Mill Hill
PRIMARY SCHOOL

Pupil Premium Funding 2015-16 spending and impact

NOR	PP children	Service children	CiC/adopted/Post LAC	Allocated
121	58	0	1- post LAC 2- LAC	£83,600

***DQC returns are provided to Hampshire County Council regarding the impact of LAC funding**

The Department for Education website states:

- The Pupil Premium is allocated to all children eligible for free school meals at any point in the past 6 years and children who have been looked after for one day or more, are adopted or leave care under a Special Guardianship Order or a Residence Order.
- The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- The Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- Schools are free to spend the Pupil Premium as they see fit, however they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. Schools are also required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium

Use of pupil premium in 2015-16 academic year

The overarching objectives for the use of the pupil premium in 2015-16 are to:

- Continue to increase the percentage of disadvantaged children on track to achieve age-related and above age-related expectations in reading, writing and maths.
- Eradicate any in-school achievement gaps between disadvantaged and non-disadvantaged pupils (especially in writing).
- Ensure that all disadvantaged children make at least 'expected progress' and that a greater proportion make 'better than expected progress' in reading, writing and maths.
- To close the gap between disadvantaged pupils at Mill Hill Primary School and 'other' pupils when compared with national data.
- To contribute to providing pupils identified as having multiple vulnerabilities e.g. eligible for pupil premium and having special educational needs, with specialist support to access their education.

Specific Strategies:

Strategies	Objective	Impact
1. Member of the senior leadership team to take the strategic lead for pupil premium children, including monitoring of pupil progress.	• To ensure that the progress of disadvantaged children is tracked rigorously and that interventions are planned and evaluated to ensure maximum impact on pupil outcomes. • To support the Headteacher and governors and planning and monitoring the impact of the pupil premium fund.	• PP pupils have a higher profile during cohort profile meeting • PP pupils and those who are PP and SEN (multiple vulnerabilities) are tracked as groups within CPMs and monitored by leaders including governors. • Teachers demonstrated an excellent knowledge of their PP pupils and their next steps during governor monitoring (spring term)

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<td>2. To pay for teachers to be released in the afternoons in order to work with specific children / groups of children who needed additional support in Maths and English in order to catch up with age-related expectations.</td>
<td rowspan="3">• Continue to increase the percentage of disadvantaged children on track to achieve age-related and above age-related expectations in reading, writing and maths.

• Eradicate any in-school achievement gaps between disadvantaged and non-disadvantaged pupils (especially in maths).

• Ensure that all disadvantaged children make at least ‘expected progress’ and that a greater proportion make ‘better than expected progress’ in reading, writing and maths.</td>
<td>• Early indications show that class teacher interventions have a higher impact than interventions provided by additional teachers or LSAs. Some specific SEN and catch up/keep up intervention have shown success when delivered by a variety of staff. However, accelerated progress has come from class teacher led intervention. The way in which intervention will be delivered is under review and will be class teacher led while other pupils are provided with other curriculum subjects during afternoon sessions e.g. extended assemblies, sports coach or computing.</td>
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<td>3. Part-time teacher employed to run 1:1 and small group tuition for specific children.</td>
<td>• The majority of the children provided with 1:1 or small group children in KS2 made accelerated progress this year and the majority of them met age related expectations. This has been partly related to intervention and partly the high quality first teaching they received.</td>
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<td>4. The employment of a Higher Level Teaching Assistant to provide specialist support to disadvantaged pupils in identified areas, especially those with SEN.</td>
<td>• This support was directed to one class who had been recognised as significantly behind age related expectations. 27 pupils in the class with 15 pupils eligible for PPG and 12 identified as SEND.

• A specific action plan was developed for the class and the class were targeted to achieve at least 50% ARE in W, R and Ma by the end of the year. This target was exceeded with pupils eligible for PP making more progress than non –PP in reading and broadly the same amount of progress in other subjects.</td>
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5. To fund the home-school link worker post to support a range of families, especially those experience difficulties with issues such as punctuality, attendance or behaviour.	• To ensure that the attendance and punctuality of disadvantaged pupils is at least as good as non-disadvantaged pupils, if not better. • To provide support for the parents and families of disadvantaged pupils, and to signpost to external agencies based on individual needs.	Last academic year 2014/15 Whole school attendance = 95.2% Pupil eligible for PP = 93.1% This academic year 15/16 Whole school attendance = 95.4% Pupil eligible for PP = 94.6% (Gap closed by 1.3%) Reduced lateness from whole school combined figure of 876 minutes per week to achieving weeks with 0 minutes late. Now averaging 62 minutes late per week for the whole school including PP pupils.
6. To run a free breakfast club for specific disadvantaged pupils	• To ensure specific children arrive in lessons on time and ready to learn.	• The impact of this provision fluctuated and was minimal. It had a good impact on the week of SATs when the club was well attended and offered for free. Those offered places all year round did not always attended their free or subsidised places and breakfast club has become a small group of regular pupils of families who require the childcare. Most not PP. We will be reviewing the provision for the next academic year.
7. Continued employment of HSLW/ Emotional Literacy Support Assistants (ELSAs)	• To ensure that children's social and emotional needs are fully met and that children are 'ready to learn'. *This work was also supported by the development of the pastoral team as an addition to the original strategy.*	• The school continues to benefit from our new Pastoral Team - (Including Headteacher, SENCO, Home School Link Worker, FEIPs Practitioner). Two more members of staff are now designated safeguarding leads (DHT and SENCo). The Pastoral Team are responsible for welfare and safeguarding. The team meet bi-weekly together and on the alternate weeks the whole teaching staff meet for Children of Note meetings. These systems support us to provide support to pupils in order of

		priority and a high number of pupils receiving this support are PP. • A young carer's support group runs each week for eight identified pupils (6/8 were PP). This is provided by an external agency. The impact of this is recorded through pupil conferencing, cohort profiling, pastoral team meetings and parent feedback. One child was nominated for a young carers award and won two awards at the ceremony. Attended by staff and pupils.
8. Continued employment FEIPS teacher.	• To support specific pupils who have emotional / social needs or who are experiencing temporary difficulties or trauma.	• Ten pupils received FEIPS this year and eight of them were eligible for pupil premium. Although it is difficult to ascertain the impact academically, we invest in this provision to promote the well-being and support the mental health of all of our pupils.
9. Allocation of a hardship fund to subsidise trips, extra-curricular activities and other resources based on need.	To ensure that all children are able to attend day trips and take part in extra-curricular activities. Residential trips were subsidised to ensure that all children have equal access to the school full curriculum and extra-curricular offer.	

How will we measure the impact on children and their achievement?

To measure the impact of the pupil premium in 2015-16 we will use the following measures:

- What % of children eligible for PP make at least expected progress in Reading, Writing and Maths in end of KS2 assessments and how does this compare to the national average? (progress)

  National all = 53% School PP = 56%

- What % of children eligible for PP achieve age related expectations in Reading, Writing and Maths in end of KS2 assessments and how does this compare to the national average and the rest of the school cohort? (attainment)

- National all = 53% School PP = 56% School non PP 83%

Impact information taken from Fisher Family Trust

The national curriculum and school performance indicators have changed with scaled scores replacing levels.

The expected standard for pupils in 2016 is higher than the expected standard in previous years (e.g. Level 4).

Schools should take care when comparing performance using old indicators (e.g. Level 4+ or APS) and new indicators (e.g. % Expected Standard and Scaled Scores).

To provide trends over time and context for the 2016 results, FFT has converted pupil results from previous years to the new 2016 DFE performance indicators, taking into account the new higher standards.

KS2 Pupil groups performance 2016

			Actual results			Pupil progress		
		Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
Summary	All Pupils	28	104.3	68%	4%	-0.2	+20%	-2%
Gender	Male	15	103.0	53%	0%	-1.7	+10%	-7%
	Female	13	105.9	85%	8%	+1.3	+31%	+2%
Prior Attainment	Higher attainers	8	106.8	88%	13%	-1.7	+1%	-6%
	Middle attainers	11	105.2	100%	0%	+2.5	+45%	-1%
	Lower attainers	7	98.5	14%	0%	-2.8	+4%	-0%
Pupil Premium	FSM (in last 6 years)	16	104.0	56%	0%	+1.7	+23%	-2%
	Not FSM (in last 6 years)	12	104.8	83%	8%	-2.4	+17%	-3%

KS2 higher and lower performing pupil groups 2016

	Higher performing	Lower performing
Overall achievement pupil progress	Middle attainers (11) Joined in Y5 or Y6 (6) FSM (in last 6 years) (14)	Lower attainers (7) Not FSM (in last 6 years) (12) Not FSM (ever) (11)
KS2 reading achievement pupil progress	FSM (12) FSM (in last 6 years) (14) Middle attainers (11)	Not FSM (in last 6 years) (12) Not FSM (14) ↓ Not FSM (ever) (11)
KS2 writing achievement pupil progress	FSM (12) FSM (in last 6 years) (14) FSM (ever) (15)	
KS2 mathematics achievement pupil progress	Middle attainers (11) ↑ Joined in Y5 or Y6 (6) FSM (in last 6 years) (14)	Lower attainers (7) SEN Support (5) Not FSM (ever) (11)
KS2 grammar, punctuation & spelling achievement pupil progress	Joined in Y5 or Y6 (6) ⊕ FSM (in last 6 years) (14) ⊕ ↑ FSM (12) ⊕ ↑	SEN Support (5) Lower attainers (7) Not FSM (in last 6 years) (12)

<u>Information below taken from Hampshire County Council Prospective Lite tool (KS2 2016)</u>

RWM - achieved standard