

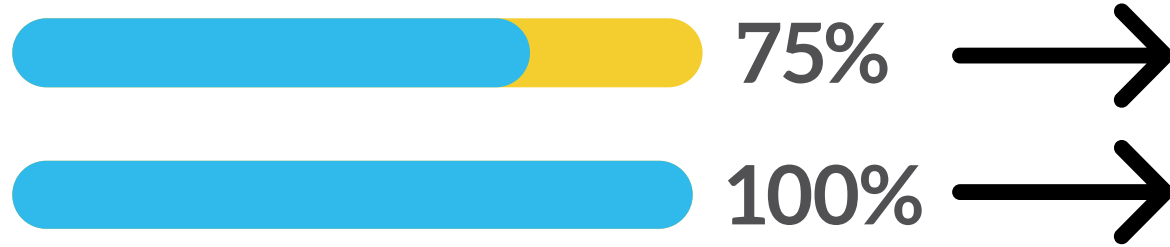
Pupil Premium Strategy Update Report Autumn 2021

by Sara El-Ghaly Pupil Premium Lead

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-disadvantaged peers.

Area for development

Poor communication skills in EYFS coupled with low levels of speaking and listening skills for a majority of children have the potential to impact on future outcomes across all Key Stages. There are still many pupils in need of S< support in KS1.



Actions Taken

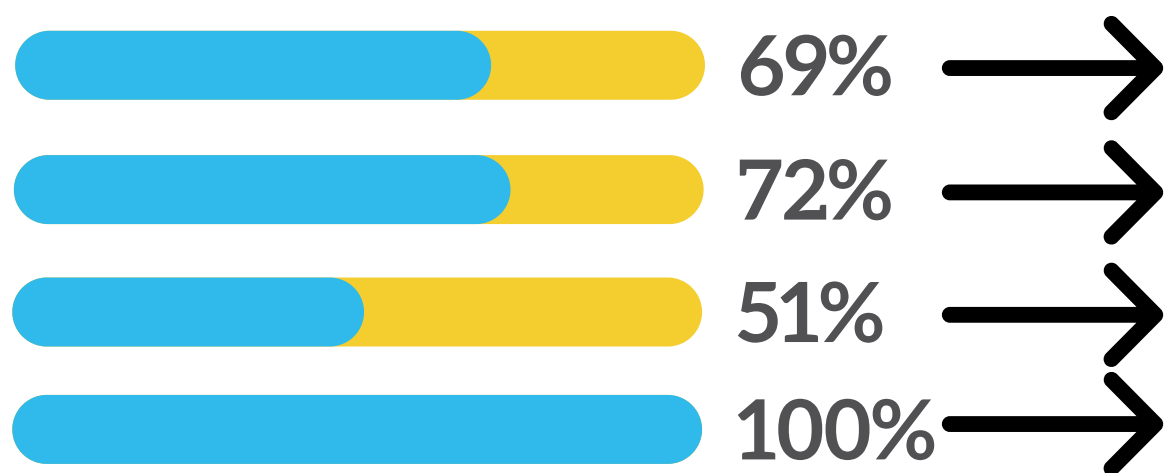
Employ a speech and language therapist:
1 Therapist in school on two days every week. Part of whole class program.
Running interventions

Next Steps:

Teachers will receive ELKLAN training in communication and language development, to further support the progress made within SALT interventions. This will be disseminated to the whole school as a source of CPD

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

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 through targeted interventions



Percentage of disadvantaged children in receivership of targeted intervention from highly trained support staff
Percentage of children in receivership of targeted intervention who made good progress in English reading assessments
Percentage of children who were working significantly below age related are now working close to or at age-related status
Percentage of children who are secure in phonics post NTP funding, which is subsidised using the Pupil Premium

The utilisation of a teaching assistant and extra curriculum support as outlined in the Pupil Premium strategy to support small group working, delivering a personalised curriculum has made a dramatic effect as acknowledged in a recent EEf (2021) report, which noted the efficacy of teaching assistants to impact progress when delivering targeted planned intervention. This has ensured accelerated rates of progress were achieved.

Next Steps:

Continue to develop the in-house tutoring offered to disadvantaged children, focusing on maths intervention and ensuring all classes have a similar offer in place. Currently, there are plans for 12 staff to run 1 to 1 tuition sessions after school. Each child who attends this will receive 10 hours of additional tutoring.

Attendance below national average for disadvantaged pupils; In addition, persistent absenteeism can be high.

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.

The aim is for attendance rates for children in receipt of the Pupil Premium Grant to be in line with national averages.

53 PUPILS (12% OF TOTAL SCHOOL ROLL)

received regular support from the LM during Autumn 2021

Attendance has been targeted this year, with many new initiatives implemented. The attendance team supported by the Education Welfare Officer and Senior Leadership, regularly manned the gates in the morning, to encourage children being on time. This was supported by 'The Shine Team' who met children on the gates celebrating good time keeping, by providing attendance stickers. This initiative was further extended using the school Dojo system, whereby good attendance was rewarded within class, with points on a regular basis. This resulted in a 28% decrease in late marking recorded by the reception when compared with similar calendar dates or previous weeks.

In addition, an attendance flow chart was created in collaboration with the attendance team, to be disseminated to staff, as recognition of attendance being a whole school responsibility. This will inform staff and parents of the process in a clear succinct way.

Parents have been advised of appropriate procedures via the school communication system of Dojo, as well as appropriate courses of action through posters and pamphlets in efforts to ensure they are well informed.

Office staff have created an effective system of alerting members of the attendance team of daily concerns, which are followed up in an expedited manner to improve attendance outcomes. A new system is being trialled within the office team, which involves an automatic message being sent to parents on the first day of absence as acknowledged by the EEf(2018) as an effective intervention to support good attendance.

Attendance data is analysed by all members of the attendance team on a termly basis to recognise trends and devise action plans in collaboration with the Headteacher.

Interventions Followed:

Stage 1 letters sent: 83
Unauthorised absence letters sent: 22
Under 5's letters sent: 54
AP Meetings arranged 29 Attended 16

Fast Track to prosecution: 2 pupils
Holiday FPN: 7
Truancy FPN: 5
Child missing in education referrals: 1

Next Steps:

To continue to develop the systems in place for recording and liaising with parents regarding persistent absences. To launch a new whole school system whose aim is to foster a whole-school competitive approach to maintaining good attendance as acknowledged in the EEf report (2020) advisory on strategies to support good attendance. Continue to encourage the visibility of the attendance strategy through a regular presence on the school gates.

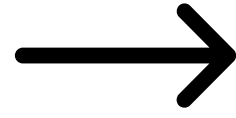
Pupil Premium Strategy Update Report Autumn 2022

by Sara El-Ghaly Pupil Premium Lead

Area for development

Primrose Hill Primary has seen a rapid increase in the number of pupils with English as an Additional Language. A large proportion of these pupils are in receipt of the Pupil Premium Grant.

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Actions Taken

EAL pupils make sound progress with their acquisition of English; they are able to communicate more effectively with others and engage better with lessons through tailored intervention.

Number of children in receipt of targeted EAL support during Autumn 2021

During Autumn 2021, 42% of children at Primrose Hill Primary, were recorded as having English as an additional language. This is an above average percentage. Within these figures 41% are working below or significantly below the age expected standard. These figures warranted a targeted approach which included EMTAS (Ethnic Minority and Traveller Achievement Service) support for children. In addition, a new pilot scheme was introduced this term, which involved 10 children being loaned electronic devices to utilise the FLASH ACADEMY accelerated English acquisition app as a home learning extension. Careful consideration was given to the cross-section of students chosen to pilot the scheme in collaboration with the EAL lead. The scheme was launched in February 2022, targeting children, who are developing competence (in accordance with the Bell Foundation recognised scale), with tracking systems in place, which are reviewed weekly and will be analysed in 6 weeks.

Next Steps:

To assess the efficacy of the EAL Flash Academy app at closing the attainment gap in disadvantaged EAL pupils. Consider extending the trial or reviewing the intervention post data analysis in 6 weeks.

Limited experiences of areas and wider life beyond Salford can mean families are 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

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All children have opportunities to experience an enriched curriculum including higher achieving children. (eg extra music tuition, increased sports provision, after-school clubs are offered for free to PPG students.)

116



The number of FREE after school clubs offered throughout KS1 and KS2 to disadvantaged children

The number of disadvantaged children, who currently access an after-school club

Free after school clubs is a strength at Primrose Hill Primary school, with an array of interests being catered to, including sports, coding and crafts. New booking systems have been introduced by the Office Team, to allow booking onto clubs to be streamlined, using the Gateway system. This has ensured clubs are always fully utilised. As the club offer changes half termly pupils are always sure to find something which follows their interest.

School trips are an integral part of the curriculum with Year 6 recently visiting St Clements Church and Year 4's involvement in an immersive Egyptian experience to support their Curriculum development and inspire writing and topic work.

In addition, the resident artist works throughout the whole school offering personalised and whole-class art experiences to harness creativity and support children's aspiration development through exposure to a diverse range of experiences.

— DR. MICHAEL RICH

Next Steps:

Continue to offer a wide range of clubs which target a wide of interests. Develop the Careers day which will be launched in Spring 2, which will involve 30-40 individuals from a vast array of careers, such as TV, Medicine, Business, Finance and Academia to talk to pupils about their career journeys and to inspire and motivate children to widen their career horizon's. Continue to develop the offer of out sourced trips and excursions, which COVID has impacted due to accessibility and feasibility.

Low parental engagement shown by some families; response to home-reading, homework and attendance at meetings is lower than expected.

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.

Consistent Termly Parental Engagement sessions have ensured parents are connecting regularly with the school and the relationships which are being fostered are positive and reciprocal. So far parental engagement sessions have involved craft making sessions, however COVID restrictions altered the format of recent sessions. It is hoped, these will return to their original format soon. In addition, drop-in sessions have been offered by the SEND and Mental Health and Well-being team in further efforts to support parental engagement. These were well received, with parents commenting in questionnaires on their level of inclusion at Primrose Hill Primary.

Recent COVID enforced measures have resulted in blended learning models being adopted to support children who were working from home. These children were loaned devices, funded by the Pupil Premium to ensure their education was uninterrupted, in-line with Government guidelines (2021) which stipulate children must receive a similar curriculum offer at home or in school. Children were then able to access and edit work, set by their teacher and engage daily with their teacher online, which supported their learning and ensured their teacher could conduct a welfare check. This proved particularly successful in Year 4, who recently taught 3 children simultaneously adopting this model. After piloting this working methodology a whole-school checklist was developed to ensure the expedited delivery of sessions.

Next Steps:

To continue to develop our parental engagement offer as the COVID restrictions relax, through hosting parental engagement sessions. Explore other opportunities to involve parents in meetings and focus groups to continue to foster positive relationships.

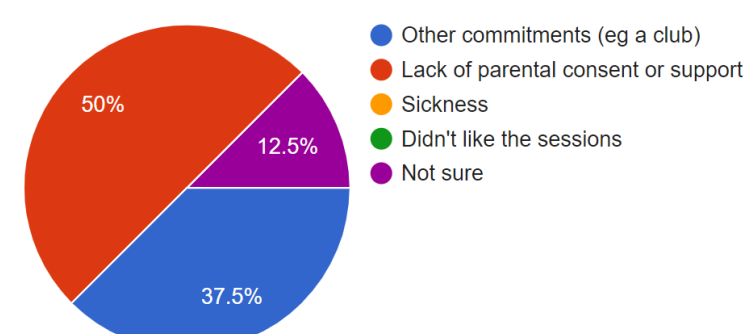
Funded 1 to 1 Tuition Summary

A total of 106 pupils (24% of the school roll) took part in 1 to 1 tutoring sessions during the Autumn 2021 term.

- 64 pupils received 10 hrs 1 to 1 tutoring in READING
- 21 pupils received 10 hrs 1 to 1 tutoring in MATHS
- 21 pupils received 10 hrs 1 to 1 tutoring in PHONICS/HANDWRITING

SUMMARY OF IMPACT: READING 83% made progress
MATHS 77% made progress
PHONICS/HANDWRITING 100% made progress

Identified Barriers & Inhibitors



Analysis of pupil uptake and attendance at 1 to 1 tuition sessions shows that not all pupils accepted places offered to them or stopped attending after one or two lessons. The main contributing factors to this appear to be a lack of parental support or the need to attend other commitments.