skills as a key supportive measure in ensuring the best outcomes for children.</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Gorard, S., & Huat See, B..Do parental involvement interventions increase attainment? A review of the evidence. (2013) London, England: The Nuffield Foundation. 2. Axford, N How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice (2019) EEF 3. Department for Education. English proficiency of pupils with English as an additional language (2018) DfE <p><u>Measuring Impact</u></p> <p>Set dates are placed on a calendar and events are published well.</p> <p>Staff are well prepared and support projects. Monitored levels of engagement to gauge success and levels of interest.</p> | |
| <p>Some trips and visits to be subsidised.</p> <p>School to support families financially to allow their children to attend a range of trips, visits and special events.</p> | <p><u>Supporting Rationale</u></p> <p>Some pupils cannot access learning in school due to barriers at home or problems in their own personal life including financial difficulty.</p> <p>School does not need to rely on large donations from parents to run memory makers, hence they are not cancelled and are guaranteed to take place helping enhance the curriculum and broaden children's life experiences. Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.</p> <p>Educational school trips benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils' social and personal development.</p> <p>School trips provide the opportunity for pupils to immerse themselves in new, different and exciting environments where learning is less formal – but sometimes more powerful</p> | <p>1, 2, 3, 4, 6</p> |

| | | |
|---|--|--------------|
| | <p>– and a recreational element threads through their day. In addition, taking learning outside of the classroom and into real life sparks excitement and curiosity, imagination and creativity. All of these things translate into a renewed interest in the subject learned, and increase motivation and engagement when you're back in the classroom (NEU,2020).</p> <p>Educational visits also benefit pupils who have a more kinaesthetic, sensory or visual way of learning, as well as SEND pupils who might struggle in a traditional classroom environment. Behrendt (2014) states NRC (2009) illustrated that students who acquire hands-on, authentic experience may develop curiosity and interest, leading to a desire to learn more. Observation skills improve. Social skills develop as the students share perceptions and knowledge with others. Students may begin to look forward to classes and connect previous knowledge and experiences with the new concepts. Teachers also gain many benefits. Students are interested and motivated, permitting the instruction to rise to new and higher levels. Students who are interested and alert in class will learn the concepts, thus standardized test scores may improve.</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. National Education Union. Educational Visits (2020) . NEU 2. Behrente, R .A Review of Research on School Field Trips and Their Value in Education. (2014) Ohio. International Journal of Science and Education. 3. National Research Council .. Learning science in informal environments: People, places, and pursuits (2009) Washington, DC: The National Academies Press. <p><u>Measuring Impact</u></p> <p>Book monitoring of writing to measure impact of trips and events. Termly tracking and half-termly pupil progress meetings. Feedback from pupils.</p> | |
| <p>Extra-curricular activities are subsidised.</p> <p>Music lessons are subsidised for pupil premium children and higher achieving pupil premium children are targeted for this.</p> <p>Sports clubs are also subsidised for our most vulnerable children; any kit needed to take part</p> | <p><u>Supporting Rationale</u></p> <p>Some pupils would not access these activities due to finances. By removing the barrier of cost children will have an enriched curriculum which will make them more rounded and confident. Reading music will also help with early reading skills.</p> <p>Children will be able to partake in sports clubs and receive a balanced social curriculum.</p> <p>Some children have low aspirations due to a lack of experience and knowledge for the wider world. These projects give children experiences they would not have had otherwise which gives them choice and ambition for the future.</p> | <p>1 - 6</p> |

| | | |
|---|---|----------------|
| <p>in these activities will be paid for by the school.</p> <p>Incentive days to promote pupil thirst for progress and greater attainment, including encouraging children to be part of After School Clubs and do things in their local area. Support Dare to be Different initiative to encourage girls to look at careers they might not have thought of before.</p> | <p>Interestingly, the EEF toolkit found that some forms of music education can contribute to improvements in children's reading attainment. Further research is needed to strengthen the evidence-base for this and to improve understanding of how music education relates to reading skills development.</p> <p>MacDonald (2012) found Music performance engages a wide range of complex physical, psychological and social processes. Because of this, playing music can benefit health even if that is not the main reason for playing. For instance, singing in choirs can improve breathing and psychological difficulties among the elderly; and taking part in group music-making can improve wellbeing through increased self-confidence, for instance in musicians with disabilities.</p> <p>As well as teaching music skills, music education itself can promote wellbeing. For instance, music lessons have been found to aid the development of prosocial skills such as cooperation and empathy in children, and may promote emotional and social development and self-esteem in those with learning difficulties. This potential may reflect the non-verbal nature of musical interaction (Baker,2011).</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Education Endowment Foundation . First Thing Music (2021) EEF 2. MacDonald, What is Music, Health, and Wellbeing and Why is it Important? (2012) DOI:10.1093/acprof:oso/9780199586974.003.0001 <p><u>Measuring Impact</u></p> <p>Reports from MAPAS to see how well children are doing at music.</p> <p>Reports from sports lead shows the number of pupils in receipt of the PP taking part in the events</p> <p>Regular monitoring.</p> | |
| <p>Provision of free school shop, providing uniforms, coats, shoes and other essentials including toothpaste and toothbrushes in order to help give families some extra cash to buy other items with.</p> | <p><u>Supporting Rationale</u></p> <p>Some families have to budget very carefully; they do not always prioritise the right things and this can mean that their child misses out on some activities, events etc.</p> <p>Parents will not have to worry about paying for school uniforms as a supply of free, good-quality, clean clothes will always be available.</p> <p>Ngatia and Evans (2018) found in a study that Providing free school uniforms decreased absenteeism to 13% in the initial years of the program. That means that providing school uniforms cut absenteeism by 37%. For the poorest children, the effects were even bigger. Absenteeism fell by more than half for those students who had no uniform at the outset of the program.The program also raised test scores for</p> | <p>1, 4, 6</p> |

| | | |
|--|--|--|
| <p>In order to do this, school will wash and prepare all items of uniform/clothing and purchase essential items which will be stocked in the shop.</p> | <p>recipients by 0.25 standard deviations in the year after inception, due to the stigmas being reduced attached to not having these basic items, which are necessary to function at school.</p> <p><u>Links to Research:</u></p> <ol style="list-style-type: none"> 1. Ngatia, I & Evans, D Can Provision of Free School Uniforms Harm Attendance? (2018) Amsterdam. University of Amsterdam. <p><u>Measuring Impact</u></p> <p>Regular Monitoring of shop use</p> | |
|--|--|--|

Total budgeted cost: £296,000 (£3,925 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 2020 to 2021 academic year.

Impact Data For 2022-2021

Although there is no validated, external data for any year group for the 2020-21 academic year, school did carry out baseline assessments to gauge the impact of COVID-19 since March 2020. Targeted work for children was agreed and carried out across the school year, with the aim of getting all pupils back to pre-COVID standards by July 2021. An unexpected closure of all schools between January and March 2021 did negatively affect progress being made in this area, and school has now revised its target date to December 2021, however end-of-year data, collated July 2021, clearly shows that school is now well on track to ensure that all children will be at least back to where they should be by the close of the Autumn 2021 term.

| Y1 cohort 60 pupils 26 PPG | Sept 2020 | July 2021 |
|-------------------------------|--|---|
| Reading | -8% difference in performance rate between PPG and non-PPG pupils | -6% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +26% in the number of PPG students working at ARE+, compared in an increase of +18% across the cohort |
| Writing | -13% difference in performance rate between PPG and non-PPG pupils | -2% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +24% across the cohort |
| Maths | -8% difference in performance rate between PPG and non-PPG pupils | -3% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +30% across the cohort |
| Combined | -10% difference in performance rate between PPG and non-PPG pupils | -3% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +28% across the cohort |

| | | | |
|-------------------------------|--|---|--|
| Y2 cohort 57 pupils 26 PPG | Sept 2020 | July 2021 | |
| Reading | -15% difference in performance rate between PPG and non-PPG pupils | -3% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +47% in the number of PPG students working at ARE+, compared in an increase of +35% across the cohort | |
| Writing | -19% difference in performance rate between PPG and non-PPG pupils | -7% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +24% in the number of PPG students working at ARE+, compared in an increase of +12% across the cohort | |
| Maths | -16% difference in performance rate between PPG and non-PPG pupils | -2% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +65% in the number of PPG students working at ARE+, compared in an increase of +51% across the cohort | Rapid progress |
| Combined | -10% difference in performance rate between PPG and non-PPG pupils | -6% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +46% in the number of PPG students working at ARE+, compared in an increase of +42% across the cohort | May need continued support in Y3 to further close gaps |

| | | | |
|-------------------------------|--|---|--------------------------------|
| Y3 cohort 50 pupils 27 PPG | Sept 2020 | July 2021 | |
| Reading | -18% difference in performance rate between PPG and non-PPG pupils | -4% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +51% in the number of PPG students working at ARE+, compared in an increase of +29% across the cohort | |
| Writing | -1% difference in performance rate between PPG and non-PPG pupils | +2% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +51% in the number of PPG students working at ARE+, compared in an increase of +48% across the cohort | PPG now out-performing non PPG |
| Maths | -16% difference in performance rate between PPG and non-PPG pupils | -3% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +51% in the number of PPG students working at ARE+, compared in an increase of +38% across the cohort | |
| Combined | -10% difference in performance rate between PPG and non-PPG pupils | -4% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +40% in the number of PPG students working at ARE+, compared in an increase of +34% across the cohort | |

| | | | |
|-------------------------------|--|---|-------------------------------------|
| Y4 cohort 60 pupils 39 PPG | Sept 2020 | July 2021 | |
| Reading | -3% difference in performance rate between PPG and non-PPG pupils | 0% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +33% in the number of PPG students working at ARE+, compared in an increase of +30% across the cohort | |
| Writing | -10% difference in performance rate between PPG and non-PPG pupils | -2% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +40% in the number of PPG students working at ARE+, compared in an increase of +32% across the cohort | |
| Maths | -10% difference in performance rate between PPG and non-PPG pupils | -5% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +30% across the cohort | |
| Combined | -6% difference in performance rate between PPG and non-PPG pupils | -6% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +41% in the number of PPG students working at ARE+, compared in an increase of +41% across the cohort | May need continued monitoring in Y5 |

| Y5 cohort 60 pupils 38 PPG | Sept 2020 | July 2021 | |
|-------------------------------|---|--|--|
| Reading | -8% difference in performance rate between PPG and non-PPG pupils | -7% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +36% in the number of PPG students working at ARE+, compared in an increase of +35% across the cohort | Not as much movement as expected; may need extra support in Y6 |
| Writing | -3% difference in performance rate between PPG and non-PPG pupils | -11% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +30% in the number of PPG students working at ARE+, compared in an increase of +38% across the cohort | Cause for further investigation & focus |
| Maths | -4% difference in performance rate between PPG and non-PPG pupils | -13% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +36% in the number of PPG students working at ARE+, compared in an increase of +49% across the cohort | Cause for further investigation & focus |
| Combined | +3% difference in performance rate between PPG and non-PPG pupils | -13% difference in performance rate between PPG and non-PPG pupils. | Cause for further investigation & focus |

| | | | |
|--|--|---|--|
| Y6 cohort ; FULL cohort 51 pupils 27 PPG | Sept 2020 | July 2021 | |
| Reading | +1 % difference in performance rate between PPG and non-PPG pupils | +5% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +37% in the number of PPG students working at ARE+, compared in an increase of +33% across the cohort | PPG continue to out-perform non-PPG; explore WHY |
| Writing | +5% difference in performance rate between PPG and non-PPG pupils | +4% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +49% in the number of PPG students working at ARE+, compared in an increase of +50% across the cohort | PPG continue to out-perform non-PPG; explore WHY |
| Maths | -2% difference in performance rate between PPG and non-PPG pupils | 0% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +29% in the number of PPG students working at ARE+, compared in an increase of +45% across the cohort | |
| Combined | -3% difference in performance rate between PPG and non-PPG pupils 8% | +1% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +49% in the number of PPG students working at ARE+, compared in an increase of +45% across the cohort | |

| | | | |
|---|---|---|--|
| Y6 Cohort minus 9 SEND special provision pupils - 42 pupils 23 PPG | Sept 2020 | July 2021 | |
| Reading | -1% difference in performance rate between PPG and non-PPG pupils | +4% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +44% in the number of PPG students working at ARE+, compared in an increase of +39% across the cohort | |
| Writing | +4% difference in performance rate between PPG and non-PPG pupils | +3% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +35% in the number of PPG students working at ARE+, compared in an increase of +36% across the cohort | |
| Maths | -4% difference in performance rate between PPG and non-PPG pupils | +6% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +57% in the number of PPG students working at ARE+, compared in an increase of +51% across the cohort | |
| Combined | -3% difference in performance rate between PPG and non-PPG pupils | 0% difference in performance rate between PPG and non-PPG pupils. By the end of the year there was an increase of +57% in the number of PPG students working at ARE+, compared in an increase of +54% across the cohort | |

EAL DATA:

EAL Proficiency in English Scores 2020 - 2021

This report shows the attainment of the English Proficiency scores for children with English as an Additional Language (EAL) across Primrose Hill Primary School in the academic year 2020 - 2021. The NASSEA framework was used to assess the children with EAL from Nursery up to Year 6. The report was compiled by using data taken from 3 assessment periods per child carried throughout the academic year and the assessments focused on four key skill areas; listening and attention, speaking, reading and writing. Each key phase has a different assessment and these assessment proformas for KS1, LKS1 and UPKS are linked to the National Curriculum and to similar statements found in Development Matters for EYFS. The information from the NASSEA assessment proformas is then taken and converted into Proficiency scores in English using the 'NASSEA stages and DfE Proficiency in English scale' conversion table.

Key Information about Primrose Hill

Total number of students in PH =440*

Total number of students with EAL= 186 *

% number of students with EAL in whole school = 42%*

Those student with EAL are in:

% number of students with EAL in EYFS = 26%*

% number of students with EAL in KS1 = 27%*

% number of students with EAL in LKS2= 30%*

% number of students with EAL in UKS2 = 17%*

* as of the 22nd July 2021

EYFS

This table shows the English Proficiency level of the students with EAL in EYFS.

| | Assessment 1, November 2020 | Assessment 2, March 2021** | Assessment 3, June 2021 |
|-----------------------|--|--|--|
| New to English | 52% | 39% | 20% |
| Early Acquisition | 22% | 33% | 29% |
| Developing competence | 25% | 27% | 51% |
| | Arrived at PH during or after the 1st term assessment 1% | Arrived at PH during or after the 2nd term assessment 1% | Arrived at PH during or after the 3rd term assessment 0% |

The table above shows the progression of the children with EAL through the stages of the NASSEA framework assessments. The lowest skill set is stage , 'New to English' the children then may progress through to stage 2 'Early Acquisition' and on to stage 3 Developing Competence.' Developing competence is the highest proficiency level a child can achieve in EYFS. The NASSEA assessments for EYFS are based on 4 core skills to determine the child's Proficiency in English: Listening and Attention; Speaking, Personal; Social and Emotional Development (PSED); and Reading and Writing. These are all areas and skills that are found within 'Development Matters.' The children with EAL that are assessed in EYFS are aged 5- years old and can be at different levels of ability when they arrive into KS1 and some children and their families that join the school during this Key Stage may have little or no English.

In assessment 1, November 2020, 52% of children were assessed as stage1, 'New to English' and over the academic year this figure has decreased gradually over the year. The table above shows by assessment 2, March 2020, the number of children working at 'New to English' had decreased by 13% and again by assessment 3, June 2021, another decrease of 19% of children working in this stage thus giving an overall decrease of 32% of children working at the lowest level. The decrease in the number of children working at stage 1, New to English is positive and shows that the children have made progress developing their English Proficiency skills and are working at a higher level (either Early Acquisition or Developing Competence) by assessment 3, June 2021. Throughout the 3 assessment periods (November, March, June) there is a fluctuation in the children working at Early Acquisition and this also demonstrates children making 1 or more stages of progress over the academic year, moving from stage 1, New to English, through to stage 3, Developing Competence. In stage 3, Developing Competence there is a 26% increase of children working at this level from 25% of children working at this level in assessment 1 period, November 2020 to assessment 3, June 2020. Overall, there has been a positive shift at the stage the children are working at and now 80% of children are working above stage 1, New to English.

****Please be aware that from January 2021 to 8th March 2021 online learning took place for all children in Primary Schools.**

KS1

This table shows the English Proficiency level of the students with EAL in KS1

| | Assessment 1, November 2020 | Assessment 2, March 2021 | Assessment 3, June 2021 |
|-----------------------|--|--|--|
| New to English | 11% | 11% | 5% |
| Early Acquisition | 13% | 22% | 25% |
| Developing competence | 18% | 16% | 19% |
| Competent | 49% | 51% | 51% |
| | Arrived at PH during or after the 1st term assessment 9% | Arrived at PH during or after the 2nd term assessment 0% | Arrived at PH during or after the 3rd term assessment 0% |

The table above shows the progression of the children with EAL through the stages of the NASSEA assessment frame. The lowest skill set is stage1, 'New to English' the children then may progress through to stage 2 'Early Acquisition' and on to stage 3 Developing Competence.' Competent is the highest proficiency level a child can achieve in KS1. The NASSEA assessment framework runs alongside the National Curriculum and focuses on 4 key skills that are vital to developing English Proficiency: Listening and Understanding; reading; writing; speaking and writing. The children with EAL that are assessed in EYFS are aged 5-7 years old and can be at different levels of ability when they arrive into KS1.

The table above shows that there is a 6% decrease in the number of children working at stage1, New to English from assessment 1 to assessment 3. This is positive as it shows that children during assessment 3 have moved on to a higher stage of developing their English Proficiency Skills. After assessment 1, November 2020 and before March 2021 PH school had a 9% increase in in year admissions so their baseline was not completed until March 2021** and the children's scores were added to March's data profile. By assessment 3, June 2021 there was an increase in children working at stage 2, Early Acquisition this increase accounts for the children who have arrived after assessment 1, November 2020 and those children that have moved from stage 1, New to English. There can also be a slight increase at stage 3, Developing Competence (1%) and stage 4, Competent (2%) were children have migrated through the lower skill stages into a higher English Proficiency skill set.

****Please be aware that from January 2021 to 8th March 2021 online learning took place for all children in Primary Schools.**

LKS2

This table shows the English Proficiency level of the students with EAL in LKS2.

| | Assessment 1, November 2020 | Assessment 2, March 2021 | Assessment 3, June 2021 |
|-----------------------|--|--|--|
| New to English | 4% | 4% | 2% |
| Early Acquisition | 15% | 9% | 13% |
| Developing competence | 31% | 31% | 18% |
| Competent | 46% | 54% | 67% |
| | Arrived at PH during or after the 1st term assessment 4% | Arrived at PH during or after the 2nd term assessment 2% | 1 Arrived at PH during or after the 3rd term assessment 0% |

UKS2

This table shows the English Proficiency level of the students with EAL in UPKS2

| | Assessment 1, November 2020 | 2 Assessment 2, March 2021 | Assessment 3, June 2021 |
|-----------------------|---|---|---|
| New to English | 0% | 0% | 0% |
| Early Acquisition | 21% | 18% | 18% |
| Developing competence | 18% | 21% | 21% |
| Competent | 61% | 61% | 61% |
| | Arrived at PH during or after the 1st term assessment 0% | Arrived at PH during or after the 2nd term assessment 0% | Arrived at PH during or after the 3rd term assessment 0% |

Next Steps

To report data more frequently - termly - to show progression throughout the year.
To include % SEND (including SEND category) data alongside the assessments for the academic year 2021 - 2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--|--------------------|
| <p>NTP : reading/phonics project in Y2, Y3</p> <p>School completed a Y2 and Y3 NTP tutoring project with Teaching Personnel. The children who were selected to take part last year sadly didn't show massive improvements in their 'before; and 'after' phonics testing scores, however, both teachers (and the tutor) spoke about the increase in confidence with certain sounds and generally in phonics. Also, when looking at the PPG data (particularly focusing on the progress between Sept and July for Y2 and 3) it can be seen that both Y2 and Y3 made the most progress (47% and 51% increase respectively). As Year 3 sessions were all reading comprehension based and many of the pupils chosen were PPG and Y2 sessions were more phonics based sessions, but they touched on some reading comprehension also, it could be sensibly argued that overall this work did help contribute to the final rise in figures for these year groups. In addition to this, school also created its own programme of catch-up tutoring using our own teaching and support staff.</p> <p>Our 'Catch-Up' Plan, along with an evaluation of the year, can be found here</p> | Teaching Personnel |

| | |
|---|--|
| http://www.primrosehillprimary.co.uk/information/catch-up-premium-spending-plan/ | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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.