

Primrose Hill Primary School



Pupil Premium Strategy Statement 2021 - 22

Date: April 2021

Review: March 2022

Updated in December 2021 to DFE format & with new data

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Primrose Hill Primary School
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	(148 – Oct 2020 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Phil Allman
Pupil premium lead	Laura Beeson (to Dec 2021) Sophie Keating (from Jan 2022)
Governor / Trustee lead	Claire Cameron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,680
Recovery premium funding allocation this academic year	£21,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£220,770

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objectives:

- 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
- Individualised learning opportunities and interventions where appropriate, as identified by our data
- An extensive network of social and emotional support offering high level of universal support as well as targeted/ Wave 3 support
- A wide variety of enrichment experiences to build the cultural capital and raise aspirations for our disadvantaged pupils
- Working with parents and families from entry (including 2 year olds) to accelerate progress from the start

Intent & Principles

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 individualised support is determined by pupils' identified needs, following termly pupil progress meetings with class teachers, SLT and the Inclusion Manager, through analysis of assessment data to identify gaps in attainment and progress, and through analysis of behaviour records to identify possible challenges.

Spending is also prioritised for bought-in professional services which focus on pastoral and mental health support for our children to ensure their social, emotional and wellbeing needs are met. 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.'

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low starting points on entry to school, particularly in the prime areas of learning and in communication and language
2	Disadvantaged children have an increased chance of falling behind in Reading by end Reception and not passing the Phonics check in KS1
3	The disruption of lockdown has increased the gap, in particular end EYFS & KS1 data and in maths in KS2.
4	Disadvantaged children may be more vulnerable to SEMH & PSED need as well as attendance difficulties (including emotionally based school avoidance)
5	Limited exposure to and engagement with enrichment experiences outside of school

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children make accelerated progress from entry points in EYFS, and children and families' communication and oracy is supported	<ul style="list-style-type: none"> - Improved GLD for disadvantaged pupils - Disadvantaged parents engaging with family learning opportunities - Improved communication and language for disadvantaged pupils in End of Year Reception data
Improved early reading and phonics provision and outcomes for disadvantaged pupils	<ul style="list-style-type: none"> - Improved Early reading provision EYFS end Y2 leading to improved outcomes in both end of Key Stage Assessments and Y1 phonics check
Disadvantaged children benefit from high quality teaching/ differentiation and targeted tutoring to make accelerated progress in maths	<ul style="list-style-type: none"> - Pupil Progress reviews demonstrate that disadvantaged pupils are making accelerated progress in maths. - Highlighted at the end of Key Stage assessments.
Improve pastoral and mental health provision across the school so that disadvantaged children are not over-represented in behaviour and attendance data	<ul style="list-style-type: none"> - Behaviour and attendance data does not show an over-representation of disadvantaged pupils

Improved enrichment opportunities within and beyond the curriculum for disadvantaged children	- Disadvantaged pupils have had access to a wide range of enrichment opportunities
---	--

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £123,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching (SLT / Teaching staff)	Additional SLT tutoring time reading in Reception and Phonics/ GR in KS1 Small group: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition One to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2
Additional teaching Y6 Maths groups	International research evidence suggests that reducing class size can have positive impact on disadvantaged pupils – but these effects are not seen until the numbers of pupils have decreased substantially (20 or under) and enables teachers to change their teaching approach to the extent that this changes the learning behaviours of the pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	3
Nurture Group KS1	1 SLT member and 1 experienced TA to run well established Nurture Provision (using attainment data as well as detailed SEMH data through Boxhall profiles) as evidenced https://www.nurtureuk.org/research-evidence/	1,2,4
HLTA support across the school	3 HLTAs (1 in Y1/2, 1 in Y3/4, 1 in Y5/6) - evidence shows that HLTAs value being in a specific team and this enhances their role. Initial evidence on the role of HLTa in general ‘provide a strong endorsement of the benefits that HLTAs can provide to schools’ and indicates that the role can positively impact ‘the learning, engagement, motivation and involvement of pupils’	1,2,3 4

	https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf	
EAL support EYFS - Y1	EAL/EMA Specialist language teacher (evidence in EAL achievement and Language reports)	1, 2
Trauma Informed Working Group	1 SLT & 2 teacher & 1 TA with school EP developing and implementing best practice across school, including INSET. Behaviour Data Sept 2021 shows significant decrease in incidents. International research supports the efficacy of this approach: https://pureadmin.qub.ac.uk/ws/portalfiles/portal/168311525/ACEs_Report_A4_Feb_2019_Developing_a_Traum_a_Informed_Approach_Full_Evidence_Review.pdf	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention – run by TAs across the school both 1:1 and in small group	EEF: ‘Evidence stated state teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3
School led tutoring	EEF: ‘Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resilience Program Y5	The EEFs ‘Improving Social and Emotional Learning (SEL) in Primary Schools’ recommendations promote the explicit teaching of SEL in dedicated lesson time:	4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	
Subsidised trips, clubs, child care	<p>The EEF states that ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes’.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5
Art Therapy	<p>From the International Journal of Art Therapy - Primary-school-based art therapy: exploratory study of changes in children’s social, emotional and mental health.</p> <p>The conclusion found that: ‘The study highlighted perceived positive changes and no negative changes in children’s SEMH difficulties.’</p> <p>https://www.tandfonline.com/doi/full/10.1080/17454832.2019.1634115?src=recsys</p>	4
TOPs (Tavistock outreach program for families)	<p>Evidence demonstrates how school-based counselling and therapeutic support can reduce pupils’ psychological distress and improve self-esteem and achievement.</p> <p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-j-anuary-effectiveness-of-school-counselling-revealed-in-new-research/</p> <p>Further evidence illustrates the importance of engaging parents in intervention as a means of positively impacting children’s education:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
Speech & Language	<p>The EEF states that ‘on average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress’</p>	1, 2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Educational Psychology	Evidence shows that EP assessment and intervention positively impacts upon teacher knowledge, classroom practice and pupil progress https://www.researchgate.net/publication/348233063_Educational_Psychology_Impact_on_Primary_Education_A_Review	4
Curriculum resources / contingency fund	Mixture of online subscription resources for hard to reach parents and families including over Lockdown (Reading Eggs, Maths seeds, Tapestry) - all evidence based. Furthermore, multi-sensory curriculum resources support children of all abilities to make progress. (Shams, L., and Seitz, A.R. <i>Benefits of multisensory learning</i> . Trends in Cognitive Sciences, 60, November 2008, pp. 411-17.[4])	1,2,3

Total budgeted cost: £ £220,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Following school closures and ongoing disruption due to Covid-19 the gap between disadvantaged pupils and others has widened (as is the case nationally). Children learnt at home remotely for a significant amount of the Spring Term, and some classes during the autumn and summer term due to bubble closures. In all year groups this has significantly impacted the children's progress and in some cases widened the disadvantage gap, as the data analysis below shows. However there was also a drive to deliver Outstanding home learning provision - especially with regard to engaging our disadvantaged and vulnerable pupils - which has had some positive impact in Key Stage 2 especially. *Link to Remote Learning Strategy showing our remote learning provision (including focus on disadvantaged and vulnerable children)*
<https://www.primrosehill.camden.sch.uk/wp-content/uploads/2021/02/Remote-Learning-Offer-2021.docx.pdf>

The lack of face to face teaching for some EYFS children has created a significant gap in terms of disadvantaged children reaching ELGs. In KS1, the gap did not grow in Reading or in Writing, however in maths it widened considerably.

EYFS	Disadvantaged Pupils at PHS	Other Pupils at PHS	Like for like Disadvantaged Pupils nationally
2018/19 (15 children)	80%	71%	57%*
2019/2020 - Teacher Assessment (14 children)	47%	74%	N/A
2020/21 - Teacher Assessment (12 children)	25%	70%	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
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 Y1	80%	N/A	77%	N/A	N/A	N/A
2020/ 21 (15 Y1 Children) Y2 Children Not Assessed Teacher Assessment Y1 <i>(Official phonics check will happen in Y2 Autumn Term)</i>	53%	N/A	80%	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
2018 / 19 17 children	65%	86%	62%	59%	76%	55%	65%	86%	63%
2019 / 20	62%	76%	N/A	48%	73%	N/A	57%	78%	N/A

21 children										
2020 / 21 children	57%	75%	N/A	43%	61%	N/A	43%	80%	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
2018/19 children	90%	100%	62%	74%	93%	68%	94%	100%	67%	74%	93%	51%
2019 / 20 children	68%	93%	N/A	50%	83%	N/A	79%	90%	N/A	50%	80%	N/A
2020 / 21 children	73%	92%	N/A	50%	76%	N/A	63%	92%	N/A	52%	75%	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
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								
2020/21	No progress scores for 2020-21								

Summary of Spending and Actions 2020 - 21

- Reading Eggs and Mathseeds purchased across the school to support children's home learning
- Purchased Tapestry Software for EYFS for better delivery of mixed media teaching content during remote learning

- Individualised tutoring provided by Teaching Assistant and planned with teacher within child's existing year group (targeted at all underachieving disadvantaged children)
- Trauma Informed Practice - high quality training and structured CPD for all staff
- InPrint Widgit to support inclusion and differentiation across school
- Digital access and technology support (every child accessed chrome book, dongle where needed, individualised tech support)
- Inclusion team, therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and ready to learn.
- Additional intervention for identified vulnerable families to support the transition back to full time school, ensuring all pupils are visible.
- Key disadvantaged families were given access to in school provision as part of the key worker / vulnerable provision including Art Therapy group sessions
- Transition support for pupils moving to Y7, working with local secondary schools, including targeted transition support group.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Eggs	3P Learning
Maths Seeds	3P Learning