

Pupil premium strategy statement (primary)

1. Summary information					
School	Mill Hill Primary School				
Academic Year	2020-21	Total PP budget	£97,525	Date of most recent PP Review	September 2020
Total number of pupils	187	Number of pupils eligible for PP	63	Date for next internal review of this strategy	February 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupil Premium pupils not attaining as well as Non Pupil Premium pupils.
B.	Low starting points for some Y2 and Y6 pupils.
C.	Children with multiple vulnerabilities e.g. PP and other needs e.g. SEMH, SEN, EAL.
D.	Resilience of pupils in lessons and understanding of aspirations.
E.	Opportunities for children to self-regulate their own behaviour and be aware of consequences.
F.	Poor language skills and vocabulary on entry.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Cov-id 19 pandemic and 6 months no schooling for some children, this links to poor attendance for those who feel the school is not safe.
B	Parents engagement with learning and having the skills/ support their child.
C	Parents unable to financially support their child.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between PP and Non PP pupils to close - enable pupils to keep up not catch up.	Internal data shows that the gap is closing.
B.	Attainment for all will rise.	Internal data shows attainment is improving.
C.	Children with multiple vulnerabilities gap will close.	Gap closing between groups.
D.	Improved pupil resilience and children trying harder worker sooner in lessons.	Pupils know what makes a good learner, improved stamina against expectations and children wanting to be on task.
E.	Children to have strategies to support them in regulating their behaviour and are able to talk about it.	Children feel there is someone in school to help them if they need help and have strategies to support themselves.
F.	Improved taught vocabulary sessions and children using more taught words.	Children using new language un their writing and rehearsal.

5. Planned expenditure					
Academic year	2020-2021				Total spend £97,810
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?
(A) The gap between PP and Non-PP pupils to close - Enable pupils to keep up not catch up (B) Attainment for all will rise	SLT to improve teaching through a targeted review. Planned mapped high quality CPD for all staff working with children based on quality first teaching. Catch up curriculum for children with starting points for each child. Target grids introduced for SEN/PP children which are manageable. Catch up teacher to help close the gap.	SLT to focus on areas where teaching can be developed identified from whole school monitoring. Leaders to put in a support package for 6 weeks which success criteria shared. Focus for CPD is the most important thing that has the biggest impact on improving practice. Hampshire Catch up curriculums have been carefully written by advisors and thought through which we will follow. If children’s misconceptions are addressed quickly ideally that day, then it can impact on progress. Teacher to work with KS2 to fill gaps.	SLT to write timeline which clearly sets out expectations. Ensure we follow the plan. Hampshire leadership sessions will focus on this. Weeks timetabled in by catch up teacher with subject area.	SLT DHT DHT/HT DHT	Morning a week for INCO/DHT/HT for each half term (autumn) £15,640 Review half termly DHT pm - £28, 778 Course advisor £600
(C) Children with multiple vulnerabilities e.g. PP and other needs e.g. SEMH, SEN, EAL	Rigorous monitoring of target children to ensure all learners make progress. Pupil progress meetings with all professionals	Timetabled meetings with clear expectations of meetings. All SLT to be involved so that information is not repeated.	Timetabled meetings with clear expectations of meetings. All SLT to be involved so that information is not repeated.	DHT/ HT/ INCo	10 weeks for cohort profiling 1 hour of DHT/HT/SENCo x 4 £21,896

(D) Improved pupil resilience and children trying harder worker sooner in lessons.	Focus week on what makes a good learner and how to be resilient. Displays in class and assemblies focused on aspirations. Quality texts in the curriculum. Reading texts linked to key themes to motivate learners.	Children need to be ready to learn so they can make progress.	Whole school initiative for first 2 weeks. Displays to be checked after first 2 weeks and texts purchased for classes.	CT	First 2 weeks. Pupil conference for child's view. £1596
(F) Improved taught vocabulary sessions and children using more taught words.	Training for in class support. Buy language link and train LSAs accordingly. BPVS vocabulary testing for groups of children at strategic points through the year to monitor and track progress.	Staff understand the reasons for doing things if they have additional training and expertise.	Regular monitoring of the vocabulary taught.	English lead. Inclusion lead	Training from English advisor for one morning. £600 Monitoring. £1596
That children have positive outlooks on life after the pandemic.	Wellbeing activities at the start and end of the day. Bubble approach for the day with set adults and children. Bubble time. Catch up curriculum. Routines and expectation priority in the SIP.	Children need to be given the opportunity to be settled and have strategies to help their mental health.	Planned and timetable wellbeing/mindfulness time and PSHE curriculum will support this approach as well as link with the SIP.	Inco lead, PSHE lead	On going. PSHE scarf curriculum cost. £345.00 Monitoring £1596
Total budgeted cost					£72,647
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost?

(B) Attainment for all will rise Children with multiple vulnerabilities gap will close	8.30am pastoral and academic support Targeted teaching Specific resources e.g. EAL, school counsellor, ELSA time	Identifying the right step for every child at the appropriate stage is key to a child's success.	Clear analysing of data in cohort profiling meeting and social issues with a timescale.	INCo/ HT	Data drops x 10 weeks Half termly Afternoons of ELSA and ELSA training £5404.00 £525 Counsellor £4680 4 LSA x 4 daily 10 mins £1522x 5 £7610
(E) Children to have strategies to support them in regulating their behaviour and are able to talk about it.	Individual plans Behaviour steps mapped out Intervention for some Work with professionals for support Outreach for strategies	Children need support at every level and early identification and analysing from the timetabled meetings. Different advice for knowledgeable people will help move things forward quickly.	Scheduled behaviour meetings with key roles from HSLW, INCo and DHT.	HSLW INCo DHT	Monthly meetings £4168 HSLW- £1325
For children whose parents cannot financially support them to have the same opportunities and experiences.	Venn diagram to show support for PP children Involve in 'Listen to me' sessions Support to may for residential experiences	Ensure children get all the support they need to thrive. For parents to be supported fully in order for their child to access the curriculum.	Mapped out by Inco and reviewed regularly. Music coordinator to monitor the sessions.	HSLW Inco HT	On going 'Listen to me' for the year £1460
Total budgeted cost					£25163
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Cost

For children to be given area of responsibility to develop self-esteem and self-worth.	Children to be selected for roles in school at least in line with non-pupil premium. E.g. house captains and Head boy/ girl; children targeted for particular clubs.	Children need a sense of pride and purpose so this will help to raise aspirations for this group.	To have a mindset change to bring pupil premium children to the forefront of staff's minds and to track these throughout.	Inclusion lead/ Class teachers	February 2021
Total budgeted cost					Within costs above

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To continue to close the gap and therefore improve outcomes at the end of key stages.	7 classes for a school which is not full.	No data from 2020 due to Cov-id	We have more children now and won't be able to mix any classes due to the numbers in school. This is no longer a pupil premium strategy but will look at 1 LSA per class instead.	Ongoing to check numbers. £40, 574
To improve teaching and learning in the school so all teaching is always good and better.	Teaching and learning lead a morning a week to improve teaching.	No impact data from 2020 due to Covid-19	This will continue but will be targeted in line with the pupil premium meetings and half terms. CPD grid kept showing impact of the work. Before and after. Reviewed after the work has stopped too to see it embedded.	Half termly the DHT will work with 2 teachers. DHT x 2 mornings £6221 x 2= £12,442

To ensure staff know the pedagogy behind good teaching and learning so that it improves.	High quality CPD for all staff working with children based on quality first teaching.	A cycle was planned out and followed for the staff to improve.	This approach will continue with a targeted cycle, a layer of individual and bespoke support as well a link with performance management so the staff have their own drive to be the best.	Regular monitoring through calendar
To ensure all groups make progress and do not impact on the class dynamics as a whole.	Rigorous monitoring of target children to ensure all learners make progress. Tracking of the new children to the school and ensure the balance of the class is not altered.	Successful as not as many children joined but a good relationship with the parents helped.	We will track the new children, but it is not as demanding as before. New child- HT/DHT/SENCo will give the key paperwork over to be filled in.	DHT time as above
To reduce barriers to learning caused by emotional issues.	Introduction of mindfulness strategies for children so they can learn.	Early days- did not achieved what we wanted but during lockdown developed strategies with the children in school to help them settle and detach from carers and finish the day in a positive,	This will continue and be developed.	SENCO time for 1 day £9787

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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure learners are able to learn new skills in other areas that English and maths.	Listen to me for classes with high PP and those who had not had it. All classes y1 to have it over 2-year cycle.	Absolutely enjoyed by the PP children as some children do not strive in the academic lessons. Positive feedback from children and parents about the experience.	Will continue in 20/21 All classes have had an experience planned but will look at class percentages.	Termly 1 hour teacher time £92 L2M cost- £1440
To ensure all learners come into school ready to learn and access the curriculum.	8.30am intervention group for pastoral and social needs	Began to show impact with particularly children but finished before the year was up due to the pandemic.	Will continue slowly after the pandemic. Will keep list of the PP children taking part.	CPM meetings LSA x 4 daily 10 mins £1522 Teachers x 5 daily 10 mins £958
To ensure all learners needs are met so they can make progress by trained professionals.	SENCo to deliver bespoke interventions for children with mixed vulnerabilities. L3 assistant to lead social skill groups HSLW to provide small groups for Lego therapy School counsellor to provide 1: 1 sessions	EHCP sessions worked well so children could meet their next steps.	To continue this specialised provision but evaluation for children taking part in social groups. Clearer identification.	SENCo time x half day a week £4894 HSLW for morning £9756 L3 x 2 hours a week £1315
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To ensure attendance for the PA's improve.	HSLW to alter timetable to ensure she is able to support and challenge parents with attendance.	Timetable was so much more successful with an opportunity to talk to the parents in the morning and approach them first thing.	HSLW to attend courses and support the child from earlier step. New HSLW to take over SIMS.	On going monitoring by HT
To ensure the children with mixed vulnerabilities make progress.	SENCo to meet regularly with PP parents to ensure their child makes progress both socially and academically.	This did not happen	SENCo to map out the children on the list and who receives different support.	1 hour a week £1507 On going/PBS

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk