

Primrose Hill Pupil Premium Strategy Statement 2016-17

1. Summary Information					
School	Primrose Hill				
Academic Year	2016-17	Total PP budget	267,020	Date of most recent PP Review (internal school review)	8/09/2016
Total number of pupils in school	405	Number of pupils eligible for PP	Y R-6 198 EYPP (YN) 15 Inc 2 LAC (53% of the school)	Date for next Strategy Review	9/09/2017

2. Barriers to future attainment	
Internal barriers (issues which require action by the school: poor language skills, resources inexperienced staff)	
A	Poor oral language skills in EYFS
B	Inexperienced staff (NQTs) in Year R and Year 4/5 and year 5
C	Inward mobility with many having English as an additional language
D	Just under half of children leave reception not at the expected standard despite lots of progress being made in EYFS
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
E	Attendance just below national average
F	Low parental engagement shown by some families
G	Limited experiences of areas beyond Salford
H	Increasing evidence of 'gang' culture

3. Outcomes		Success criteria
In-school barriers		
A.	Poor oral language skills in EYFS	% achieving GLD: all :68% 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.
B.	Inexperienced staff (NQTs) in Year R and Year 3	100% of all pupils make good progress (as defined by school) in both year groups in reading, writing and maths.
C.	Inward mobility with many having English as an additional language.	Pupils make good progress (as defined by school) from their starting points on entry in reading, writing and mathematics
D.	Just under half of children entered year 1 not at the expected standard despite lots of progress being made in EYFS	% of children at age related by the end of year 1 increases from 52% % of children passing the phonics test increases from 72%
E.	Children need constant catch up to get to age related expectations and to sustain age-related expectations.	Chn on interventions make progress.

		Standards in GPS, Writing, maths and Reading improve.
External barriers		
E.	Attendance just below national average	Attendance of all increases PP attendance increases
F.	Lack of parental involvement	Parents attending Meet the teacher, involvement in homework clubs and subject meetings increases.
G.	Limited experiences of areas beyond Salford	Pupils using information from visits to extend/inspire writing.
H.	Limited experiences of music and arts.	Children have an enriched curriculum including higher achieving children.
I	Increasing evidence of 'gang' culture	Decreasing evidence of police involvement with some pupils.
J.	Children not reading at home.	The number of children reading and home increases and so does the reading progress of these children.

4. Plan including actions, expenditure and review dates 2016-17

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
A. Employ speech and Language Therapists: 1 Therapist in school on two days every week Initial assessments Advice to teacher	Success in 2015-16	Termly tracking and half-termly pupil progress meetings	HC – Assistant head and Communication lead	£20,160	December 2016 March 2017 July 2017

Part of whole class program. Interventions.					
A. Become a communication friendly school and gain status.	Success in other schools from research and also success having speech and language therapist in school.	Staff training, staff meetings, learning walks, observations, half termly tracking of data.	HC – Assistant head and Communication lead	£2500	December 2016 March 2017 3 July 2017
A. Additional member of staff to deliver SALT interventions in reception.	Success in year 1 and 2 2015-2016 of SALT interventions.	Termly tracking and half-termly pupil progress meetings	HC – Assistant head and Communication lead	£29,000	
A & B. Training for new staff in EY and KS2	Success in 2015-16	Termly tracking and half-termly pupil progress meeting outcomes	HC – reception teacher HB – mentor 4/5 teacher	£3000	December 2016 March 2017 July 2017
B. Mentor support for inexperienced staff in YR and Y4/5	Legal requirement for mentor. Also making sure pupils make good progress from 'starting points' in September 2016.	Monthly monitoring of progress in books, termly tracking and half-termly pupil progress meetings. Weekly discussions with staff.	HC – reception teacher HB – mentor 4/5 teacher	£2000	December 2016 March 2017 July 2017
A. Introduce NASSEA assessment to assess children with EAL.	Assessment specific to EAL learners will help teachers to assess children and move them on in their learning.	Termly tracking and half-termly pupil progress meetings	HB – EAL lead	TBA	December 2016 March 2017 July 2017
C. Staff to attend training on working with EAL learners.	Assessment specific to EAL learners will help teachers to assess children and move them on in their learning.	Termly tracking and half-termly pupil progress meetings. Learning walks	HB – EAL Lead	TBA	December 2016 March 2017 July 2017
C. Have an additional KS1 teacher for the lower achievers (supported learning group).	Smaller class size throughout KS1 which will result in standards in all subjects rising in all KS1 classes. Number of pupils passing Yr 1 phonics	Termly tracking and half-termly pupil progress meetings	HB – Pupil premium lead and JS – assessment lead	£30,000	December 2016 March 2017 July 2017

	screening check increases for 2017. Number of children leaving at, or above age-related expectations in R and W and M increases and is in line with national averages.				
C. Targeted intervention throughout school activities for reading, writing, SALT and maths including set intervention programs and also additional time filling gaps (with teaching assistants)	Success in previous years.	Termly tracking and half-termly pupil progress meetings	HB – Pupil premium lead	£72,000	December 2016 March 2017 July 2017
E. Additional staff: Staffing contribution for additional class in KS2 & Digismart club to raise attainment in Reading for KS2 pupils.	Children are able to access a supported learning group with a high staff ratio resulting in better progress for these targeted children.	Termly tracking and half-termly pupil progress meetings	LC – DH and JS assessment lead	£41000	
C. Learning Mentor to support children and families to improve attendance and increase parental engagement.	Success in previous years -	Weekly and termly tracking of attendance.	SD – learning mentor.	£31,088	December 2016 March 2017 July 2017
F. Some children are given free places at breakfast club.	Ensures children have a good start to the day and are in on time and ready to learn.	Weekly and termly tracking of attendance.		£3000	December 2016 March 2017 July 2017
C. Some trips and visits to be subsidised.	All children are able to participate in trips and visits.	Book monitoring of writing. Termly tracking and half-termly pupil progress meetings.		TBA	December 2016 March 2017 July 2017

C. Music lessons are subsidised for pupil premium children and higher achieving children are targeted for this.	Children will have an enriched curriculum which will make them more rounded. Reading music will also help with early reading skills.	Reports from MAPAS to see how well children are doing at music.	SO- Music subject leader	£10,000	December 2016 March 2017 July 2017
C. Learning Mentor to support children and families.	Families are supported and children attend and participate in school.	Information from the police.	SD- Learning mentor.	As above for learning mentor involvement	December 2016 March 2017 July 2017
C. Reading initiative to encourage children to read at home starts. Prizes and certificates.	Children and parents like rewards for the children.	Tracking of reading at home by class teachers. Termly tracking and half-termly pupil progress meetings.	AC and LC – Reading subject leaders.	£2000	December 2016 March 2017 July 2017

5. Termly Review Information						
December 2016		March 2017		July 2017		
Year 1	Disadvantaged at age related expectations	Year 1	Disadvantaged	Year 1	Disadvantaged	
Reading	12/25 48%	Reading	12/25 48%	Reading	12/25 48%	
Writing	8/25 32%	Spr reading	13/25 52%	Spr reading	13/25 52%	
Maths	11/25 44%	Writing	8/25 32%	SU Reading	12/23 52%	
*Speech and language interventions will continue to be a priority in year 1 as this will support the children in accessing the language on the tests. The groups have been re-organised and will continue to be closely monitored. * An additional teaching assistant has been employed to undertake phonics interventions.		Spr Writing	7/25 28%	Writing	8/25 32%	
		Maths	11/25 44%	Spr Writing	7/25 28%	
		Spr Maths	11/25 44%	Su Writing	9/23 39%	
		<ul style="list-style-type: none"> Dip in writing ARE – plan in place for child. Increase in reading ARE ☺ Writing stayed the same. 	Maths	11/25 44%	Maths	11/25 44%
			Spr Maths	11/25 44%	Spr Maths	11/25 44%

This will help with foundations for reading and writing which will improve the percentage of children at age related expectations.		Year 1 teachers have added intervention as needed.		Su Maths		13/23 57%	
Year 2		Disadvantaged at age related expectations		Year 2		Disadvantaged	
Reading		13/22 59%		Reading		13/22 59%	
Writing		13/22 59%		Spr Reading		12/21 57%	
Maths		15/22 68%		Writing		13/22 59%	
* Maths for disadvantaged children is better than reading and writing in year 2. Maths interventions will continue as we still need this percentage to increase however there will be a stronger focus on reading and writing interventions this term.		Spr Writing		Spr Writing		12/21 57%	
		Maths		Maths		15/22 68%	
		Spr Maths		Spr Maths		13/21 62%	
		<ul style="list-style-type: none"> Dip in reading/writing ARE – plan in place for child. Dip in maths ARE. Cohort has changed significantly and we have lost 5 children who were at ARE. 					
Year 3		Disadvantaged at age related expectations		Year 3		Disadvantaged	
Reading		19/28 68%		Reading		19/28 68%	
Writing		18/28 64%		Spr Reading		20/25 80%	
Maths		19/28 68%		Writing		18/28 64%	
* Lots of intervention and catch up is continuing all the disadvantaged children in year 3.		Spr Writing		Spr Writing		14/25 56%	
		Maths		Maths		19/28 68%	
		Spr Maths		Spr Maths		12/25 48%	
		<ul style="list-style-type: none"> Increase in ARE for reading. 					
				Year 3		Disadvantaged	
				Reading		19/28 68%	
				Spr Reading		20/25 80%	
				Su Reading		19/27 70%	
				Writing		18/28 64%	
				Spr Writing		14/25 56%	
				Su Writing		14/27 52%	

		<ul style="list-style-type: none"> • Writing interventions put in place to gain ARE children we have lost. • Maths interventions put in place to gain ARE children we have lost. 	Maths	19/28 68%
Year 4	Disadvantaged at age related expectations		Spr Maths	12/25 48%
Reading	19/27 70%		Su Maths	23/27 85%
Writing	6/27 22%			
Maths	14/27 52%			
* Lots of intervention and catch up is going on for all the disadvantaged children in year 4 with a strong focus on writing and maths.				
		<ul style="list-style-type: none"> • Increase in writing and maths ARE. • Interventions put in place to address the decrease in amount of ARE children in reading. 	Year 4	Disadvantaged
Year 5	Disadvantaged at age related expectations		Reading	19/27 70%
Reading	16/28 57%		Spr Reading	16/27 59%
Writing	4/28 14%		Writing	6/27 22%
Maths	16/28 57%		Spr Writing	8/27 30%
* Lots of intervention and catch up is going on for all the disadvantaged children in year 6 with a strong focus on writing.			Maths	14/27 52%
		Spr Maths	17/27 63%	
Year 6	Disadvantaged at age related expectations	Year 5	Disadvantaged	
Reading	16/28 57%	Reading	16/28 57%	
Writing	4/28 14%	Spr Reading	16/30 53%	
Maths	16/28 57%	Writing	4/28 14%	
* Lots of intervention and catch up is going on for all the disadvantaged children in year 6 with a strong focus on writing.		Spr Writing	6/30 20%	
		Maths	16/28 57%	

*The way we record all interventions and catch ups has been refined this term. We have categorised interventions as below.

Learning based interventions – three types

- **Fix it sessions (FI) (between 1 and 4 sessions to work on a specific skill). Planned by the teacher and delivered by a teacher or teaching assistant.**
- **Catch – up (CU) 5-10 sessions which are working on one or two targets. Planned by the teacher and delivered by a teacher or teaching assistant.**
- **Evidence based intervention (EBI) – BRP, First class number, SALT. Delivered by a trained teaching assistant**

These interventions are being recorded in a slightly different way and will be monitored heavily by class teachers, subject leaders and senior leadership.

Spr Maths	16/30 53%		
<ul style="list-style-type: none"> • Decrease in reading and maths interventions put in place. • Increase in writing. 			
Year 6	Disadvantaged	Year 5	Disadvantaged
Au Reading	15/20 75%	Reading	16/28 57%
Spr Reading	10/20 50%	Spr Reading	16/30 53%
Au Writing	10/20 50%	Su Reading	18/29 62%
Spr Writing	10/20 50%	Writing	4/28 14%
Au Maths	9/20 45%	Spr Writing	6/30 20%
Spr Maths	9/20 45%	Su Writing	6/29 21%
<ul style="list-style-type: none"> • Decrease in ARE for reading interventions in place. • Stayed the same for writing and maths. 		Maths	16/28 57%
		Spr Maths	16/30 53%
		Su Maths	15/29 52%
		Year 6	Disadvantaged
		Au Reading	15/20 75%
		Spr Reading	10/20 50%
		Su Reading	8/21 38%
		Au Writing	10/20 50%

		Spr Writing	10/20 50%
		Su Writing	10/21 48%
		Au Maths	9/20 45%
		Spr Maths	9/20 45%
		Su Maths	8/21 38%