

# Primrose Hill Primary School



## Pupil Premium Statement 2019 - 20

Date: April 2019

Update: September 2019 (with data)

Review: March 2020



## Pupil Premium Expenditure April 2019 - March 2020

**‘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

Those who are eligible:

***“The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.”*** gov.co.uk

In the 2019 to 2020 financial year, pupil premium funding remains stable. Schools will receive £1,320 for each primary-aged pupil from Reception to Year 6 eligible for FSM at any point in the last 6 years and £2,300 for each ‘looked-after’ child. There is additional funding for Nursery deprivation. For the financial year 2019 - 20 Primrose Hill will receive funding in the amount of: £222,740. This is based on 147 children receiving pupil premium in Reception - Year 6 at the time the funding was awarded, 4 children who qualify as looked after and 20 children who qualify for Nursery Deprivation - this accounts for 171 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

To provide:

- 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 2019 - 20

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.

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.

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 2019 – 20 Calculation Formula

Area	2019 - 2020
<b>Teaching</b>	
Additional SLT Teaching	£5,000
AHT Y2 – Y6 support	£24,394
Maths support across KS1/KS2 inc. grouping in Y5/6	£10,000
Easter School	£2,000
<b>Support Staff</b>	
Targeted Intervention – Intervention TAs / In-Class Support	£23,200
EAL Support – EYFS – Y2	£17,000*
Contribution to HLTA support across school	£21, 834
<b>Training and Development</b>	
Wellbeing & Resilience	£2,000
<b>Premises</b>	
<b>Learning Resources</b>	
Curriculum Resources	£7,000
<b>Inclusion</b>	
Nurture Group	£48, 262*
<b>Clubs</b>	
Subsidised Clubs e.g. Lunchtime Sports Club / Before School PE e	£3,000
Subsidised Trips e.g. School Journeys / Visits	£10,800
Subsidised Child Care – BF Club / Play Centre	£1,000
<b>Administration</b>	
<b>Bought in professional services</b>	
Art Therapy	£23,000*
TOPS	£5,000 *
Music Therapy	£2,000 *

Speech and Language	£7,100*
Educational Psychology	£8,150*
Attendance Support	£2,000 (inc 1,200 service level agreement)
<b>Total Expenditure</b>	<b>£222,740</b>
	<b>*This is whole school cost</b>

Overview of data of disadvantaged pupils in Primrose Hill compared to 'others' in Primrose Hill and like for like nationally over the last three years:

Key:

**Black:** Disadvantaged pupils at Primrose Hill

**Red:** Other pupils at Primrose Hill

**Blue:** Like for like disadvantaged pupils nationally

EYFS	
Year	Good Level of Development
2015/16 (20 children)	40% <b>77%</b> 54%
2016/17 (15 children)	60% <b>73%</b> 56%
2017/18 (17 children)	41% <b>83%</b> 56%

Phonics	
2015/16 (14 children)	86% <b>85%</b> 70%
2016/17 (21 children)	57% <b>92%</b> 70%
2017/18 (18 children)	78% <b>93%</b> 70%

KS1			
Year	Expected Reading	Expected Writing	Expected Maths
2015 / 16 (26 children)	65% 79% 62%	62% 70% 53%	62% 79% 60%
2016 / 17 (18 children)	56% 90% 62%	56% 90% 53%	61% 80% 60%
2017 / 18 (21 children)	71% 84% 63%	57% 82% 54%	57% 89% 62%

KS2				
Year	Expected Reading	Expected Writing	Expected Maths	Expected Combined
2015 / 16 (56 children)	66% 90% 53%	68% 87% 64%	66% 84% 58%	46% 81% 39%
2016 / 17 (32 children)	88% 86% 53%	78% 75% 64%	84% 79% 58%	75% 68% 39%
2017 / 18 (41 children)	93% 95% 60%	78% 89% 66%	90% 89% 63%	76% 89% 48%

Progress KS1 - KS2			
Year	Reading	Writing	Maths
2015 / 16	+2.2 +3.98 -0.7	+0.8 +2.12 -0.4	+1.5 +1.6 -0.6
2016 / 17	+5.38 +5.49 -0.7	+3.98 +2.32 -0.4	+3.63 +3.72 -0.6
2017 / 18	+5.75 +4.34 -0.7	+2.44 +2.46 -0.4	+5.90 +4.35 -0.6

#### Measuring Impact of PP Spending 2017 / 2018 academic year:

##### EYFS Data:

- Data shows an increased gap between disadvantaged compared with 'others' at Primrose Hill at the end of EYFS and when compared with like for like disadvantaged pupils nationally.
- Cohort (current Year 1) have a complex range of SEN needs

*Disadvantaged pupils at the end of EYFS are being outperformed by 'others' and their like for like peers nationally. This is a trend at the end of EYFS at Primrose Hill as many children join us from low starting points. This cohort has a large range of specific SEN need that has been identified, supported and tracked by the Senior Leadership and Inclusion teams. We hope to see a change in this trend as an impact of the two year old provision.*

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**Phonics Data:**

- Data shows an increase in the attainment of phonics for disadvantaged pupils in the last year.
- Attainment gap is narrower with 'others' and outperforming their disadvantaged peers nationally.

**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.***