

# Pupil premium strategy statement – Primrose Hill Primary School

## PART ONE 2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils, in the academic year 2024-2025.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	493
Proportion (%) of pupil premium eligible pupils	49% (No. of pupils 244)
Academic year/years that our current pupil premium strategy plan covers	2024-2027 <b>Year 1</b> <b>2024-2025</b>
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	N. Marshall and the Governing Board
Pupil premium lead	L. Collins
Governor lead	A. Fearn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312, 409
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£312, 409</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **Objectives**

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 all children eligible for this funding are performing at least as well as their non-ppg peers. It is intended to improve outcomes for pupils with ppg.

### **How does our plan work to achieve those objectives?**

This plan has been written by the senior leaders, in consultation with staff and Governors, and forms a core part of the School Development Plan. Regular planned reviews throughout the year during the 3 years this strategy is in place will allow the school to review progress towards achieving our intended goals and refine and adjust our planned strategy as needed. We aim to meet our core objectives by allocating the pupil premium fund effectively to address the identified challenges, detailed below, specific to our school community, and cohorts.

We will use data and evidence throughout our reviews to ensure this funding is well directed and effectively used. Our plan aims to improve the progress of disadvantaged pupils through high quality teaching and learning, focusing on effective recruitment, strong leadership who will model and support quality first teaching and a clear cycle of assessment and feedback and improvement for pupils. It will also have effective use of data as a key principle, so that no pupil is left behind. There is a clear cycle of assessment, and that assessment is shared with all stakeholders and staff in addressing progress and planned interventions. Our plan will also address how to engage parents more effectively and provide further curriculum enrichment to increase cultural capital and raise aspirations.

### **Key principles**

The principles that outline our plan are below. This is a tiered approach which carefully balances our approach to improving teaching, targeted academic support and wider strategies.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Language delay or communication, as identified by a Speech and Language Therapist which leads to social communication difficulties particularly in EYFS. This causes difficulties in reading and writing and can negatively impact behaviour. WELLCOMM on entry assessments show less than 20% of children have the expected language and communication skills on entry to Nursery.
2	Pupil premium children achieved lower than their peers at the end of Reception in language and communication areas including early phonics and reading. Pupil premium children also achieved below their peers in the Y1 phonic check.
3	A high proportion of pupil premium pupils are on the SEND register or are EAL
4	Mobility and attendance. Some children's attendance is low which impacts on learning. There is a high level of inward and outward mobility. Many new pupils are New to English which creates additional challenges and results in children needing extra support and resources.
5	Pupil and parental engagement with home learning and reading is low.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																									
Improve communication skills in EYFS and KS1	<p>GLD data shows pupil premium pupils achieve in line with their peers in early language and communication areas.</p> <p><b><u>Starting points Y1 2024-2025</u></b></p> <table border="1"> <thead> <tr> <th>GLD</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> </thead> <tbody> <tr> <td>ALL/PPG</td> <td>51% / 38%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>School makes effective use of extra investment in SALT support and WELLCOMM to identify and support pupils who need additional support to make good progress.</p> <p><b><u>Starting points Year 1 2024-2025</u></b></p> <table border="1"> <thead> <tr> <th>WELLCOMM</th> <th>Sept 24</th> <th>July 25</th> <th>Sept 25</th> <th>July 26</th> </tr> </thead> <tbody> <tr> <td>Yr Nursery (45)</td> <td>14%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Yr Reception (67)</td> <td>29%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	GLD	July 24	July 25	July 26	July 27	ALL/PPG	51% / 38%				WELLCOMM	Sept 24	July 25	Sept 25	July 26	Yr Nursery (45)	14%				Yr Reception (67)	29%			
GLD	July 24	July 25	July 26	July 27																						
ALL/PPG	51% / 38%																									
WELLCOMM	Sept 24	July 25	Sept 25	July 26																						
Yr Nursery (45)	14%																									
Yr Reception (67)	29%																									

<p>To raise attainment in reading and phonics for pupil premium pupils in KS1</p>	<p>Pupil premium pupils will achieve in line with their peers in the Y1 phonics check and Y2 phonics recheck. . Assessment data is closely tracked and used to identify and support pupils needing additional support.</p> <p><b><u>Starting points Year 1 2024-2025</u></b></p> <table border="1" data-bbox="580 439 1398 562"> <thead> <tr> <th>PSC</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> </thead> <tbody> <tr> <td>Y1 all /ppg</td> <td>62% / 44%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2 all/ppg</td> <td>86% / 38%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	PSC	July 24	July 25	July 26	July 27	Y1 all /ppg	62% / 44%				Y2 all/ppg	86% / 38%			
PSC	July 24	July 25	July 26	July 27												
Y1 all /ppg	62% / 44%															
Y2 all/ppg	86% / 38%															
<p>To improve outcomes for ppg that are on the SEND register or are EAL.</p>	<p>All staff are confident in adapting the curriculum to meet the needs of SEND and EAL pupils. As of December 2024, 60% of pupils with SEND are also in receipt of PPG. 27% of all EAL pupils are PPG. Evidence from monitoring - learning walks, book looks, pupil voice, parent feedback and pupil progress tracking supports this.</p>															
<p>To improve attendance rates of pupil premium pupils</p>	<p>Attendance rates of all pupils' increases and ppg pupils are in line with their peers. Pupil premium pupils arrive on time and ready to learn. Attendance is tracked closely and those pupils falling into persistent absence / will be supported by our attendance team.</p> <p><b><u>Starting points Year 1 2024 -2025</u></b></p> <table border="1" data-bbox="580 1196 1414 1364"> <thead> <tr> <th>Attendance</th> <th>July 24</th> <th>July 25</th> <th>July 26</th> <th>July 27</th> </tr> </thead> <tbody> <tr> <td>All / PPG</td> <td>93.2% / 91.2%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Persistent absence ALL / PPG</td> <td>28% / 29%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Attendance	July 24	July 25	July 26	July 27	All / PPG	93.2% / 91.2%				Persistent absence ALL / PPG	28% / 29%			
Attendance	July 24	July 25	July 26	July 27												
All / PPG	93.2% / 91.2%															
Persistent absence ALL / PPG	28% / 29%															
<p>Provide wider opportunities to pupil premium pupils through subsidising costs of attending such activities</p> <p>Families of PPG pupils understand the key role they play in the education of their children.</p>	<p>All pupil premium pupils will be encouraged to attend after school clubs Y6 pupil premium pupils have access to the residential trip All pupil premium pupils have opportunities to experience an enriched curriculum, including learning an instrument, sports opportunities, workshops and visits.</p> <p>High engagement in class workshops, parent meetings and after school tuition. Home learning engagement is tracked by leaders and shows no differences between PPG pupils and their peers in completion. Take up of classes, workshops and parent engagement will be tracked.</p>															

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £118, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Pedagogical expertise, curriculum assessment. In some cases, this may include the selection of high-quality curriculum development, and the purposeful use of Schools should focus on building teacher knowledge and materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF’s <a href="#">guidance reports</a> offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The <a href="#">EEF Toolkit</a> includes summaries of the best available evidence on approaches.</li> <li>• Evidence Based Education’s <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>• Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The <a href="#">EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’</a> summarises the evidence for teachers.</li> </ul>	<p>1,2,3,5</p>
<p>English Leads to deliver staff training on Phonics and Reading Lesson planning in order to ensure that all pupils are being challenged at an appropriate level.</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that</p>	<p>1,2,3,5</p>

<p>This work will be supported by external providers, such as the Lacey Green Hub as CPD for leaders in a regular ongoing collaborative way that focuses on and drives higher outcomes.</p> <p>Developing whole-staff awareness of assessment data and this can be more effectively used to identify and target effective support.</p>	<p>includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">The EEF Toolkit and guidance reports.</a></li> <li>• The EEF's '<a href="#">Effective Professional Development</a>' guidance report offers support in designing and delivering PD and selecting external PD.</li> <li>• The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as '<a href="#">Considering a balanced design</a>', and more here.</li> </ul> <p>EEF Reading Comprehension Strategies:</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p>	
--	---	--

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

***Budgeted cost: £112,000***

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Interventions to support language development, literacy, and numeracy</p> <p>We will do this by:</p> <p>Offering a range of Out-of-school tutoring sessions to help secure standards in R, W and Maths across the whole school.</p> <p>A clear focus on support for phonics in KS1 through the engagement of Lacey Green Hub to support phonics CPD and support for leaders and staff. DHT and AHT to lead staff training and interventions.</p> <p>A clear focus on support for reading and maths for Y6 through the non-class based support of the AHT.</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's '<a href="#">Selecting Interventions</a>' tool offers evidence-informed guidance to select an apt programme.</li> <li>• The EEF has dedicated web pages on effective approaches to support <a href="#">literacy and numeracy</a>.</li> </ul>	<p>1,2,3,5</p>
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND.</p> <p>We will do this by:</p> <p>Providing a non-teaching SENDCo</p> <p>Ensuring that all SEND pupils have the right support and resources in order to help them thrive and achieve.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on <a href="#">Special Educational Needs in Mainstream Schools</a> includes 5 evidence based recommendations to support pupils with SEND</p>	<p>3</p>
<p>One to one and small group tuition.</p> <p>We will do this by:</p> <p>Using our own staff to run out of school tuition groups in order to help identified pupils meet,</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Supporting resources:</p>	<p>1,2,3</p>

<p>and exceed, age-expected standards.</p> <p>Enhancing the number of support assistants we employ in school to ensure support can be put in place for key groups of pupils and that interventions can be run</p>	<ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Making the Best Use of Teaching Assistants</a> includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</li> <li>• The EEF Toolkit has a strand on <a href="#">teaching assistant interventions</a>.</li> </ul> <p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">one to one tuition and small group tuition</a>.</li> </ul>	
---	---	--

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £82,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>We will do this by:</p> <p>Offering Place2Be and Caritas counselling services</p> <p>Learning mentor in place to support pupils with SEMH working closely with SENDCO and attendance team.</p> <p>Providing a range of well-being events throughout the year.</p> <p>Promoting a positive mind-set</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Improving Social and Emotional Learning in Primary Schools</a> includes 5 core competencies to be taught explicitly.</li> <li>• The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</li> </ul> <p>The EEF Toolkit has a strand on <a href="#">social and emotional learning and</a></p>	<p>3,4,5,</p>

<p>Named staff for pupil, parent and staff wellbeing</p>	<p><a href="#">behaviour interventions</a></p>	
<p>Supporting attendance We will do this by: Employing the skills of an EWO to help support school one day per week. Introduce a range of initiatives to help support good attendance and punctuality to help incentivise and motivate.  Offering a range of out of school clubs, all of which will be free – with all materials and resources/equipment provided - to ensure that everyone can access these Use the PPG to help support the main school budget to help offer a series of memory-makers to support and enhance learning for all and to allow costs which are passed on to families are kept to a very low level.  Breakfast clubs and meal provision.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on '<a href="#">Working with Parents to Support Children's Learning</a>' includes a focus on offering more intensive support, which can include approaches to support attendance.  Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on <a href="#">arts participation</a>.  There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p>	<p>4,5</p>
<p>Communicating with and supporting parents  We will do this by:  Offering a range of parent and carer workshops Running Parent and carer drop in sessions and training events. Offering Family engagement sessions</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.  Supporting resources: • The EEF Toolkit has a strand on <a href="#">parental engagement</a>.  • The EEF guidance report on '<a href="#">Working with Parents to Support</a></p>	<p>2,4,5</p>

Providing a family engagement lead Increasing capacity to the attendance and safeguarding teams to support the most vulnerable	<a href="#">Children's Learning'</a> offers practical approaches and insights for communicating and supporting parents.	
---	---	--

**Total budgeted cost: £312, 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The information below details progress from the final year of the previous Pupil Premium Strategy plan (2021-2024) and is for the academic year 2023-2024.

***Intended outcome 1: For children to be able to speak and communicate effectively with their peers and with other adults.***

School has invested in additional SALT support and the staff training in WELLCOMM in order to meet the increasing demands of pupils entering school with very low levels of communication skills. This year saw additional challenges presented by a 'bulge' class taking our numbers in Reception to 90.

The percentage of children achieving GLD at the end of Reception was 51%. This was a drop from our previous year of 71%. 38%.of pupils with PPG achieved GLD. A high number of children with PPG have SEND needs, **hence the continued need for focus on this intended outcome and the continued investment in a high number of additional support from SALT.**

#### Review points 2023-2024

WELLCOMM	Sept 23	July 24	Sept 24
Yr Nursery (45)	31%	55%	14%
Yr Reception	42% (90chn)	43%	29% (67 chn)

***Intended outcome 2: For attendance rates for children in receipt of the PPG to be at least in line with national averages.***

Attendance for the school in 2023-2024 was 93.2%. This puts the school in the lowest 10% of all schools in England and Wales.

137 pupils met the threshold for persistent absence, of which 73 were pupils in receipt of PPG (53.2%). Whilst it appears the numbers of pupil premium pupils who are persistently absent are broadly in line with their non-ppg peers, **the attendance data is low and will remain a focus for all pupils. More ppg pupils had an attendance of less than 80% when compared to their non-ppg peers. (73% ppg pupils and 27% non-ppg).**

**Intended outcome 3: For all PPG pupils to perform as well as their non-PPG peers in all year groups and phases of their school life.**

Below are the outcomes from assessments conducted in May/June 2024.

## EYFS GLD

GLD	July 24
Reception all	51%
Reception PPG	38%

Areas that were lower performing were in listening, speaking and understanding, word reading, and writing. Only 37% of PPG children achieved All Prime Learning Goals. WELLCOMM data for Reception in Sept 23 showed 42% had the communication skills needed for school.

## Phonics

Phonics	July 24	July 25	July 26	July 27
Year 1 ALL	62%			
Year 1 PPG	44%			
Y2 ALL	86%			
Y2 PPG	38% *			

Evidence suggests PPG pupils have more difficulties with phonics than their peers, which negatively impacts their reading and writing development. \* Y2 ppg represents 8 pupils of which 2 have an ECHP for learning delays.

## KS2

KS2	July 24
Reading All/PPG	52% / 53%
Writing All/PPG	73% / 70%
Maths All/PPG	78% / 77%
Combined All/PPG	56% / 54%

At end of KS2, PPG pupils are broadly in line with their peers.

**Intended outcome 4: For all PPG pupils to have the same experiences and opportunities as offered to their non-PPG peers.**

All children were given the same opportunities during the 2023-2024 academic year. There was no difference in offer and school used its budget to ensure that all children had the same experiences and were provided with the same provision. This included theatre workshops at the Lowry, a residential week for Y6 (Lledr Hall) for all pupils who wanted to attend, Y4 cooking project at Ordsall Hall as examples.

***Intended outcome 5: 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.***

As in other years, Primrose Hill ran a successful series of parent and carer workshops and family drop in sessions. This series of events focuses on (a) some social interaction between child and family, working together on a craft or art project and (b) a time for parent/carer to look at the work being produced by their child and speak to their teacher about any areas of success or further focus.

Families are also sent curriculum updates every half term and are given a written report of their child's progress, effort and achievement at the end of every term. In addition to this, all parents are sent copies of their child's 'Attitude to Learning' and 'Characteristics of Learning' targets and are shown ways of supporting them at home.

Any parent who does not appear to be engaging with this work is contacted via dojo message or letter to see if there are any problems. Data suggests that there is no difference between disadvantaged and non-disadvantaged families.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Place2be	<a href="https://www.place2be.org.uk/about-us/impact-and-evidence/">https://www.place2be.org.uk/about-us/impact-and-evidence/</a>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A