

Primrose Hill Primary School



Pupil Premium Statement 2021 - 22

Date: April 2021

Review: March 2022

Pupil Premium Expenditure

April 2021 - March 2022

'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 by the LA for 1 day or more or were adopted from care on or after 30 December 2005

Those who are eligible:

"The pupil premium for 2021 -2022 pupil premium allocations for mainstream and special schools will be calculated based on the number of eligible pupils recorded by schools in their census in October 2020." gov.co.uk

In the 2021 to 2022 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 (LAC)'. For the financial year 2021 - 22 Primrose Hill will receive funding in the region of: £205,000 (*confirmed by final grant allocation May 2021*).

This estimated figure is based on:

- 148 children receiving pupil premium in Reception - Year 6 at the time the funding was awarded in October 2020 (This figure is ever - changing due to the nature of current students becoming eligible for FSM / new students joining the school as FSM)
- 7 children who qualify as looked after / post looked after

This is a slight drop in Pupil Premium income for the school from the previous year. *It is important to note that more children qualify for Pupil Premium in the older age ranges in the school, so we predict a continuing fall in Pupil Premium numbers as these children move on to secondary school.*

How we allocate funds:

Objectives

To provide:

- High quality teaching and learning to enable disadvantaged children of all abilities to 'diminish the difference' with regard to attainment when compared to their peers
- Individualized learning opportunities and interventions where appropriate, as identified by our data
- An extensive network of social and emotional support
- A wide variety of enrichment experiences

Nature of Support 2021 - 22

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 with regard 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 Pupil Premium Spending April 2021 – April 22 Calculation Formula

Area	2021 - 2022
Teaching	
Additional SLT Teaching	£29,394
Maths grouping in Y6	£10,000
Support Staff	
Targeted Intervention – Intervention TAs / In-Class Support	£22,200
EAL Support – EYFS – Y1	£16,000*
Contribution to HLTA support across school	£20,142
Training and Development	
Wellbeing & Resilience	£2,000
Premises	
Learning Resources	
Curriculum Resources	£4,000
Inclusion	
Nurture Group	£48,262*
Clubs	
Subsidised Clubs e.g. Lunchtime Sports Club / Before School PE	£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	(this has now been secured free of charge)
Speech and Language	£4,200*
Educational Psychology	£7,850*
Total Expenditure	£206,848
	*This is whole school cost

Impact of Pupil Premium Expenditure on Pupil Data

This will be updated with end of 2020 - 21 data in September 2021.

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.

2019 - 20 Data

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 for all pupils including our disadvantaged pupils.

EYFS - Good Level of Development

	Disadvantaged Pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged Pupils nationally
2016/17 (15 children)	60%	73%	56%
2017/18 (17 children)	41%	83%	57%
2018/19 (15 children)	80%	71%	57%*
2019/2020 - Teacher Assessment (14 children)	47%	74%	N/A

Phonics

	Disadvantaged Pupils at PHS		Other Pupils at PHS		Like for like Disadvantaged Pupils 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	N/A	N/A

Key Stage 1									
Year	Expected Reading			Expected Writing			Expected Maths		
	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils nationally	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils nationally	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils 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	62%	76%	N/A	48%	73%	N/A	57%	78%	N/A

Key Stage 2												
Year	Expected Reading			Expected Writing			Expected Maths			Expected Combined		
	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils nationally	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils nationally	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils nationally	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils 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 28 children	68%	93%	N/A	50%	83%	N/A	79%	90%	N/A	N/A	N/A	N/A

Progress KS1 - KS2									
Year	Reading			Writing			Maths		
	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils nationally	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils nationally	Disadvantaged pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged pupils 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								

Measuring Impact of PP Spending 2019 / 2020 academic year:

A year like no other, the Covid 19 pandemic and subsequent school closure and remote learning has had an impact on the attainment of both disadvantaged and other pupils at Primrose Hill across the whole school. This has meant that results do not follow the historical trend of the performance of disadvantaged pupils at our school who, traditionally, by the end of KS2, make far more progress than their peers nationally as well as outperforming peers in attainment. We do not have Camden or National data to compare our school data with; however when comparing with our own school data, it is clear that both our disadvantaged and other pupils attainment has been negatively impacted.

As a school, we are acutely aware of the potential lasting impacts of the ongoing Covid 19 pandemic on our disadvantaged children and families. Our School Improvement Plan for the academic year 2020 - 21 is focused on supporting our pupils back into school life, their mental health and wellbeing as well as identifying gaps in their learning and accelerating progress this year. Our disadvantaged pupils are at the forefront of this. Our interwoven approach to utilising the pupil premium fund has not changed; but further supported through whole school initiatives such as our Trauma Informed training and clear programs of support, both academic and emotional, for our disadvantaged pupils as we manage our return to school.