Pupil premium strategy statement (primary)

1. Summary information					
School	Mill Hill Primary School				
Academic Year	2019-20	**Total PP budget**	£79,080	**Date of most recent PP Review**	September 2019
Total number of pupils	180	**Number of pupils eligible for PP**	60	**Date for next internal review of this strategy**	February 2020

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP*
% achieving in reading, writing and maths	43.3%	66.7%
% making progress in reading	55%	65.4%
% making progress in writing	51.7%	64.1%
% making progress in maths	53.3%	64.1%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Pupil Premium pupils not attaining as well as Non Pupil Premium pupils
B.	Low starting points for some Y6 pupils
C.	Children with multiple vulnerabilities e.g. PP and other needs eg SEMH, SEN, EAL
D.	Resilience of pupils in lessons
E.	Opportunities for children to self regulate their own behaviour and mange feelings
F.	New children joining regularly- mobility and children not on track
External barriers *(issues which also require action outside school, such as low attendance rates)*	
A.	PA rates high

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
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.	Improved Y3/4/5 attainment	Internal data shows that Y3/4/5 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 develop a growth mind set enabling improved stamina against increased expectations
E.	Children to have strategies to support them in regulating their behaviour and are able to talk about it.	Investment in high quality challenge resources enable refined task design to meet specific needs
F.	New children assessed and not impacting on standards in class or caught up quickly	Classes full, new children on track for EOY standard

5. Planned expenditure					
Academic year	**2019-2020**				**Total spend £88,947**
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?**
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.	Children will be taught in classes with a higher ratio of adults to pupil. Staff can identify any misconceptions and address them quickly.	Review the impact of adults in the classroom.	HT	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.	Teaching and learning lead to focus on areas where teaching can be developed identified from whole school monitoring. Lead to put in a support package for 6 weeks which success criteria shared.	Teaching and learning lead to write timeline which clearly sets out expectations.	DHT	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.	Staff will understand what good teaching looks like if they improve their pedagogy and are given opportunities to practice their skills. CPD for all is prioritised.	CPD reviewed regularly and monitored for impact.	SLT	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.	Mobility is a huge issue at the school and we need to ensure we very carefully track all learners.	CPM meetings regularly 4 data points a year.	SLT	DHT time as above

To reduce barriers to learning caused by emotional issues.	Introduction of mindfulness strategies for children so they can learn.	Children and society are suffering from more mental health issues. We need to ensure children are aware of their feelings and we give them time and support in class to recognise these.	INSET day after Xmas and follow up sessions. Mental Health day.	SENCo	SENCO time for 1 day £9787
				Total budgeted cost	£62,803

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?
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.	Children who struggle academically often learn more practical skills easier which help them to make connections with their learning.	Monitor the impact through concerts, sessions and parent feedback.	Music lead	Termly 1 hour teacher time £92 L2M cost- £1440
To ensure all learners come in to school ready to learn and access the curriculum.	8.30am intervention group for pastoral and social needs	Teachers are highly qualified to teach children who find learning trickier so if they spend more time with the teacher they should make more rapid progress.	Regular monitoring of the correct children and impact in the lessons and outcomes.	SLT/ HT	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 and wellbeing groups	Some children need specialised provision and more intense support so skilled workers will be working with them.	To be monitored regularly and ensure we have the right children identified which is having a positive impact on learning.	SENCo	SENCo time x half day a week £4894 HSLW for morning £9756 L3 x 2 hours a week £1315 School counsellor 3hours per week £4560
				Total budgeted cost	£24,537

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?**
To ensure attendance for the PA's improve.	HSLW to alter timetable to ensure she is able to support and challenge parents with attendance.	More parents are available in the morning and can be caught first thing for informal chats. If children are not in school the HSLW can make these phone calls as soon as possible.	HSLW to phone and prioritise phone calls first thing in the morning	HSLW	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.	The most vulnerable parents would benefit from face to face meetings.	SENCo to have script to follow regularly	SENCo	1 hour a week £1507 On going/PBS
				Total budgeted cost	£1507

<table>
<tr><th colspan="5">6. Review of expenditure</th></tr>
<tr><th colspan="2">Previous Academic Year</th><th colspan="3">2018-19</th></tr>
<tr><th colspan="5">i. Quality of teaching for all</th></tr>
<tr><th>Desired outcome</th><th>Chosen action/approach</th><th>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</th><th>Lessons learned
(and whether you will continue with this approach)</th><th>Cost</th></tr>
<tr><td>To diminish the difference in progress for pupils who receive the Pupil Premium Grant.</td><td>Extra one-to-one or small-group support for children within the classroom.
Employing extra teaching assistants for 1 in each class.</td><td><u>ARE data</u>

Year 6 data
No difference between PP and Non PP children across all outcomes in Reading, writing and maths.

ARE data as outlined below.</td><td>Teachers in year 6 found the sessions valuable. Next year we will find alternative ways to provide times for teachers to provide extra support to children as HTH was not beneficial to all.</td><td>LSA cost-
£24,082</td></tr>
<tr><td>To continue to close the gap and therefore improve outcomes at the end of key stages.</td><td>Continue with the structure of 7 separate year group classes.</td><td><u>EOY expectations</u>

<table>
<tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr>
<tr><td>Year 1
PP Y1</td><td>76%
83.3%</td><td>64%
66.7%</td><td>68%
66.7%</td></tr>
<tr><td>Year 2
PP Y2</td><td></td><td></td><td></td></tr>
<tr><td>Year 3
PP Y3</td><td>66.7%
50%</td><td>61.9%
50%</td><td>71.4%
66.7%</td></tr>
<tr><td>Year 4
PP Y4</td><td>66.7%
40%</td><td>50%
20%</td><td>79.2%
60%</td></tr>
<tr><td>Year 5
PP Y5</td><td>87.5%
91.7%</td><td>66.7%
58.3%</td><td>75%
75%</td></tr>
<tr><td>Year 6
PP Y6</td><td>59.1%
58.3%</td><td>72.7%
75%</td><td>59.1%
58.3%</td></tr>
</table></td><td>We will continue to have 7 classes with 7 teachers in next year. As the school becomes fuller we will need to think about additional adults in school to support with specific roles.</td><td>Teacher cost-
£37,077

Pupil Progress Reviews – half termly
£14'344</td></tr>
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<tr>
<td>Improved oral language skills across the school.</td>
<td>Input and CPD based on language.

Enhanced environment with language walls and quality text drivers incorporated into curriculum.</td>
<td>The use of language in the school has improved. This was noted by the English advisor visit in June 2019 as well as the Ofsted Inspector in January 2019 which said that children do not write as they speak.</td>
<td>We will continue to build on the vocabulary walls and ensure children use the language in this writing as well as identify the use of language in the wider curriculum.</td>
<td>CPD input £1693</td>
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<tr>
<td>To ensure children are resilient in their learning.</td>
<td>Work on mistakes and knowing that you can learn more and work through mistakes.

Quality CPD with staff. Ensuring HTH celebrates and focuses on this.</td>
<td>The survey prior to the work shows that children did not like making mistakes, this was the focus.
In a recent discussion (July 2019) with the school council they are now aware of mistakes, what they help us to do and are not afraid of them.</td>
<td>We need to continue to focus on this but we will be going back to basics and looking at children as learners.
HTH worked better when there was a practical element to the session and children followed a themed approach. We will continue to follow themes as a whole school.</td>
<td>DH time</td>
</tr>
<tr>
<td>To provide opportunities for pupils working at greater depth to be challenged.</td>
<td>INSET on how to challenge the pupils working at greater depth. A chance to explore and plan using the resources so that they have maximum impact on attainment.</td>
<td>Greater depth data across the school

<table>
<tr><th></th><th>R</th><th>W</th><th>M</th></tr>
<tr><td>Year R</td><td colspan="3">Av. Point score- 36.7</td></tr>
<tr><td>Year 1</td><td>32%</td><td>28%</td><td>32%</td></tr>
<tr><td>Year 2</td><td>27.8%</td><td>22.2%</td><td>17%</td></tr>
<tr><td>Year 3</td><td>23%</td><td>19%</td><td>19%</td></tr>
<tr><td>Year 4</td><td>20.8%</td><td>12.5%</td><td>25%</td></tr>
<tr><td>Year 5</td><td>41.7%</td><td>33.3%</td><td>29.2%</td></tr>
<tr><td>Year 6</td><td>9%</td><td>14%</td><td>5%</td></tr>
</table>
</td>
<td>We will continue to look at Greater depth and how we ensure the children are assessed accurately on target tracker.</td>
<td></td>
</tr>
</table>

ii. Targeted support				
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**
Acceleration of progress for pupils who are 'close to' ARE.	These groups are flexible and children are identified at Pupil Progress Meetings. Some of our pupils require targeted support to make accelerated progress.	A robust monitoring system is in place to ensure that actions agreed for PP Pupils at PPM's are put into place and are having maximum impact. Impact- number of children who made accelerated progress	We will continue to target individuals from end of the last academic year and track them at each data point. We need to ensure that staff are accountable for the progress of targeted individuals.	£1700
Improved Y6 attainment.	Before school catch up sessions are being run by Y6 teachers and other adults to ensure pupils gaps are closing in Reading, Maths and SPaG. Support for individuals as needed by experienced teacher.	Pupils are identified and grouped according to specific needs. These groups are changed regularly in order to achieve maximum impact for all pupils. Y6 attainment did not improve. Year 6 data No difference between PP and Non PP children across all outcomes in Reading, writing and maths.	We will specifically look at year 6 next year but will not do all booster sessions as previously. We may look at different approaches for further impact.	Recorded half termly £1693 Revision books- £134 UPS teacher- £8852
To reduce barriers to learning caused by emotional issues.	Counsellor employed 1 afternoon a week HSLW employed for all afternoons. FIEPS for 2 afternoons a week.	**COST** £16,362 Identified children are monitored entering school. Support is swift and robust so that children are quickly ready to learn. The impact of this will be seen in pupil data.	We will continue with the school counsellor and clearly define the groups for individuals. We will no longer offered FIEPs but instead small group work which is measurable for impact.	Counsellor- £4680 FIEPS- £1274 HSLW- £12,161

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**

Increased attendance rates and reduction of 'lates'.	Regular meetings with targeted families. Attendance figures will be monitored regularly and acted upon if necessary.	Attendance improved for the year 95.5% and PA decreased. Disadvantaged PA's-4.3% PA's- 6.7%	We will need to continue to focus on PA's and ensure we intervene as quickly as possible.	HSLW as above
To ensure specific children are in school on time and ready to learn Breakfast booster (8.30am Club)	Morning clubs at 8.30am. This could include academic or social skills.	Children have enjoyed coming in and are ready to learn. Some children have made accelerated progress however, this is not measurable for all.	8.30am club will continue. We need to track the impact in 6 week blocks for individuals.	£1700 p/a

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