

Pupil premium strategy statement (primary)

1. Summary information					
School	Mill Hill Primary School				
Academic Year	2018/19	Total PP budget	£106,840	Date of most recent PP Review	February 2018
Total number of pupils	393	Number of pupils eligible for PP	77	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (our school - cohort 16)</i>	<i>Pupils eligible for PP (Local Authority-cohort 841)</i>
% achieving Expected+ in reading, writing and maths	90%	54.1%
% achieving Expected+ in reading	90%	67.6%
% achieving Expected+ in writing	90%	70.9%
% achieving Expected+ in maths	100%	66.7%
% achieving Expected+ in EPGS	80%	69%

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.	Oral/language skills for small group of pupils in Reception/Year One is lower than other pupils. This slows reading progress in subsequent years.
B.	In house dayta shows percentage of KS2 PP pupils not in 'higher band' for reading skills. This impacts on both reading and writing outcomes.
C.	Poor oral/language skills for lower achieving pupils prevents them from being able to articulate their thinking/reasoning.
D.	Lower attaining pupils falling further behind, as their peers grasp more complex concepts.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Vulnerable groups need emotional support to access learning effectively.
F.	Continue to improve attendance: continue existing strategies.
G.	Increase pupil engagement by supporting attendance of residential visits.

4. Desired outcomes					
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 60%;"><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		
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A.	Improve oral language skills for 'target pupils' in EYFS and KS1.	Pupils identified, make good progress by the end of the year/KS, so that they meet age related expectations.
B.	All identified pupils, making good progress through reading intervention.	Pupils eligible for PP identified as 'LA readers' make good progress across Key Stage Two in reading and writing. Measured in Y3, 4, 5 AND 6 by teacher assessments.
C.	Pupils are confident in being able to explain the reasoning involved in their work.	Pupils identified as 'lower achieving' have access to a range of opportunities, which develop their ability to talk about and articulate their thinking in collaborative and individual tasks, leading to higher levels of achievement.
D.	Specific needs of 'target children' met.	Children make more rapid progress due to their specific needs being targeted and therefore meet age related expectations.
E.	Improve the emotional resilience of children from vulnerable groups.	Identified pupils work with school staff (Forest Schools) and Kalmer Counselling staff to access appropriate emotional and social activities and support.
F.	Continue to improve PP attendance rates, through improved engagement and monitoring.	Pupils eligible for PP, have improved attendance.

5. Plan					
Academic year	2018/19				
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?
A. Improve oral/language skills for 'target pupils' in EYFS and KS1.	Staff training updates on 'Talk Boost' support programme. Training for and introduction of 'Earth Handwriting' scheme. Extra staff to support 'split phonics groups'.	The development of good language skills is essential. Speaking and listening will be closely monitored and staff will be trained to identify and address issues at an early stage.	Use INSET days and staff meetings to deliver effective training. Lesson observation, SMT book scrutiny to embed learning.	EYFS Lead KS1 staff	Termly
C. Pupils are confident in being able to explain the 'reasoning' involved in their work.	Collaborative Learning Prog. Children to undertake 'talk for learning' activities in a range of subject areas.	Accelerated learning requires teachers to recognise and explore different learning styles for example kinaesthetic, visual, aural and oral. It also requires that concepts are reformulated so that they become firmly embedded. Collaborative learning activities provide a lot of visual clues, allow students to move the thinking around the table, and students often need to synthesise information and subsequently pass it on to their peers.	There is recognition that collaborative activities need to be used for a reasonable amount of time before they are totally successful. To ensure its implementation, SLT will lead the introduction of this programme through INSET training and allocate sufficient time for staff to deliver it. Its impact will be measured through teacher assessments, observations and questionnaires.	SLT	Termly

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?
<p>B.</p> <p>All identified pupils, making good progress through reading intervention.</p>	<p>Some staff trained on Reciprocal Reading intervention programme. Delivery to ensure accelerated progress for pupils.</p> <p>Year 5/6 pupils accessing Reading Plus programme.</p>	<p>School believes that this approach will improve the outcomes of pupils identified. These pupils can decode, but experience difficulty 'understanding' text.</p> <p>Programme enables pupils to develop comprehension skills while reading on tablet. Children can access books either in school or at home. Programme keeps check on progress and awards pupils points for good scores to motivate.</p>	<p>Impact overseen by Literacy Lead. Teaching Assistants (TAs) CPD for TAs supporting the sessions.</p> <p>The pupils will be identified from teacher assessment and their progress will be monitored. Intervention staff will keep records of work/strategies used. SLT will observe and review.</p>	<p>SLT Literacy Lead</p>	<p>Termly</p>
<p>D.</p> <p>Specific needs of 'target children' met.</p>	<p>Small group tuition. Identified pupils will be taught 'core' subjects in groups. They will work in a separate classroom, on the same subject as their peers.</p>	<p>This approach enables the teacher to focus exclusively on the needs of a small number of learners. School believes the opportunities for greater feedback, more sustained engagement and work more closely matched to the needs of learners will enable significant progress to be made.</p>	<p>The learners achievement will form part of the cohort Pupil Progress programme and the delivery will be assessed through lesson observation and work scrutiny.</p>	<p>SLT</p>	<p>Termly</p>

<p>E. Improve the emotional resilience of children from vulnerable groups.</p>	<p>Identified pupils work with school staff on Forest Schools (FS) and Fun Friends/Friends for Life (CAMHS) programmes and Kalmer Counselling staff to access appropriate emotional and social activities and support.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of the learning. School believes that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and therefore attainment itself.</p>	<p>Ensure school staff delivering the programmes are fully trained. SENDCO to liaise with Kalmer Counselling staff to ensure that they are aware of the individual needs and circumstances of the pupils involved.</p>	<p>SLT SENDCo SEL Lead</p>	<p>Termly</p>
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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?
<p>F. Increased attendance rates.</p>	<p>SLA with Farrington Community Academy, to employ an Attendance Officer 1 half day per week.</p>	<p>School feels that we can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Using Attendance SLA is a cost effective way of ensuring that parents of 'persistent non attenders' are identified, reviewed and challenged.</p>	<p>Thorough briefing of Attendance Officer (AO) about existing absence issues. SLT and AO will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>SLT</p>	<p>Termly</p>
<p>G. Increased engagement in classroom activities.</p>	<p>School to offer financial support to families of pupils attending Y5 and Y6 residential trips to Derwent Hill and Robinwood.</p>	<p>School recognises the impact on classroom performance, which stems from 'outdoor activities'. The school aims to assist the families of FSM pupils with the cost of the residential visits.</p>	<p>SLT will monitor the academic outcomes of FSM pupils attending the residential visits.</p>	<p>SLT</p>	<p>Annually</p>

6. Review				
Academic year	2018/19 (Reviewed July 2019)			
The headings below enable schools to demonstrate how the pupil premium was used to improve classroom pedagogy, provide targeted support and support whole school strategies.				
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	Cost
A. Improve oral/language skills for 'target pupils' in EYFS and KS1.	<p>Staff training updates on 'Talk Boost' support programme.</p> <p>Training for and introduction of 'Earth Handwriting' scheme.</p> <p>Extra staff to support 'split phonics groups'.</p>	<p>Reception EOY Assessments showed that 98.3% attained Exp+ in Communication and Language goals (15.4% above Local Authority).</p> <p>83.3% attained Exp+ in Literacy goals (9.4% above Local Authority).</p> <p>The Y1 phonics screen yielded the following results: 86.2% of children were working at or above the standard.</p>	<p>Continuing use of split phonics groups aimed at early identification of gaps and well targeted intervention will continue.</p> <p>PP group from the new cohort will be tracked through Pupil Progress reviews each term.</p>	As above

<p>C. Pupils are confident in being able to explain the 'reasoning' involved in their work.</p>	<p>Collaborative Learning Prog.</p> <p>Children to undertake 'talk for learning' activities in a range of subject areas.</p>	<p>75% of pupils identified as Disadvantaged met the Expected Standard or attained Greater Depth in Writing at the end of Key Stage Two.</p> <p>69% of pupils identified as Disadvantaged met the Expected Standard or attained Greater Depth in Reading at the end of Key Stage Two.</p> <p>88% of pupils identified as Disadvantaged met the Expected Standard or attained Greater Depth in Maths at the end of Key Stage Two.</p>	<p>Use of a CPA approach, first introduced in maths, should be consistently used in all areas of teaching to ensure that lessons are accessible to all types of learner.</p> <p>Children to be encouraged to work collaboratively in mixed ability pairs and groups.</p>	<p>As above</p>
<p>B. All 'identified pupils', making good progress through reading intervention.</p>	<p>Some staff trained on Reciprocal Reading intervention programme. Delivery to ensure accelerated progress for pupils.</p> <p>Year 5/6 pupils accessing Reading Plus programme.</p>	<p><u>End of Year data in Reading showed the following for FSM/Ever 6 children:</u></p> <p>Year 3: 80% Expected Year 4: 83% Expected/Exceeding Year 5: 67% Expected/Exceeding Year 6: 79% Expected/Exceeding</p> <p>Of this cohort of 31 children, 5 went on to attain at Exceeding.</p> <p><u>At End Of Key Stage:</u> Reading progress for children identified as Pupil Premium (2.19) was higher than that of whole cohort (1.81).</p> <p>The average Reading Scaled Score for children identified as Pupil Premium (103.9) was also higher than that of other Pupil Premium children in the Local Authority (101.3)</p>	<p>Continuation of Reading as a focus across the school into the next academic year.</p> <p>Author visits and Reading CPD to be arranged for all staff as well as in house CPD on Quality First Teaching in terms of reading interventions planned for Autumn Term.</p>	<p>As above</p>

<p>D. Specific needs of 'target children' met.</p>	<p>Small group tuition. Identified pupils will be taught 'core' subjects in groups. They will work in a separate classroom, on the same subject as their peers.</p>	<p>75% of pupils identified as Disadvantaged met the Expected Standard or attained Greater Depth in Writing at the end of Key Stage Two.</p> <p>69% of pupils identified as Disadvantaged met the Expected Standard or attained Greater Depth in Reading at the end of Key Stage Two.</p> <p>88% of pupils identified as Disadvantaged met the Expected Standard or attained Greater Depth in Maths at the end of Key Stage Two.</p>	<p>The learner's achievement will form part of the Pupil Progress programme and the delivery will be assessed through lesson observation and work scrutiny.</p> <p>Specific needs of target children will be met, wherever possible, through Quality First Teaching in the classroom with access to all apparatus, scaffolds and support of a Teacher.</p>	<p>As above</p>
<p>E. Improve the emotional resilience of children from vulnerable groups.</p>	<p>Identified pupils work with school staff on Forest Schools (FS) and Fun Friends/Friends for Life (CAMHS) programmes and Kalmer Counselling staff to access appropriate emotional and social activities and support.</p>	<p>Children continued to work with trained counselling staff from Kalmer Counselling. Data from the service showed that in the 2018/19 academic year 100% of pupils who accessed the support showed improved results on the Teacher SDQ data received and 100% of pupils who accessed the support showed improved results in the CORS data received.</p> <p>Two staff trained on the delivery of FRIENDS For Life and Fun FRIENDS after the previously trained member of staff retired. Both groups to run in 2019/20 academic year, offering emotional support for emotionally vulnerable pupils.</p>	<p>FRIENDS and Fun FRIENDS programmes to be evaluated at the beginning and end of programmes and measurable impact reported upon.</p> <p>SENDCo to continue to liaise with Kalmer Counselling staff to ensure they are aware of individual needs and circumstances of pupils involved.</p>	<p>As above</p>

<p>F. Increased attendance rates.</p>	<p>SLA with Farringdon Community Academy, to employ an Attendance Officer 1 half day per week.</p>	<p>Attendance for this group of children at the end of the academic year 2018/19 was 94.7%. This exceeds the government and school floor targets for attendance. This group of children are bridging the gap between themselves and the rest of the school population (96.2%)</p>	<p>This is a focus which will continue through the next academic year as it underpins the high standards we aim to achieve.</p> <p>School will continue to use an outside agency to focus on attendance across school.</p> <p>School also aim to introduce attendance awards and intrinsic motivators to further improve attendance across school.</p>	<p>As above</p>
<p>G. Increased engagement in classroom activities.</p>	<p>School to offer financial support to families of pupils attending Y5 and Y6 residential trips to Derwent Hill and Robinwood.</p>	<p>Support given to child in year six to support school visits both day visits and residential. The impact upon learning can be seen in the progress measures at end of Key Stage: Reading: +5.61 Writing: +2.80 Maths: +12.34</p>	<p>SLT will monitor the academic outcomes of FSM pupils attending the residential visits.</p>	<p>As above</p>

