

Primrose Hill Primary School



Pupil Premium Statement 2018 - 19

Date: April 2018
Review: March 2019



Pupil Premium Expenditure April 2018 - March 2019

‘The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.’

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities to reach their potential. Pupil premium funding is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals (FSM) at any point in the last 6 years
- have been looked after for 1 day or more or were adopted from care on or after 30 December 2005

In the 2018 to 2019 financial year, pupil premium funding remains stable. Schools will receive £1,320 for each primary-aged pupil eligible for FSM at any point in the last 6 years and £2,300 for each ‘looked-after’ child. For the financial year 2018 - 19 Primrose Hill will receive funding in the amount of: £240,240. This is based on 182 children receiving pupil premium at the time the funding was awarded - this accounts for 40% of children on roll at Primrose Hill. This is a further drop in Pupil Premium income for the school. *It is important to note that a decrease in funding will continue year on year as the number of students currently eligible for pupil premium is considerably less in Reception and KS1 than the number of those currently eligible in KS2.*

How we allocate funds:

Objectives
<p>To provide:</p> <ul style="list-style-type: none"> • High quality teaching and learning to enable disadvantaged children of all abilities to ‘diminish the difference’ in regards to attainment when compared to their peers • Making use of our data to identify key groups and gaps in attainment and provide individualized learning opportunities and interventions where appropriate. • Extensive network of social and emotional support • Wide enrichment experiences
Nature of Support 2018 - 19
<p>At Primrose Hill Primary School, there is a tailored package of interwoven support which emerges from our ‘core practices, with its primary aim to diminish the difference between disadvantaged pupils and their peers in terms of attainment as well as providing wider enrichment experiences and social and emotional support.</p> <p>Nature and frequency of support is determined by pupils’ identified needs, following termly pupil progress meetings with class teachers, SLT and the Inclusion Manager, through analysis of data to identify gaps in attainment and progress.</p>

Spending is also prioritised for bought in professional services which focus on pastoral and mental health support for our children - this is always with a focus on the child's social, emotional and wellbeing needs. This approach is supported by the research paper, *supporting the attainment of disadvantaged pupil: articulating success and good practice* produced by the National Foundation for Educational Research which identifies several building blocks to success in regards to PP spend. The report states:

'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a 'social care' hub within the school, providing counselling services and parent liaison staff, alongside teaching and learning interventions.'

Focus of PPG Spending 2018 – 19 Calculation Formula

Area	2018 - 2019
Teaching	
Additional SLT Teaching	£5,000
AHT Y2 – Y6 support	£25,000
Maths support across KS1/KS2 inc. grouping in Y5/6	£10,000
Easter School	£2,000
Support Staff	
Targeted Intervention – Intervention TAs / In-Class Support	£23,200
EAL Support – EYFS – Y2	£17,000*
Contribution to HLTA support across school	£21, 834
Training and Development	
Wellbeing & Resilience	£2,000
Premises	
Learning Resources	
Curriculum Resources	£7,000
Inclusion	
Nurture Group	£48, 262*
S4L Mentoring	3,000*
Clubs	
Subsidised Clubs e.g. Lunchtime Sports Club / Before School PE e	£7,433
Subsidised Trips e.g. School Journeys / Visits	£10,800
Subsidised Child Care – BF Club / Play Centre	£1,000
Administration	
Bought in professional services	
Art Therapy	£23,000*
CAMHS	£6,450 *
Music Therapy	£6,000 *
Speech and Language	£7,100*
Educational Psychology	£8,150*
Attendance Support	£6,000 (inc 1,200 service level agreement)
Total Expenditure	£240,240 *This is whole school cost

End of Key Stage 1 Data (attainment)

18 children on role were classified as disadvantaged in this cohort which accounted for 31% of the cohort. This figure is roughly in line with the Camden average of disadvantaged pupils within the cohort (36%)

56% of children achieving the expected standard in writing

- 6% lower than previous cohort
- Higher than National data (53%) but lower than Camden data (62%)
- Difference between disadvantaged and 'other' was wide (56% vs 90%)

61% of children achieving the expected standard in Maths

- 1% lower than previous cohort
- Higher than National data (60%) but lower than Camden data (68%)
- Difference between disadvantaged and 'other' was wide (61% vs 80%)

56% of children achieving the expected standard in reading

- 9% lower than previous cohort
- Lower than National data (62%) & lower than Camden data (68%)
- Difference between disadvantaged and 'other' was wide (56% vs 90%)

End of Key Stage 2 Data (attainment)

32 children on role were classified as disadvantaged in this cohort which accounted for 53% of the cohort. This figure matched the Camden average percentage of disadvantaged pupils.

78% of children achieving the expected standard in Writing

- 16% higher than previous cohort
- Higher than National data (66%) & Camden data (74%)
- Difference between disadvantaged and other was narrow (78% vs 75%) with disadvantaged pupils outperforming 'other' students.

84% of children achieving the expected standard in Maths

- 18% higher than previous cohort
- Higher than National data (63%) & Camden data (78%)
- Difference between disadvantaged and other was narrow (84% vs 79%) with disadvantaged pupils outperforming 'other' students.

88% of children achieving the expected standard in Reading

- 22% higher than previous cohort
- Higher than National data (60%) & Camden data (71%)
- Difference between disadvantaged and other was narrow (88% vs 86%) with disadvantaged pupils outperforming 'other' students.

75% of children achieved expected in combined reading, writing and maths

- 29% higher than previous cohort
- Higher than national data (48%) & Camden data (60%)
- Disadvantaged pupils outperform 'other' children (75% vs 68%)

Progress Scores KS1 – KS2

Compared with like for like within Primrose Hill, Camden and National data

Writing: +3.98 (Camden +0.51/ National -0.4)

Reading: +5.38 (Camden +0.77/ National -0.7)

Maths: +3.63 (Camden +1.32/ National -0.6)

Compared with **other pupils** within Primrose Hill, Camden and National data:

Writing: +3.98 (PH +2.32/ Camden +1.49/ National +0.2)

Reading: +5.38 (PH +5.49/ Camden +2.43/ National +0.3)

Maths: +3.63 (PH +3.72/ Camden +2.65/ National +0.3)

Measuring Impact of PP Spending 2017 / 2018

Key Stage 1 Data:

- attainment of disadvantaged pupils in Key Stage 1 has decreased slightly from the previous cohort.
- disadvantaged pupils perform better than their like for like peers nationally in both writing and maths, but not in reading.
- attainment of disadvantaged pupils is below that of the Camden data.
- difference between disadvantaged and other pupils within Primrose Hill has narrowed slightly in Reading, has marginally widened in Maths and significantly widened in Writing.

Disadvantaged pupils in Key Stage are currently being outperformed by 'others' within Primrose Hill. Target area for funding to ensure the difference is diminishing and echoes the performance by the end of Key Stage 2 (please see below).

Key Stage 2 Data:

- attainment of disadvantaged pupils has increased significantly from previous cohort across all areas
- disadvantaged pupils are outperforming or are on par with their peers (others) at Primrose Hill across all areas
- disadvantaged pupils at Primrose Hill outperform like for like children both nationally and when compared to Camden's results.
- disadvantaged children at Primrose Hill outperform their peers (others) nationally and at Camden level in Combined Reading, Writing and Maths. They also outperform them in Reading and are roughly in line with results in Writing and Maths.
- progress scores for disadvantaged children have increased significantly from previous cohorts; they are also inline with 'others' at Primrose Hill and considerably higher than Camden and national progress scores.
- disadvantaged pupils at Primrose Hill make far better progress than like for like children both across Camden and nationally.

This means that not only have disadvantaged pupils 'diminished the difference' within Primrose Hill in terms of attainment and progress, they have also achieved this when comparing them with 'others' both nationally and Camden.

What now?

The data shows that disadvantaged children at the end of Key Stage 2 have diminished the difference. For the next academic year, provision will include:

- targeted Easter groups for Year 6 children led by SLT
- third teacher to teach Year 5 & 6 in smaller maths groups (data has shown that lower ability pupil premium children have performed less well than their peers - trialling new group system so that lower ability children are now taught within a mixed ability setting so as to utilise the mastery approach to maths teaching and build confidence within those children)
- Extra writing groups in Year 6 with SLT & two very experienced teachers
- KS2 extra guided reading groups led by members of the SLT

Whilst our data shows that by the end of KS2 our disadvantaged children have diminished the difference with 'others', last year's data tells us that disadvantaged children in Key Stage 1 did not perform as well compared to their peers within our school context. This, in part, relates to pupils in this cohort being both disadvantaged and with complex SEN needs - additional support has been focused on this year group to ensure this difference is closed. Therefore, we have prioritised pupil premium expenditure on the following:

- Reading interventions in Year 2 led by SLT
- Writing groups in Year 2 led by SLT
- An extra experienced teacher based in Year 2 and 3 to teach targeted focused groups
- A very experienced extra teacher to be based in Year 2 three days a week
- Additional support staff target phonics teaching in Year 1

This extra provision works alongside our targeted intervention programs led by the Inclusion Manager where children in receipt of pupil premium are carefully tracked and catered for. We also place a lot of emphasis and funding on our continued approach of interwoven support to provide extensive social and emotional support, maintaining and utilizing links with mental health services - these are both bought in services as well as the provision of our nurture group both in KS1 & KS2. A focus for spending will also continue to provide funding for families to ensure our disadvantaged children can take full advantage of our enrichment opportunities (namely The Mill & School Journey as well as others across the year groups). All these actions, of course, supplement our continuing investment in high quality teaching that pupils receive daily.