# Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| **School** | Mill Hill Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £84,440 | **Date of most recent PP Review** | September 2018 |
| **Total number of pupils** | 158 | **Number of pupils eligible for PP** | 61 | **Date for next internal review of this strategy** | April 2019 |

| 2. Current attainment | | |
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| | *Pupils eligible for PP (your school) 55* | *Pupils not eligible for PP* |
| **% achieving in reading, writing and maths** | 55% | |
| **% making progress in reading** | 73% | |
| **% making progress in writing** | 73% | |
| **% making progress in maths** | 71% | |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| **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 Y6 cohort |
| **C.** | Children with multiple vulnerabilities e.g. PP and SEND |
| **D.** | Resilience of pupils |
| **E.** | Opportunities for challenge provided for pupils working at greater depth |
| **F.** | Poor language skills |
| **G.** | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |

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| **H.** | Low attendance rates |

## 4. Desired outcomes

| | *Desired outcomes and how they will be measured* | *Success criteria* |
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| **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 Y6 attainment | Internal data shows that Y6 attainment is improving |
| **C.** | Children with multiple vulnerabilities | Gap closing between groups. |
| **D.** | Improved pupil resilience | Pupils develop a growth mind set enabling improved stamina against increased expectations |
| **E.** | More opportunities are given for chn working at greater depth | Investment in high quality challenge resources enable refined task design to meet specific needs |
| **F.** | Improved language skills | A focus on language has impact on attainment through better access to the curriculum. |
| **G.** | | |

| 5. Planned expenditure | | | | | |
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| **Academic year** | **2018-2019** | | | | **Total spend £ 109,390** |
| 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 diminish the difference in progress for pupils who receive the Pupil Premium Grant. | Extra one-to-one or small-group support for children within the classroom.<br><br>Employing extra teaching assistants for 1 in each class. | By employing extra teachers and teaching assistants we are able to provide pupils with the opportunity to work in small groups and to be provided with active interventions when necessary. | Gaps between Pupil Premium and Non Pupil Premium pupils are monitored regularly. The effectiveness and impact of active interventions is also regularly monitored and adapted accordingly. | Deputy head | Ongoing monitoring<br><br>Recorded half termly<br><br>LSA cost- £24,082<br>Teacher cost- £37,077 |
| To continue to close the gap and therefore improve outcomes at the end of key stages. | Continue with the structure of 7 separate year group classes. | Higher adult ratio for teaching and support. Additional support for those children 'close to' ARE | Use of assessment to guide support through Cohort Profile Meetings | Assessment Leader/HT | Pupil Progress Reviews – half termly £14'344 |
| Improved oral language skills across the school. | Input and CPD based on language. | In order for children to be good writers they need to be immersed in language rich texts and good quality texts. Therefore excellent text drivers across the curriculum and language walls promote this. | Best modelling across the school | English leader | Ongoing monitoring<br><br>Recorded half termly<br><br>CPD input £1693 |

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| To ensure children are resilient in their learning. | Work on mistakes and knowing that you can learn more and work through mistakes. | In order for children to reach the higher levels and meet their EOY targets work needs to be challenging and therefore children need to struggle. To do tis they need to learn how to feels to have issues along the way. | Quality CPD with staff. Ensuring HTH celebrates and focuses on this. | HT/ middle leaders | Review termly to see that children are on track for the milestones in the SIP. |
| To provide opportunities for pupils working at greater depth to be challenged. | 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 attainment on attainment. | Data shows that we need to harness the talents of pupils able to work at greater depth in Reading, Writing and Maths. The key to this is to provide the opportunities through relevant task design. | Monitoring and evidence in books will show opportunities for challenge at greater depth. | Middle leaders | Ongoing monitoring<br><br>Recorded half termly<br><br>INSET day<br><br>CPD sessions x 6 |
| | | | | **Total budgeted cost** | £77,196 |

**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? |
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| Acceleration of progress for pupils who are 'close to' ARE. | These groups are flexible and children are identified at Pupil Progress Meetings. Schools. | Some of our pupils require targeted support to make accelerated progress. These pupils are identified in half termly Pupil progress meetings and actions are agreed to ensure that they make the required 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. If after monitoring the action is found to be ineffective then actions are changed rapidly to ensure progress is made. | HT | Ongoing monitoring<br><br>Recorded half termly<br><br>£1700 |

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| Improved Y6 attainment. | Running catch-up sessions before or after school, for Y6 children who need extra help with Maths or English.<br><br>GPC revision resources | Before school catch up sessions are being run by Y6 teachers and other leader 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. | | Ongoing monitoring<br><br>Recorded half termly<br>£1693<br><br>Revision books- £134<br><br>UPS teacher- £8852 |
| To reduce barriers to learning caused by emotional issues. | Counsellor employed 1 afternoon a week<br><br>HSLW employed for all afternoons.<br><br>FIEPS for 2 afternoons a week. | **COST** £16,362<br>Many of our pupils are not ready to learn because of emotional upset brought in from home. Each individual pupil needs a different approach to get into school, calm down and be able to enter the classroom ready to engage with learning. | 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. | SENCo | Ongoing monitoring<br><br>Recorded half termly<br><br>Counsellor- £4680<br><br>FIEPS- £1274<br><br>HSLW- £12,161 |
| | | | | **Total budgeted cost** | £30,494 |

**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? |
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| Increased attendance rates and reduction of 'lates'. | Support from HSLW which ensures children attend school and arrive on time. Any barriers to this are identified and swiftly rectified. | Close monitoring of attendance data enables us to identify pupils whose attendance is below what we would expect. If pupils are not in school then they cannot engage with the learning. Pupils who are late do not get the best start to the day and often miss key parts of learning. | Regular meetings with targeted families. Attendance figures will be monitored regularly and acted upon if necessary. | HSLW Attendance team | Ongoing monitoring<br><br>Recorded half termly |
| To ensure specific children are in school on time and ready to learn Breakfast booster (8.30am Club) | Ensuring that children are in school on time and ready to learn as they have had breakfast – used to boost specific skills for identified individuals. | This could include academic or social skills. | Run the clubs daily | DHT (through cohort profile meetings) | Half-termly with HT & DHT £1700 p/a |
| | | | | **Total budgeted cost** | £1,700 |

| 6. Review of expenditure | | | | |
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| **Previous Academic Year** | | **2017-18** | | |
| **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 improve quality of T&L and assessment, so that it is consistently good or better | Leaders within the school to work alongside teachers to coach | All teachers can assess children and have shared this at school level and in cluster groups. Teaching has improved in classes and some may l get further support. | When appropriate leaders will support in lessons with teachers. It is most effective when discussions can happen after and teachers can plan together in PPA or lunch/after school. | £22’884 p/a |
| To reduce the difference between those identified as being eligible for PP and their peers with regular, targeted teacher led intervention. | Teachers to provide Keep up/Catch up work for identified key pupils | Year 1- all children who had extra phonics support passed the phonics test.<br>Y2- 100% of those who had extra sessions made as much progress as their peers.<br>Y3-100% Have made progress in their targeted area.<br>Y4-100% have made as much progress as their peers and some have made accelerated progress.<br>Y6-100% have made as much progress as their peers and some have made accelerated progress | This worked well and using HTH will continue to give teachers the opportunity to support key learners in this time. | Half-termly £17’014 p/a |
| To provide support for parents and families and to be signposted and supported to work with external agencies. | To fund the HSLW to support families with issues of punctuality, attendance and behaviour To fund 1 day additional SENCo time to support pupils with multiple vulnerabilities and their families. | More families are meeting with the HSLW to sort out any issues and work with together to get the right support for families. | HSLW to continue the role Part time. To think about further support groups for parents. To start coffee afternoons with a focus. | Half-termly £23’363 p/a |

| ii. Targeted support | | | | |
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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 continue to close the gap and therefore improve outcomes at the end of key stages. | Continue with the structure of 7 separate year group classes. | | Will continue this approach again as children learn better with their peers. No two classes can be easily mixed now. | Pupil Progress Reviews – half termly £14'344 p/a |
| To ensure that children's social and emotional needs are fully met and that children are ready to learn | ELSA role | No ELSA employed. | Ask Staff again this year and review role. | £10'527 p/a |

| iii. Other approaches | | | | |
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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 specific children are in school on time and ready to learn | Breakfast booster (8.30am Club) | This finished at Christmas. | Review annually. | £1700 p/a |
| To provide a range of lunchtime clubs and designated play areas for KS1 and KS2 | Employ TAs to run additional activities at lunchtime | This did not happen. | Ask TAs again this year. | £700 p/a |
| To provide additional sports opportunities to included curriculum time, lunchtimes and after school | Employ Sports Coaches to run additional clubs at lunchtime and after school | No after school clubs. | Review clubs. | £500 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