

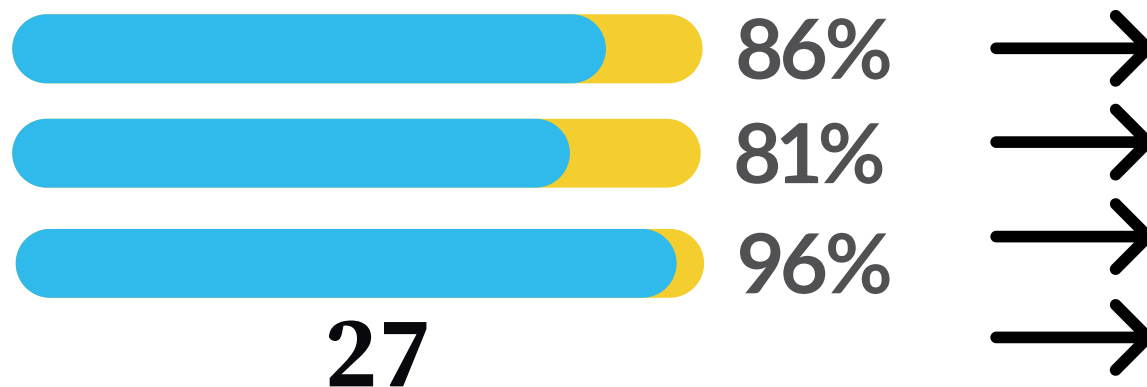
Pupil Premium Strategy Update Report Spring 2021-2022

by Sara El-Ghaly Pupil Premium Lead

The intended outcome 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.

Area for development

Poor communication skills are evident throughout nursery and KS1, resulting in development delays or slower than average progress. The 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.



WellComm is a toolkit designed to help early years settings identify children from six months to six years old who might be experiencing delays with speech and language. It can then help put immediate interventions into place, while waiting for a more formal assessment.

Actions Taken

Screen all children using the Welcomm intervention and language screening tool to action through carefully tailored interventions. Teachers have been receipt of ELKAN training throughout EYFS, KS1 and KS2 to support the delivery of SALT interventions within the classroom.

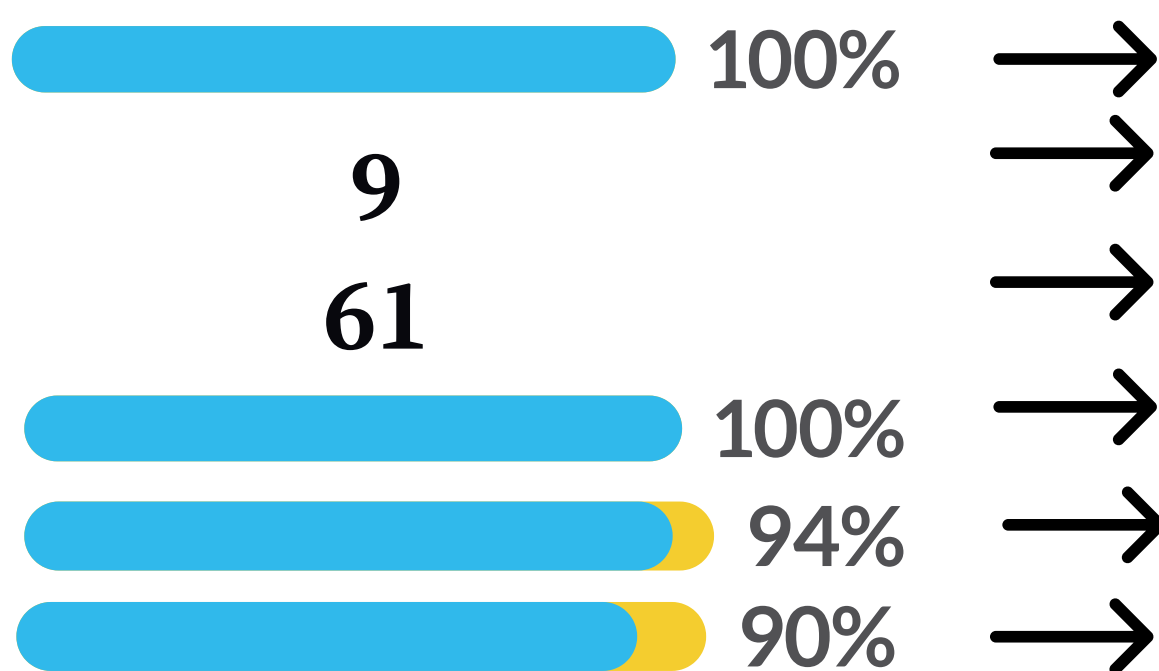
- Percentage of children in receivership of the SALT or Welcomm intervention, within the Nursery Setting
- Percentage of children in receivership of the SALT or Welcomm intervention, within the Reception Setting
- Percentage of EAL children in receivership of the SALT or Welcomm intervention, within the Nursery and reception setting
- Number of disadvantaged pupils involved in SALT interventions

Next Steps:

Children identified through Welcomm and teacher-led SALT interventions will receive targeted interventions, which will be regularly tracked and monitored. Their primary aim is to expedite language acquisition skills as well as identifying those with more specialised needs. Summer data analysis will support this.

Area for development

The 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.



A new EAL specific intervention was launched targeting those who are developing competency in their language acquisition skills. An android device was purchased with the sole use of supporting home learning. A rigorous assessment, which lasted an hour, was conducted which involved speaking, listening, writing, spelling and vocabulary. Children were tasked with spending 15 minutes a day and closely tracked and parents liaised with.

Actions Taken

- Percentage of disadvantaged children engaged with the app 5 days a week for 15 minutes
- The number of children engaged in the trial
- The number of lessons completed by children undertaking the trial in the first week of launch.
- Percentage of children who had developed their vocabulary skills
- Percentage of children who had developed their listening skills
- Percentage of children who had developed their spelling skills

Next Steps:

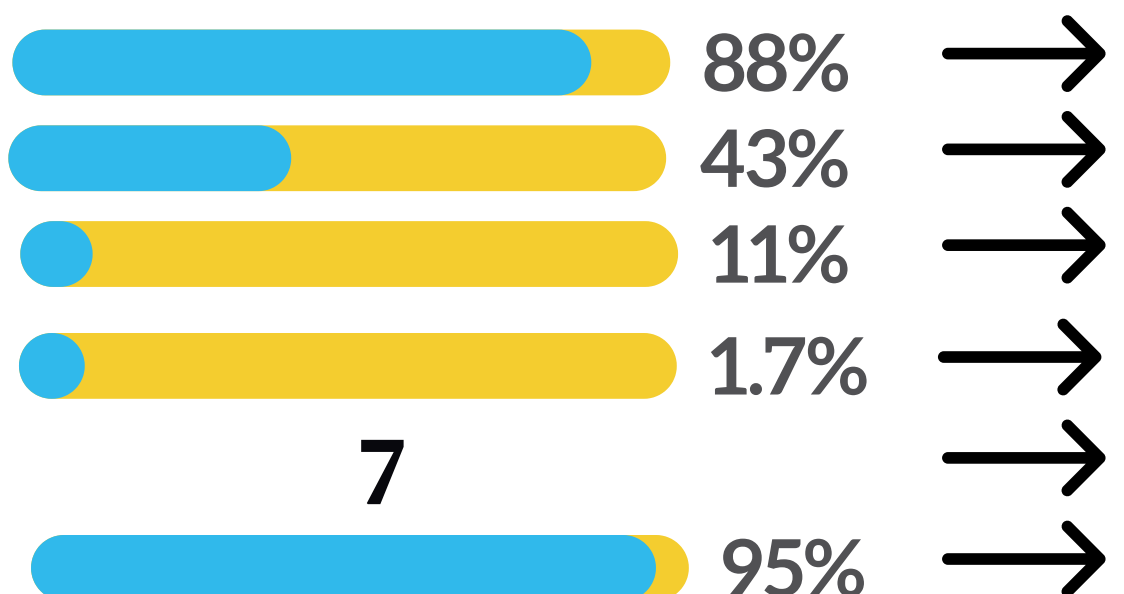
Continue to monitor use of the app and ensure learners are regularly engaged. Complete a further assessment at the end of term to gauge efficacy of the initiative and reassess. Assess types of tasks undertaken and start to set lessons geared to individual curriculums.

Area for development

Attendance below national average for disadvantaged pupils; Persistent absenteeism can be high.

END OF YEAR PLAN TARGETS:

- 2021-22 - 95% minimum attendance rate for PPG pupils
- 2022-23 - 96% minimum attendance rate for PPG pupils
- 2023-24 - 97% minimum attendance rate for PPG pupils



The Shine Team continued to greet children at the gates and conducted a whole school assembly., with the reward of an attendance sticker and a celebration from staff. A new system was introduced by the office team, which alerts parents to their child's absence and requests a response. In addition a new whole school initiative was launched which sought to engage children in a competition to boost attendance as acknowledged by research (EEF) as an effective tool to boost attendance. This has already resulted in 3 classes winning a class prize for winning the game due to excellent attendance. This approach encouraged teachers to become involved in promoting good attendance, so as to adopt a whole school approach. A new personalised approach is being trialled for specific persistent absentees, whereby a monitoring card is coloured daily and at the end of the week a meeting with the Headteacher celebrates successes or make targets for the following week. This has resulted in 100% in the children engaged in the pilot.

Actions Taken

- Percentage of disadvantaged children whose attendance improved from last term in KS1 and KS2
- Percentage of disadvantaged children whose attendance improved from below 95% to 95% or above in KS1 and KS2
- Percentage increase of attendance of disadvantaged children in Nursery
- Percentage rise in overall attendance from KS1 to KS2 when Shine Team met pupils at the gate
- Number of classes whose attendance rose during Shine Team initiative
- Average attendance in KS1 and KS2 which meets targets set for 2021-2022

Next Steps:

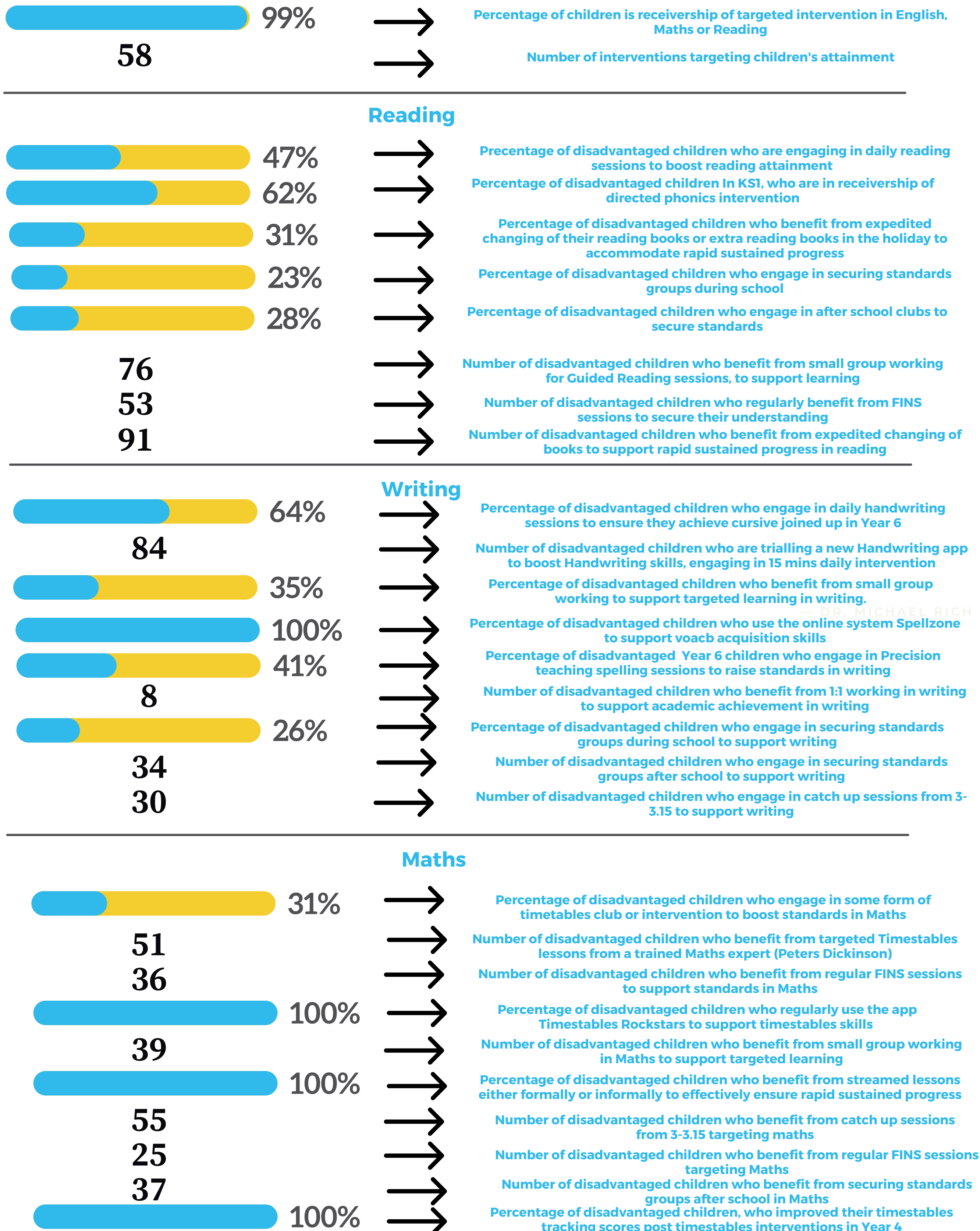
To continue to develop the systems in place for recording and liaising with parents regarding persistent absences. Continue to encourage the visibility of the attendance strategy through a regular presence on the school gates. Monitor the efficacy of the Attendance game to boost attendance and continue to promote its use within classes in collaboration with teachers. Emphasis the importance of being on time.

Area for development

Primrose Hill Primary 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. 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.

Actions Taken

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. 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.



Next Steps:

To continue to monitor the plethora of interventions on offer at Primrose Hill Primary to ensure they are raising standards through careful data analysis post summative assessments in June and through regular informal formative assessments within class. Ensure we continue to provide a wide range of interventions both in-school and outside of school hours in efforts to bridge the attainment gap and support disadvantaged learners.

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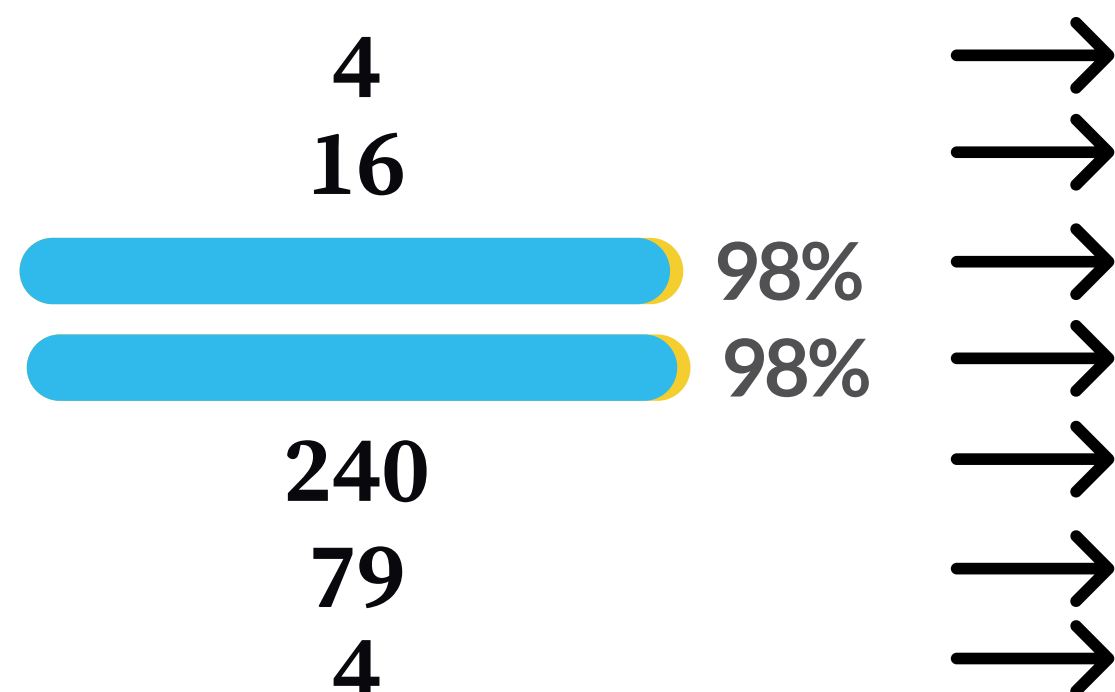
by Sara El-Ghaly Pupil Premium Lead

Area for development

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

Rationale:

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



Actions Taken

The Pupil Premium budget has been used to pilot a Greater Depth Project for 4 Year 2 pupils. The budget was used to fund keyboards for all children to take home their instruments to practice as well as tutor who delivers weekly lessons. Reports from the tutor have already acknowledged the progress made and pupil and parents voices, which were obtained have noted the success of the scheme in motivating learners and exposing them to a wide range of experiences.

A recent careers day, was held at Primrose Hill Primary as part of aspirations development project. Professionals from many different professional fields were invited into school to spend 45 minutes with classes in KS2. They discussed their career paths, educational journeys and were tasked with inspiring and educating children to consider their respective career options. Questionnaires post the Careers day showed the dramatic impact the day had on raising the aspirations of children.

A debating club is held in Year 4, to support disadvantaged writers with the potential to achieve greater depth to support their literacy skills development.

Children have engaged in a myriad of extra-curricular activities and visits to ensure they are exposed to a wide range of experiences to support the development of aspirations and to support future outcomes.

- Number of children involved in the guitar Greater Depth Project for Pupil Premium Children
- Number of professionals who participated in the careers day to raise aspirations of disadvantaged children
- Percentage of disadvantaged children, who noted the Careers day supported their positive view of education
- Percentage of disadvantaged children, who stated they learnt about a career they hadn't considered before.
- Number of disadvantaged children who benefited from trips whose purpose was to expand their experiences, such as Blackpool Zoo and an immersive Viking Day.
- Number of disadvantaged children who engage in extra-curricular activities via after school clubs, such as Just Dance held the Headteacher
- Number clubs several disadvantaged children engage in, during one week in sports, and radio club.

Next Steps:

To continue to offer an extensive amount of trips and visits to broaden the experiences of disadvantaged children within Primrose Hill Primary. To develop the Career's day concept, after meeting with the Head of Public Health to target the interests of specific children to enhance their aspirations, through specialised visits from specific professionals, such as MP Rebecca Long Bailey who will be working with a group of 6 KS2 children, this term.

Area for development

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.

Rationale:

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



Actions Taken

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.

Average percentage of parental attendance at recent Parental engagement sessions, with the highest percentage of attendance at 93%

Next Steps:

To continue to work with parents to ensure engagement levels to continue to rise and positive relationships are forged, through specific events which require their involvement. Consider involving parents more in the inner workings of the school following the success of the Change Team within Mental Health and Well-being which involves parents in all decision making and ideas sharing.

Area for development

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

Rationale:

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

Actions Taken

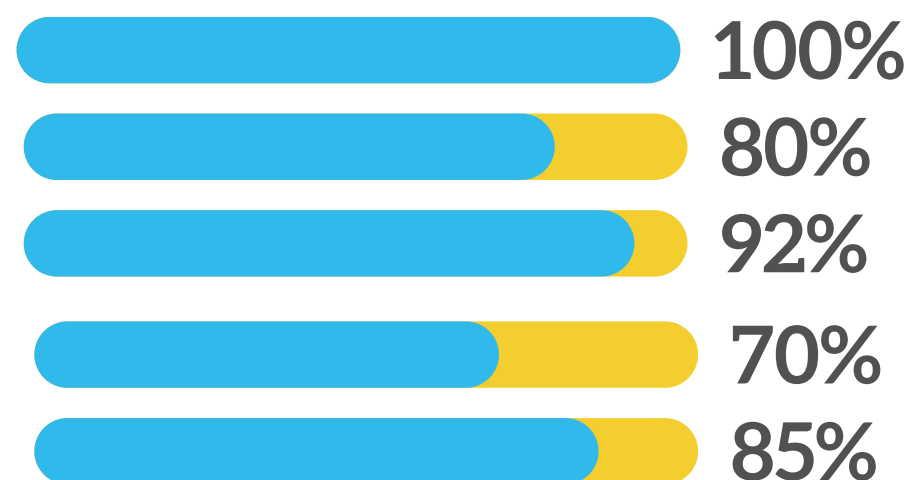
Securing Standards classes, Study Support groups and 1 to 1 tuition sessions groups to take place in KS1 and KS2 (YEAR R, 1, 2, 3, 4, 5 AND 6). Support staff and agency staff used to ensure a programme of after-school support takes place across the whole of the academic year. Rewards, prizes, incentives and certificates purchased to motivate and engage pupils even further.

30% contribution to National Tutoring Programme to enable 104 pupils to access 15 hrs of tutoring during the 21-22 academic year.

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Area for development



Actions Taken

- Percentage of disadvantaged children, without SEND considerations, who improved their phonics assessment scores post NTP intervention
- Percentage of disadvantaged children, without SEND considerations, who passed the phonics assessments in Year 2, who were working below following NTP intervention
- Percentage of disadvantaged children, without SEND considerations, who passed their phonics assessment scores post NTP intervention
- Percentage of disadvantaged children, Year 6 children, who received NTP tutoring who are now on track in reading SATS assessments
- Percentage of children, with no SEND considerations who are now on track in Maths SATS assessments post maths intervention

Next Steps:

To continue to engage with NTP tutoring services which have supported progress in Year 2 and Year 6. Offer NTP tutoring support to Year 4, who have upcoming timetables tests.

Area for development

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< 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.



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Actions Taken

- Nursery stream for their guided groups - which is predominantly for language and phase 1 phonics (pre-RWInc)
- Reception stream for phonics, big write and maths
- An extensive intervention offer ensures early intervention is made readily available and gaps are adequately identified and acted upon to ensure all children reach their full potential.

Percentage of children, in receivership of targeted Maths intervention to secure ARE

Number children engaging in Personal, social and emotional development intervention through modelling of play and behaviour

Percentage of reception children, in receivership of targeted physical development interventions to secure ARE, through before and after school intervention

Next Steps:

To continue to track the progress of children in the EYFS, to ensure early intervention and to support children making age related expectations, by the time they leave reception with the support of the EYFS Lead.

Case Study

— DR. MICHAEL RICH

Child X entered Year 4, with assessment scores and teacher judgements, which specified he was working Year 1 standards or below. Worries were expressed regarding his level of cognition and his pupil passport expressed concerns regarding information retention and ability to understand even basic instructions.

Pupil Premium funding held to support an extra teaching assistant within class, whose sole purpose was to support small group working and to facilitate interventions to support rapid sustained progress in specific low achieving groups. Working in close collaboration with the teaching assistant a rigorous system was devised to impart basic vocabulary skills and to support scaffolding of the learning objective in core subjects- English, Maths and Guided Reading.

This level of personalised support, enabled Child X to quickly forge a trusting relationship with the adult, which served as the supportive framework to enable him to make rapid progress. He began to gain confidence in making mistakes and once this reciprocal relationship had been established, he started to thrive on his learning and what to learn and challenge himself. He scores 10 out of 10 in all his spelling tests and has now surpassed some of his peers. He has risen 3 levels in his reading books and reads daily with an adult, due to the extra staff member in class. His handwriting is a pleasure to read and his independence is growing daily. His developing retention skills, means he was able to recount the various steps in the water cycle, even explaining evaporation in a recent Geography lesson, which is a Year 4 target! He regularly contributes in class and answers and asks many questions!

Child X is also in receivership of SALT sessions, funded by the Pupil Premium, whereby a highly trained professional works with him to support his language acquisition skills, supplemented by our in-class teaching assistant through 10 minute daily sessions. This has supported Child X's communication and reading skills greatly. The tutor supported my assertions regarding Ibrahim's progress, similarly observing his rapid sustained progress which has enabled him to surpass his peers, who were working at a similar level at the start of the term.

Child X's Maths work has seen a dramatic impact due to extensive collaboration between the teaching assistant working with him and the classroom teacher. Daily conversations track Child X's progress to ensure lessons are pitched to challenge him. The lesson begins with Year 1/2 work, which the level specified when he moved into Year 4, however excellent communication between educators ensures he can be moved through year group expectations of a similar learning objective until he has reached his peak. This form of working has ensured he has reached his maximum potential and can on occasion access Year 4 Curriculum work, which is the overall aim for him, eventually! He recently scored 10 out of 20 in a recent Year 4 timetables test, in preparation for Year 4 tests, which is astounding. Social, emotional and academic progress at this rate has only been made possible by the extensive support made available through Pupil Premium funding.

An example of Child X's work pre and post rigorous targeting through SALT and small group working within class.

I feel unhappy
 my friend made me
 sad a lot.
 the car + of the car was
 unhappy.
 I had to make the car.
 I was ~~wake~~ to my mum

Canal Engineer
 In 1791 The Duke of Bridgewater asked James to build in 1791 James used clay to line the canals An interesting fact is James Brindley used clay to line the canal to stop water coming through did you know James did not go to school his mother because his dad did not think education was important.

DR. MICHAEL RICH

