

Primrose Hill Primary School



Pupil Premium Statement 2021 - 21

Date: June 2021
September 2021 (with teacher assessment data)
Review: March 2021

Pupil Premium Expenditure

April 2021 - March 2021

‘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 2020 to 2021 will include pupils recorded in the January 2020 school census who are known to have been eligible for FSM since May 2014, as well as those first known to be eligible at January 2020.” gov.co.uk

In the 2020 to 2021 financial year, pupil premium funding remains stable. Schools will receive £1,345 for each primary-aged pupils from Reception to Year 6 eligible for FSM at any point in the last 6 years and £2,345 for each ‘looked-after’ child. There is additional funding for Nursery deprivation. For the financial year 2020 - 20 Primrose Hill will receive funding in the amount of: £219,048

This is based on:

- 151 children receiving pupil premium in Reception - Year 6 at the time the funding was awarded,
- 4 children who qualify as looked after and
- 14 children who qualify for Nursery Deprivation -

This accounts for 169 of children on roll at Primrose Hill. This is a slight 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 2020 - 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 pupils: 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 2020 – 20 Calculation Formula

| Area | 2020 - 2021 |
|--|--|
| Teaching | |
| Additional SLT Teaching | £5,000 |
| AHT Y2 – Y6 support | £24,394 |
| Maths support across KS1/KS2 inc. grouping in Y6 | £10,000 |
| Easter School | £2,000# |
| Support Staff | |
| Targeted Intervention – Intervention TAs / In-Class Support | £22,200 |
| EAL Support – EYFS – Y2 | £16,000* |
| Contribution to HLTA support across school | £20,142 |
| Training and Development | |
| Wellbeing & Resilience | £2,000 |
| Premises | |
| | |
| Learning Resources | |
| Curriculum Resources | £7,000 |
| | |
| Inclusion | |
| Nurture Group | £48,262* |
| Clubs | |
| 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 |
| Administration | |
| | |
| Bought in professional services | |
| 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) |
| Total Expenditure | £219,048 |
| | *This is whole school cost |

normal expenditure did not take place due to Covid19

Impact of Pupil Premium Expenditure on Pupil Data

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.

Data has been inputted for 2019/20 but this is based solely on Teacher Assessment and noting the children did not receive normal schooling during 'lockdown' and did not complete the usual Early Years Profile, Phonics Check, KS1 and KS2 SATS Assessment. This indicates, as you would expect, a dip in outcomes.

EYFS - Good Level of Development

| | DP at PH | Other Pupils at PH | Like for like DP's nationally |
|---|----------|--------------------|-------------------------------|
| 2016/17 (15 children) | 60% | 73% | 56% |
| 2017/18 (17 children) | 41% | 83% | 56% |
| 2018/19 (15 children) | 80% | 71% | 57%* |
| 2019/2020 - Teacher Assessment (14 children) | 57% | 64% | |

In this data set, DP's at Primrose Hill perform above other pupils and nationally.

Phonics

| | DP at PH | | Other Pupils at PH | | Like for like DP's nationally | |
|---|----------|--------|--------------------|--------|-------------------------------|--------|
| | End Y1 | End Y2 | End Y1 | End Y2 | End Y1 | End Y2 |
| 2016/17 (21 Y1 Children) (18 Y2 Children) | 57% | 100% | 92% | 98% | 70% | 86% |
| 2017/18 (17 Y1 Children) (21 Y2 Children) | 78% | 76% | 93% | 100% | 70% | 85% |
| 2018/19 (21 Y1 children) (17 Y2 Children) | 65% | 94% | 84% | 98% | 70%* | 85%* |
| 2019 / 20 (10 Y1 Children) Y2 Children Not Assessed Teacher Assessment | 80% | N/A | 77% | N/A | | |

There is no trend with DP's and Phonics attainment. The children who do not meet the threshold at the end of Y1 typically reach it by the end of Y2 with this % comparison in line or above national.

| Key Stage 1 | | | | | | | | | |
|--------------------------|------------------|--------------------|-------------------------------|------------------|--------------------|-------------------------------|----------------|--------------------|-------------------------------|
| Year | Expected Reading | | | Expected Writing | | | Expected Maths | | |
| | DP at PH | Other Pupils at PH | Like for like DP's nationally | DP at PH | Other Pupils at PH | Like for like DP's nationally | DP at PH | Other Pupils at PH | Like for like DP's nationally |
| 2016 / 17 18 children | 56% | 90% | 63% | 56% | 80% | 54% | 61% | 80% | 62% |
| 2017 / 18 21 children | 71% | 84% | 62% | 57% | 82% | 54% | 57% | 89% | 63% |
| 2018 / 19 17 children | 65% | 86% | 62% | 59% | 76% | 55% | 65% | 86% | 63% |
| 2019 / 20 21 children | 57% | 72% | | 47% | 64% | | 57% | 72% | |

| Key Stage 2 | | | | | | | | | | | | |
|------------------------|------------------|--------------------|-------------------------------|------------------|--------------------|-------------------------------|----------------|--------------------|-------------------------------|-------------------|--------------------|-------------------------------|
| Year | Expected Reading | | | Expected Writing | | | Expected Maths | | | Expected Combined | | |
| | DP at PH | Other Pupils at PH | Like for like DP's nationally | DP at PH | Other Pupils at PH | Like for like DP's nationally | DP at PH | Other Pupils at PH | Like for like DP's nationally | DP at PH | Other Pupils at PH | Like for like DP's nationally |
| 2016/17 32 children | 88% | 86% | 60% | 78% | 75% | 66% | 84% | 79% | 63% | 75% | 68% | 48% |
| 2017/18 41 children | 93% | 95% | 64% | 78% | 89% | 67% | 90% | 89% | 69% | 76% | 89% | 51% |
| 2018/19 31 children | 90% | 100% | 62% | 74% | 93% | 68% | 94% | 100% | 67% | 74% | 93% | 51% |
| 2019 / 20 | 59% | 77% | | 48% | 66% | | 62% | 81% | | | | |

| Progress KS1 - KS2 | | | | | | | | | |
|--------------------|--------------------------------|--------------------|-------------------------------|----------|--------------------|-------------------------------|----------|--------------------|-------------------------------|
| Year | Reading | | | Writing | | | Maths | | |
| | DP at PH | Other Pupils at PH | Like for like DP's nationally | DP at PH | Other Pupils at PH | Like for like DP's nationally | DP at PH | Other Pupils at PH | Like for like DP's nationally |
| 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 | -0.6 | +2.43 | +2.46 | -0.4 | +5.90 | +4.35 | -0.6 |
| 2018 / 19 | +5.72 | +5.24 | -0.6 | +2.58 | +3.24 | -0.4 | +5.80 | +5.44 | -0.6 |
| 2019 / 20 | No progress scores for 2019-20 | | | | | | | | |

For 2018/19, progress continues to exceed national measures and in Reading and Maths above other pupils. Writing for DP's shows a downward trend although the progress measure is higher than national.

Measuring Impact of PP Spending 2018 / 2019 academic year:

EYFS Data:

- DP's overtook other children with a GLD at Primrose Hill at the end of EYFS
- [National data has not been released for comparison yet.](#)

Note: Numbers of disadvantaged children in EYFS have dropped compared with previous cohorts.

This year shows a large increase in the attainment of disadvantaged pupils at the end of EYFS when compared to previous cohorts. It is important to note that the previous cohort have a wide range of complex SEN needs and the numbers of disadvantaged children have also dropped significantly from previous cohort.

Phonics Data:

- A positive picture for phonics although a drop on the previous year - non trend specific. By the end of Y2, including DP's. most children have met threshold showing developmental readiness for phonics acquisition.
- [National data has not been released for comparison yet.](#)

Key Stage 1 Data:

- attainment of disadvantaged pupils in Key Stage 1 has increased in all areas.
- difference between disadvantaged and other pupils within Primrose Hill has narrowed in all areas. There is a difference between DP and other pupils; the smallest being in Maths.
- Disadvantaged children at Primrose Hill attain in line with Camden
- Disadvantaged children attain higher than national comparisons

Disadvantaged pupils at the end of KS1 have improved attainment at the end of KS1. Disadvantaged pupils in Key Stage are currently being outperformed by 'others' within Primrose Hill, by the difference has diminished. It is important to note the cohort of disadvantaged children is smaller than the previous year groups.

Key Stage 2 Data:

- attainment of disadvantaged pupils has remained relatively stable across writing, reading and maths.

Two children in the cohort did not achieve expected in Maths, these children were both pupil premium. The same two children did not achieve expected in reading as well as a third child - who was also a pupil premium child.

- national results for attainment not currently available for comparison
- progress scores for disadvantaged children have remained consistent from previous cohort; they are also roughly in line with 'others' at Primrose Hill (writing 'others' progress is higher, maths and reading 'disadvantaged is higher).
- The progress that disadvantaged children make is far higher than like for like national data.

This means that disadvantaged pupils continue to have 'diminished the difference' within Primrose Hill and continue to make far better progress than their peers nationally.