

## Primrose Hill Pupil Premium Strategy Statement 2018-19



### 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.

## **Barriers to Learning**

Our school's typical barriers to learning are:

- Socio-economic disadvantage i.e poverty
- Broken family structures – family stress and low resilience
- Poor health and diet and/or high level of medical needs
- Parents with stressful occupations who work long hours or away from home for long periods of time.
- The behaviours of other children in the class.
- 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.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence and self-esteem.
- Attendance: Some children's attendance is low which will impact on their learning.
- Language delay or difficulties as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Loss and bereavement
- Trauma and other mental health issues in the family and/or child
- Special educational needs and disabilities

It must be noted that these barriers are Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress. The use of the Pupil Premium at Primrose Hill helps make a positive difference to our disadvantaged children, helping to combat their many barriers to learning and close the gaps in achievement so they do just as well as the other children.

## 1. Summary Information

<b>School</b>	Primrose Hill Community Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	Main PPG £231,000 + EYPP £4,040 Total <b>£235,040</b> <i>(a reduction of 2% since 2017-18)</i>	<b>Date of most recent PP Review (internal school review)</b>	31/07/2018
<b>Total number of pupils in school</b>	431 <i>(an increase of 6% since 2017-18)</i>	<b>Number of pupils eligible for PP</b>	YN – Y6 : 178  Inc 3 LAC and 2 Special Guardianship  (44% of the school)	<b>Date for next Strategy Review</b>	1/09/2018



## 2. Barriers to future attainment

### Identified Internal Barriers To Learning

<b>A</b>	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>B</b>	Progress made by the end of each Key Stage is insufficient, with evidence showing that there is a difference between the performances of disadvantaged children at the end of KS1 and KS2 when compared to their non-disadvantaged peers – however this gap decreased significantly for KS2 pupils in 2018
<b>C</b>	Lack of school stability; there is a high level of Inward and outward mobility with many new pupils having English as an additional language
<b>D</b>	The number of children leaving Reception not at the expected standard is higher than National figures, despite evidence of progress being made in EYFS and in increase in the number of pupils achieving GLD in 2018

### External Barriers To Learning & Future Success

<b>E</b>	Attendance below national average for disadvantaged pupils Persistent absenteeism is high.
<b>F</b>	Low parental engagement shown by some families; response to home-reading, homework and attendance at meetings is lower than expected.
<b>G</b>	Limited experiences of areas and wider life beyond Salford
<b>H</b>	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



3. Outcomes		Success criteria
In-school barriers		
<b>A.</b>	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>% achieving GLD: all :75%</p> <p>Number of referrals to SaLT reduces from Yr 1 onwards.</p> <p>Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work.</p> <p>Results in Expressive Arts &amp; Design (EAD) increases and pupils converse freely and confidently with their peers and other adults.</p>
<b>B.</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 KS1 when compared to their non-disadvantaged peers.  Improvements have been made to reduce the difference between disadvantaged and non-disadvantaged pupils at the end of KS2	<p>Due the therapies, assessments, interventions 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.</p> <p>There is little difference between the performance of disadvantaged and non-disadvantaged pupils, with a significantly higher number meeting <i>and exceeding</i> expected standards. 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>
<b>C.</b>	Lack of school stability; there is a high level of Inward mobility with many new pupils having English as an additional language	<p>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.</p> <p>Support for children new to the school is strong, this helps increase the rate of progress.</p>
<b>D.</b>	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 81% to 85%
<b>External Barriers</b>		
<b>E.</b>	Attendance is below national average The number of persistent absentees is higher than the 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
<b>F.</b>	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 the new 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.
<b>G.</b>	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. 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. 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 tuition, increased sports provision, after-school clubs are offered for free to PPG students.)

<b>H</b>	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. Links to other educational establishments as secured and exploited. Parents show more interest in their child's education; they begin to speak about their ambitions for them. School begins to trial a project with FACT through the use of a school careers day.
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# Pupil Premium Action Plan 2018-19

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
<p><b>A. Employ a speech and language therapist:</b> 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.</p>	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	<b>Contribution to total salary of £15,000</b>	Aut : SALT in place Carrying out agreed work; Liaising with SENCO and Communication lead
<p><b>A.</b> Upkeep standards of being a communication friendly school and gain status.</p>	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	<b>£3000 towards training costs new staff and resources</b>	Aut : school to be re-assessed for CFS
<p><b>A.</b> Additional member of staff to deliver SALT interventions in reception and to improve outcomes for our most vulnerable children.</p>	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	<b>Contribution of total, salary £24,000</b>	Aut : Staffing enhanced to 1 to 12 in Rec, 1 to 9 in Nursery  School in process of securing 1 further adult in Recep
<p><b>C.</b> Provide translation services for vulnerable families who have EAL.</p>	Some families struggle to support their children at home due to a language barrier. Families will be able to support their	Termly tracking and half-termly pupil progress meetings. Learning walks	HB – EAL Lead	<b>£5000</b>	Aut : School has worked with 12 families using this money

	children at home if they are able to communicate with their child's school effectively.				
<b>B. Targeted intervention</b> 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	<b>£12,000</b>	Aut: Interventions in KS1 and KS2 have taken place; this has affected 18 pupils in receipt of PPG
<b>B. Additional staff:</b> 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	<b>£36,000</b>	Aut: Staff in post
<b>B. Reading initiative</b> 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.	<b>£2000</b>	
<b>B. PiXL</b> 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	<b>£18,000</b>	Aut: staff in place; subscription purchased. PiXL therapies being implemented 3 afternoons per week
<b>B. PiXL 1 School to look into PiXL 1 project – aimed at KS1 pupils</b>	2018 evidence shows gap between performance of PPG and non-PPG pupils	Visit PiXL 1 school. Evaluate PiXL 1 materials.	HB	<b>£1500</b>	

	at the end of KS1 in R, W and Ma. This needs to be addressed				
<b>B. 1:1 tuition</b> Study Support, 1 to 1 tuition sessions and booster groups to take place in KS1 and KS2 (YEAR 1, 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	<b>2 sets of tuition per PP child in year 1, 2,5 and 6 is £20,000</b>	Aut : 4 tuition groups in place
<b>E.</b> 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.	<b>Contribution of salary £20,000</b>	
<b>E.</b> 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	Weekly and termly tracking of attendance.		<b>£10,000</b>	

<p>PPG pupils will not be expected to pay for any after-school clubs</p>	<p>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. All children will be able to take part in at least one after-school club each year without worrying about the cost of this</p>				
<p><b>F.</b>Workshops / drop ins for parents/carers set up termly.</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>Set dates and publicise well. Ensure all staff are well prepared. Monitor levels of engagement.</p>	<p>KMac – Parental engagement lead</p>	<p><b>£3,000</b></p>	<p>Aut: New lead appointed Summer 2018. First parent workshop offered Dec 2018</p>
<p><b>G.</b> 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.</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</p>	<p>Book monitoring of writing. Termly tracking and half-termly pupil progress meetings.</p>		<p><b>£13,000</b></p>	

	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.				
<b>G.</b> 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; any kit needed to take part in these activities will be paid for by the school.	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.  Reports from sports lead shows the number of pupils in receipt of the PP taking part in the events	SEG- Music subject leader  DM- PE lead	<b>£12,000</b>	
<b>H.</b> Arrangement of special 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.	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  KC – arrangement of special days via British Values work	<b>£2,000</b>	
<b>B. F. H. Purchase of iPads and laptops to allow pupils a chance to work</b>	Some pupils are unable to access work at home due	Regular monitoring	JS LeeA	Purchase of 60 new pieces of hardware,	

<p><b>at home using equipment they might not normally have access to. They will be able to use these for one full term; pupils who show an improvement in standards of achievement/progress will be allowed to keep these items for longer.</b></p>	<p>to limited availability of relevant technology.</p>			<p>average cost of £250 per unit. <b>£15,000</b></p>	
				<p><b>Total spend £225,000</b></p>	
				<p><b>Total PPG Allocation: £235,040</b></p> <p><b>CONTINGENCY RESERVES FOR INNOVATIVE PROJECTS: £10,040</b></p>	

## How will we measure the impact?

We will measure the impact of the pupil premium spending by carefully monitoring and tracking the progress every pupil makes. We will compare baseline and exit data of prime and specific areas of learning, paying particular attention to the characteristics of effective learning. This will involve individualised target setting, teacher observations and photographic evidence for EYFS pupils. For Key stage 1 and 2, we will track the progress pupils make in their Year 1 phonics screening tests, Year 2 and 6 scaled scores and Reading, Spelling and Mathematics test scores for years 1-6. We will compare this progress with national scores and percentages. Following half termly teacher assessments, raising attainment plan meetings show the impact pupils have made in Reading, Writing and Maths and identify areas of focus and improvement. Termly assessments show impact pupils have made in all other subjects; these are sent out to parents at the end of each term. Individual case studies outline changes in attitude, effort levels, emotional development and social interaction as well as academic achievements. Pre and post learning challenges in all subjects show small and large steps of progress. Pupil and parent voice questionnaires provide written explanations and examples of the impact.