Mill Hill
PRIMARY SCHOOL

Pupil premium strategy statement 2017-18

1. Summary information (January 2016 Census data)					
School	Mill Hill Primary School				
Academic Year	2017/18	**Total PP budget**	£90,320	**Date of most recent PP Review**	15/10/17
Total no' of pupils	131	**Number of pupils eligible for PP**	67	**Date for next internal review of this strategy**	April 2018

2. Attainment at end of KS2 2016		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% at ARE or above in R, W & M	**47%**	60%
% at ARE or above in reading	**65%**	71%
% at ARE or above in writing	**76%**	79%
% at ARE or above in maths	**71%**	75%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Children with multiple vulnerabilities e.g. PP and SEND
B.	Low starting points with regard to key skills e.g. reading, writing and maths
C.	Fluency in using the skills of reading, writing and number
External barriers *(issues which also require action outside school, such as low attendance rates)*	
A	Parent engagement (including attendance)
B	Raising aspirations and broadening experiences

4. **Desired outcomes** *(Desired outcomes and how they will be measured)*		**Success criteria**
A.	Progress of PP children (inc those with SEND) and diminishing the difference between Other Pupils.	Diminishing the difference between those eligible for PPG and Other Pupils. Evidence from school's internal data and external sources e.g. RAISE
B.	Progress in the key areas of reading, writing and maths (tracked across key stages).	Pupils attainment across key stages where they meet ARE is maintained, where there are gaps improved and an increasing number are accelerated.
C.	Increased rigor in use and application of reading, writing and maths.	Evidence in books. Leadership monitoring
D.	Pupils are motivated and engaged in learning opportunities.	Pupil voice Leadership monitoring

5. Planned expenditure					
Academic year	**2017-18**				
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 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	Support for teachers within lessons and support for planning	Dedicated time weekly to support teachers	Leaders	Half-termly £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	Early intervention work to get children on track and keep children ‘on track’ Twice a week	Timetable and record keeping of support. Pupils identified and tracked through Cohort Profile Meetings (similar to a pupil progress meeting).	Teachers	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.	HSLW working with families in order to raise the profile of the importance of school. Home visits made when children are absent. Parent groups, workshops and coffee mornings. Direct work with specific families with a supported multidisciplinary approach.	Planned work to target specific cases. Availability to work with outside agencies. Attendance tracking Parent engagement tracking Parent and pupil views Professional views	HSLW	Half-termly £23’363 p/a
				Total budgeted cost	£63,261

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 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	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	Supporting children with emotional needs so they are able to access their learning	Referral to ELSA based on needs	ELSA & SENCo	Half-termly £10’527 p/a
				Total budgeted cost	£24’871

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 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
To provide a range of lunchtime clubs and designated play areas for KS1 and KS2	Employ TAs to run additional activities at lunchtime	Children have an option of both inside and outside activities on a daily basis	Run clubs daily	HSLW	Half-termly with HT & HSLW £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	Children can build up self-esteem through participation in sports clubs	Ensure range of clubs for all interests and ages	Sports coaches	Half-termly with HT £500 p/a
				Total budgeted cost	£1’200
				Total cost for 17/18	£90’332

6. Review of expenditure

Previous Academic Year	2017-18

i. Quality of teaching for all

<table>
<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></th></tr>
<tr><td>To improve quality of T&L and assessment so that it is consistently good or better</td><td>Leaders within the school to work alongside teachers to coach</td><td>EYS – Restructure of staffing provided the opportunity for SLT to work intensely with staff team and cohort to secure rapid progress in the spring and summer term.

<table><tr><td>Subject</td><td>School all pupil</td><td>Pupil Premium</td><td>National all pupils</td></tr><tr><td>GLD</td><td>73.3%</td><td>50.0%</td><td>70.7%</td></tr></table>
Majority of pupils started from significantly low starting points. Significant number of pupils identified as PP are also identified as SEND.

Year 1 –
Newly recruited teacher received weekly support from leaders including planning, coaching and team teaching.
PHONICS TEST RESULTS
<table><tr><td>Subject</td><td>School all pupil</td><td>Pupil Premium</td><td>National all pupils</td></tr><tr><td>Phonics</td><td>77.2%</td><td>62.5%</td><td>81.2%</td></tr></table>
Year 2 – Bespoke teaching and learning support as and when required.
KS1 RESULTS</td><td>The development of class teachers and the Quality First Inclusive Teaching (QFIT) is making the biggest impact on the progress and attainment of all pupils and especially those in identified groups.

Class teacher intervention and the ability to bring skills practice from interventions to class learning is having a positive impact.

The development of TAs is also contributing to this and will continue to be a focus of professional development for school next year.

This strategy will be developed and continue next year.</td><td></td></tr>
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Subject	School all pupil	Pupil Premium	National all pupils
Reading	87.5%	75.0%	74.0%
Writing	81.3%	50.0%	65.5%
Maths	75.0%	50.0%	72.6%

Closing the gap between School PP pupils and National all pupils, in all subjects by at least 12% compared to last year's KS1 results.

Year 3 - Bespoke teaching and learning support as and when required.
Working at or above ARE : (Summer 2)

Subject	Cohort all pupils	Pupil Premium	Non- Pupil Premium
Reading	57.9%	60.0%	57.1%
Writing	47.4%	40.0%	50.0%
Maths	47.4%	40.0%	50.0%

Year 4 – Class taught by all leaders and alternative provision provided for identified pupils (the majority of which were eligible for PPG).
Working at or above ARE : (Summer 2)

Subject	Cohort all pupils	Pupil Premium	Non- Pupil Premium
Reading	56.5%	41.7%	72.7%
Writing	34.8%	25.0%	45.5%
Maths	65.2%	50.0%	70%

Year 5 - Bespoke teaching and learning support as and when required.

Subject	Cohort all pupils	Pupil Premium	Non- Pupil Premium
Reading	22.2%	25.0%	20.0%
Writing	27.8%	37.5%	20.0%
Maths	22.2%	12.5%	30.0%

Year 6 – Specific work to support change of year group to Year 6. Relating to Year 6 standard and targeting identified groups to secure rapid progress (specific focus on those eligible for PPG)
KS2 RESULTS

Subject	Cohort all pupils	Pupil Premium	National all pupils
Reading	88.2%	80.0%	71.0%
Writing	88.2%	70.0%	76.0%
Maths	76.5%	90.0%	75.0%

Closing the gap between School PP pupils and National all pupils, in all subjects by at least 6% compared to last year's KS2 results.

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	EYS – 92% of pupils made accelerated progress in order to close the gap from their low starting points. Year 1 – 100% of pupils identified for teacher led intervention made expected progress or above, including those with multiple vulnerabilities e.g. PP and SEND. Year 2 – 100% of pupils identified for teacher led intervention made progress. Those with multiple vulnerabilities did not make expected progress, however they did meet or exceed their other targets e.g. provision map. Year 3 - 100% of pupils identified for teacher led intervention made progress in at least 2 out of 3 subjects. Those with multiple vulnerabilities did not make expected progress, however they did meet or exceed their other targets e.g. provision map. Year 4 - 100% of pupils identified for teacher led intervention made expected progress or above, including those with multiple vulnerabilities e.g. PP and SEND. Majority of the identified group made more than expected progress.	As above	
		Year 5 - 100% of pupils identified for teacher led intervention made close to expected progress or expected progress. These pupils were identified as 'keep up' children. Year 6 - 100% of pupils identified for teacher led intervention made expected progress or above, including those with multiple vulnerabilities e.g. PP and SEND. Majority of the identified group made more than expected progress.		

To provide support for parents and families and to be signpost 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.	Whole school attendance has deteriorated this year as well as the attendance of pp eligible pupils. Historically the gap has been closing with a minimal gap of 0.3% to close last year. However, there has been many issues surrounding attendance this year and the guidance around attendance penalty notices as well as national court rulings has not assisted the matter. Parents/carers continue to take their children out of school for unauthorised holidays and this is having a negative impact on whole school attendance and the attendance of key groups. Number of pupils were identified at the beginning of the academic year to require additional time of the SENCo in order to ensure their needs are best met in school or through alternative provision. This ensured that the school have been granted 2 SENSAs and 3 EHCPs for pupils identified as eligible for PPG.	The schools HSLW is part of a new attendance team which includes SLT and admin staff. A new whole school system is being developed for the next academic year. It is important to note that without the work of the HSLW this year the attendance is highly likely to have been worse.	
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)	
To continue to close the gap and therefore improve outcomes at the end of key stages.	Employ additional teacher (50%) Continue with the structure of 7 separate year group classes.	As above As above	As above	
To ensure that children's social and emotional needs are fully met and that children are ready to learn	ELSA role	Attempted to develop an ELSA role through the training of an existing member of staff. This role was not filled. FEIPS practitioner maintained in the place of ELSA.	ELSA still required. Exploring the role of a contracted counsellor for specific referrals through the internal school system and due to external waiting lists e.g. CAMHS.	

To provide alternative provision for pupils with multiple vulnerabilities e.g. PP and SEN	Employ additional SEN teacher to deliver 'Learning to Learn' provision.	Learning to learn group ran for 2 terms. This group benefitted 6 pupils. All pupils significantly reduced the risk of exclusion with no exclusion in the 2 terms after the group started. 2 pupils received SENSA funding after this facilitated the SENCo and staff to acquire the relevant evidence. 2 pupils received SENSA funding after this facilitated the SENCo and staff to acquire the relevant evidence. 2 pupils received EHCP funding after this facilitated the SENCo and staff to acquire the relevant evidence. 2 pupils moved on to more appropriate provision. All pupils are now making increased amounts of academic progress.	Developing and maintaining this provision is expensive in terms of per pupil funding. However, the progress in terms of individual pupil offer and meeting the specific needs of these pupils, enhanced and improved the education of many pupils. Behaviour incidents in effected classes significantly reduced as well as the opportunity to gather evidence for various referrals and processes. Due to the needs of the previously identified group now being met and the risk of exclusion being reduced, this group is not required currently. SLT will review with the support of the Hampshire Primary Behaviour Service. 50% of the group are now fully integrated back into the mainstream class. The others have moved on to other provisions including resourced provisions and special schools after successful transitions.	
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)	
To ensure specific children are in school on time and ready to learn	Run a heavily subsidised Breakfast Club.	This club was decreased in the numbers attending and the decision was made to cease running the breakfast club for the next academic year. Alternative provision for identified children is being developed for the next year. For the few pupils that accessed this provision they did settle better and were ready to learn on entry to class. How this can be supported in a more individualised way is being considered.	SLT are developing ideas for early morning booster which will be led by teachers and LSAs. Consideration is being made to how the children can be provided with a healthy breakfast or at least a breakfast snack during this time.	
To provide a range of lunchtime clubs and	Employ LSAs to run additional activities at lunchtime	These positions were not filled until Summer 2017.	Continue next year and measure the impact.	

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	Alongside the Sports Funding Grant the PPG supplemented some additional time for extra-curricular activities. One specific club was organised for identified pupils who were eligible for PPG and it was our best attended club with 80-90% attendance most weeks.	This is something that SLT will consider continuing and will evaluate the use of SFG and PPG in enhancing the experiences and learning opportunities for all pupils with a specific focus on identified groups. The tracking of these opportunities and attendance needs to be considered and planned.	