

Primrose Hill Primary School



Pupil Premium Statement 2020 - 21

Date: September 2020
(with teacher assessment data added)
Review: March 2021

Pupil Premium Expenditure

April 2020 - 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 - 21 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 - 21

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.'

COVID 19

The original spending calculation was created pre - school closure and before we knew the length of time and the impact that Covid 19 would have on school life. Due to this, the formula will no longer be accurate as spending was used to help support our disadvantaged pupils and families in different ways during school closure as the need arose. Listed beneath is some of the support put in place during this time:

- * Home visits at a distance following government guidelines
- * Daily SLT meeting with focus on disadvantaged pupils
- * Art Therapy weekly sessions
- * TOPS weekly sessions
- * Family support re housing letters, therapy referrals etc
- *Technology devices loaned
- *Technology tutorials 1-1 with HLTA
- *Reading Eggs purchase (for all)
- *1-1 learning consultations
- *Worry Box and responding therapeutic phone calls
- *Home learning (paper, books, resources) sent in addition to Google Classroom
- *Teacher 1-1 learning sessions
- *Zoom dance sessions
- *Teaching and learning provision in school
- *Bereavement support for families
- *In school learning for vulnerable pupils

Original Focus of PPG Spending March 2020 – March 21 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 – Y1	£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	£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.

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

	DP at PH	Other Pupils at PH	Like for like DPs 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

	DP at PH		Other Pupils at PH		Like for like DPs 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		
	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	62%	76%	N/A	48%	73%	N/A	57%	78%	N/A

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 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		
	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								

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. At this point (September 2020) 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 forthcoming 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 will not change; it will be 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.

Due to the unknown challenges that lay ahead this year, this is subject to change as we adapt to the needs of our children and community to ensure we are providing the correct support and intervention at the correct time.