**Primrose Hill Pupil Premium Strategy Statement 2017-18**

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**The Pupil Premium At Primrose Hill**

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 is to accelerate progress and raise attainment.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM (Free School Meal) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

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.)

All matters regarding the use of Pupil Premium funds are treated with discretion and in confidence.  Bespoke support often comes from approaches by our school's Learning Mentor or our SEND lead.

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| 1. **Summary Information** | | | | | |
| **School** | Primrose Hill Community Primary School | | | | |
| **Academic Year** | **2017-18** | **Total PP budget** | Main PPG £233,400  + EYPP £5,740  Total **£239,140** | **Date of most recent PP Review (internal school review)** | 31/07/2017 |
| **Total number of pupils in school** | 405 | **Number of pupils eligible for PP** | YN – Y6 : 178  Inc 2 LAC  and 2 Special Guardianship  (44% of the school) | **Date for next Strategy Review** | 1/09/2018 |



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| 1. **Barriers to future attainment** | |
| **Identified Internal Barriers To Learning** | |
| **A** | 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 |
| **B** | Progress made by the end of each Key Stage is insufficient, with evidence showing that there is a difference between the performance of disadvantaged children at the end of KS2 when compared to their non-disadvantaged peers. |
| **C** | Lack of school stability; there is a high level of Inward mobility with many new pupils having English as an additional language |
| **D** | The number of children leaving Reception not at the expected standard is higher than National figures, despite evidence of progress being made in EYFS |
| **External Barriers To Learning & Future Success** | |
| **E** | Attendance below national average |
| **F** | Low parental engagement shown by some families; response to home-reading, homework and attendance at meetings is lower than expected. |
| **G** | Limited experiences of areas and wider life beyond Salford |
| **H** | Lack of aspiration – 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 |



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| 1. **Outcomes** | | **Success criteria** |
| **In-school barriers** | |
| **A.** | 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 | % achieving GLD:  all :75%  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.** | Progress made by the end of each Key Stage is insufficient, with evidence showing that there is a difference between the performance of disadvantaged children at the end of KS2 when compared to their non-disadvantaged peers. | Due the therapies, assessments, interventions and other support plans in place,100% of all pupils make good progress in all Year Groups from Y1 to Y6 in reading, writing and maths.  There is little difference between the performance of disadvantaged and non-disadvantaged pupils, with a significantly higher number meeting *and exceeding* expected standards. Standards in GPS, Writing, maths and Reading improve at the end of KS2 |
| **C.** | Lack of school stability; there is a high level of Inward mobility with many new pupils having English as an additional language | 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. |
| **D.** | The number of children leaving Reception not at the expected standard is higher than National figures, despite evidence of progress being made in EYFS | % of children at age related by the end of year 1 increases to be AT LEAST in line with National Standards.  % of children passing the phonics test increases from 67% to 85% |
| **External Barriers** | |  |
| **E.** | Attendance is below national average | Attendance of all increases.  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.  PP attendance increases |
| **F.** | Lack of parental involvement; many pupils begin to fall behind due to a lack of support at home or poor absence levels. | The role of 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.  Homework is completed and returned due to the changes in approaches we have made here.  The number of children reading and home increases and so does the reading progress of these children. |
| **G.** | Limited experiences of areas and wider life beyond Salford | School has provided all of its children with a range of trips, visits and memory makers to increase their knowledge of the wider world. These events are exploited to help extend/inspire writing and topic work. Visits are not cancelled due to a lack of financial support from our families.  Older children have all been able to benefit from a residential trip irrespective of financial background  All children have opportunities to experience an enriched curriculum including higher achieving children. (eg extra music tution, increased sports provision) |
| **H** | Lack of aspiration – 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 | Decreasing evidence of police involvement with some pupils.  Increased evidence of participation in university-linked project. KS2 girls have high aspirations for their future. Pupils talk confidently about careers, education and future opportunities. |

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| **4.Plan including actions, expenditure and review dates 2017-18** | | | | | |
| **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 a speech and language therapist**:  1 Therapist in school on two days every week. They will carry out the following-  Initial assessments  Advice to teacher  Part of whole class program.  Interventions. | Speaking and listening skills are low on entry to EYFS. If children have poor speaking and listening skills they will be unable to access the wider curriculum and make other academic progress. | Termly tracking and half-termly pupil progress meetings. | HC – Assistant head and Communication lead | **Contribution to total salary of £15,000** | Aut :  SALT in place  Carrying out agreed work;  Liaising with SENCO and Communication lead  Spr : as above  Sum : As above |
| **A**.Upkeep standards of being a communication friendly school and gain status. | Success in other schools and research suggests a whole school approach to improving speech and language to be more powerful than just having therapy. | Staff training, staff meetings, learning walks, observations, half termly tracking of data. | HC – Assistant head and Communication lead | **£3000**  **towards training costs new staff and resources** | Aut : school to be assessed for CFS  Spr : School successfully gained CFS |
| **A.** Additional member of staff to deliver SALT interventions in reception and to improve outcomes for our most vulnerable children. | An additional teacher will accelerate progress for our most vulnerable children and allow smaller class size for our reception class. | Termly tracking and half-termly pupil progress meetings | HC – Assistant head and Communication lead | **Contribution of total, salary**  **£24,000** | Aut : Staffing enhanced but long-term sick of existing TA meant this was hard to implement  Spr : SALT work being led by a range of support staff  Sum : as above |
| **C.** Provide translation services for vulnerable families who have EAL. | Some families struggle to support their children at home due to a language barrier. Families will be able to support their children at home if they are able to communicate with their child’s school effectively. | Termly tracking and half-termly pupil progress meetings. Learning walks | HB – EAL Lead | **£5000** | Aut : School has worked with 6 families using this money  Spr : School has worked with a total of 11 families using this money  Sum : School has worked with 29 families using this money and the translation services |
| **B. Targeted intervention** throughout school activities for reading, writing, SALT and maths including set intervention programs and also additional time maximising gaps (fix it interventions) with teaching assistants. |  | Termly tracking and half-termly pupil progress meetings  Training on new interventions and therapies show impact due to clear entry and exit points. New equipment purchased is used effectively, maximising resource use. | SLT and all staff | **£10,000** |  |
| **B. Additional staff:** Strengthen numbers of staff in KS2 To raise attainment in all areas for vulnerable children and keep children from falling behind. | Our children respond differently to a range of teaching styles and classroom group. Extra staff ensure that children can be taught in different ways and in smaller groups. | Termly tracking and half-termly pupil progress meetings | SLT | **£32,000** |  |
| **B.** 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. | AR -Reading subject leaders. | **£2000** | End of year data shows that there has been an increase from 38% to 62% in the number of children who take books home and read on a regular basis.  Three sets of awards have been given out for reading plus one special event held to celebrate reading across the whole school |
| **B. PIXL** Subscription to KS2 PiXL Programme and employment of TA to deliver therapies.  School to identify Raising Standards Lead and deliver support to identified pupils both within, and external to, normal classroom lessons. | 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. | Termly tracking and half-termly pupil progress meetings. Learning walks | AR leading and SLT | **£21,000** | Aut: struggled to employ appropriate person; person in place from 3rd week Nov 2017  Spr : therapies in place and being delivered. Tracking shows good progress  Sum : As above’ 93% of pupils involved in the PiXL work did reach AREs in R, W and Ma |
| **B. 1:1 tuition**  Study Support, 1 to 1 tuition sessions and booster groups to take place in KS1 and KS2 (YEAR 2,5 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. | 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. | Termly tracking and half-termly pupil progress meetings. | SLT | **2 sets of tuition per PP child in year 2,5 and 6 is £57,800** | Aut : No tuition groups in place  Spr : 18 sets of 1 to 1 tuition groups in place and being run  Sum : 14 sets of 1 to 1 tuition groups in place and being run.  Data shows that 80% of pupils involved in KS2 tuition work did reach standard expected of them in R, W or Ma.  Less success in KS1.  Problems recruiting staff willing to do this type of work due to monitoring process. |
| **E.** Learning Mentor to support children and families to improve attendance and increase parental engagement. | Some children have low aspirations due to a lack of experience and knowledge for the wider world. Attendance levels are often low due to a lack of aspiration from the parent.  We need children to want to come to school in order for them to convince parents to bring them each day. | Weekly and termly tracking of attendance. | SD – learning mentor. | **Contribution of salary £20,000** |  |
| **E.** Some children are given free places at breakfast club. A new jumper and bag will be provided for any child new to school in receipt of pupil premium. | Ensures children have a good start to the day and are in on time and ready to learn.  Ensures cost of new uniform is not a barrier to learning. Every child in school will feel part of a community through the use of a shared uniform – no child will stand out due to financial problems at home. | Weekly and termly tracking of attendance. |  | **£10,000** |  |
| **F.**Workshops / drop ins for parents/carers set up termly. | 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. | Set dates and publicise well. Ensure all staff are well prepared. Monitor levels of engagement. | TD – Parental engagement lead | **£2,000** | Limited success due to absence of new parental engagement lead.  Only one set arranged for whole school; EYFS and Y2 held more than this.  New lead appointed Summer 2018. |
| **G.** Some trips and visits to be subsidised.  School to support families financially to allow their children to attend a range of trips, visits and special events. | Some pupils cannot access learning in school due to barriers at home or problems in their own personal life including financial difficulty.  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. | Book monitoring of writing. Termly tracking and half-termly pupil progress meetings. |  | **£17,000** | All money spent.  All classes involved in one memory maker during 17-18 |
| **G.** Extra-curricular activities are subsidised. Music lessons are subsidised for pupil premium children and higher achieving pupil premium children are targeted for this.  Sports clubs are also subsidised for our most vulnerable children. | 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.  Children will be able to partake in sports clubs and receive a balanced social curriculum. | Reports from MAPAS to see how well children are doing at music. | SO- Music subject leader  DM- PE lead | **£10,000** | In place;  Organised each term by BC  35 children have accessed this scheme between 17-18 |
| **H.** Arrangement of special incentive days to promote pupil thirst for progress and greater attainment, including University Initiative which encourages children to be part of After School Clubs and do things in their local area and Dare to be Different initiative to encourage girls to look at careers they might not have thought of before. | 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. | Regular monitoring. | NM – Dare to be different  SO- Children’s University Project | **£2,700** | University project successfully completed; evidence suggests however that more non-PPG pupils took part in this than PPG pupils; consideration to be made as to whether this will continue in 18/19 |
|  |  |  |  | **Total spend £236,500** |  |
|  |  |  |  | **Total PPG Allocation:**  **£239,140**  **CONTINGENCY RESERVES FOR INNOVATIVE PROJECTS:**  **£2,640** |  |

