

Pupil Premium Impact Report - 2021-22

Summary of Pupil Premium Expenditure 2021-22

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

Impact of Pupil Premium Expenditure on Pupil Data

Early Years GLD

	Number of DPs in cohort	Disadvantaged Pupils	Other pupils	Like for like Disadvantaged Pupils nationally
2018-19	15	80%	71%	57%
2019-20 Teacher Assessment	14	47%	74%	N/A
2020-21 Teacher Assessment	12	25%	70%	N/A
2021-22	23	52%	80%	tbc

The gap between our disadvantaged pupils and other pupils has widened over the course of the pandemic. In 21-22, attainment rose for all groups and the gap with disadvantaged is lessening, although there is more work to do. The change in the Early Learning Goals this year has had an impact on assessment as the expectation is much higher than it was previously. The introduction of Little Wandle phonics this year has had a positive impact on the number of children achieving the reading ELG though due to stocking issues, the programme was launched in Spring rather than from Autumn.

Phonics Year 1

	Number of DPs in cohort	Disadvantaged Pupils	Other pupils	Like for like Disadvantaged Pupils nationally
2018-19	21	65%	84%	70%
2019-20 Teacher Assessment	10	80%	77%	N/A
2020-21	15	53%	80%	N/A

Teacher Assessment				
2021-22	15 (43)	60%	96%	

Phonics Year 2

	Number of DPs in cohort	Disadvantaged Pupils	Other pupils	Like for like Disadvantaged Pupils nationally
2021-22	5 (5 other)	20%	80%	tbc

As in EYFS, the implementation of the Little Wandle programme has had a positive impact - phonics has shown a significant improvement in 21-22 for all pupils, and the gap in Year 1 between disadvantaged and others has lessened. The pass rate for the phonics check has improved for all pupils in comparison to last year and phonics attainment is good across the school. We will be continuing to provide targeted phonics support to children in Year 3 to ensure that they close the gap to their peers in reading and be embedding phonics interventions in line with our synthetic phonics scheme across KS1 to ensure all children keep up with their peers.

Key Stage 1

	Number of DPs in cohort	Reading			Writing			Maths		
		DPs	Other pupils	Like for like DPs	DPs	Other pupils	Like for like DPs	DPs	Other pupils	Like for like DPs
2018-19	17	65%	86%	62%	59%	76%	55%	65%	86%	63%
2019-20 Teacher Assessment	21	62%	76%	N/A	48%	73%	N/A	57%	78%	N/A
2020-21 Teacher Assessment	14	57%	75%	N/A	43%	61%	N/A	43%	80%	N/A
2021-22	21	67%	68%	tbc	38%	50%	tbc	48%	63%	tbc

Our KS1 attainment is lower than previous years, which reflects the challenges the cohort have faced during the early years of their education due to the pandemic as well as disruptions to teaching and learning. The gap is narrowest in reading and has narrowed in writing and maths compared to previous years. Writing is a concern and will be a key feature of the SIP, as well as a focus on providing high quality adaptive teaching and intervention in KS1 and Year 3. We are also moving our Maths lead to Year 1 to support KS

Key Stage 2

	Number of DPs in cohort	Reading			Writing			Maths			Combined		
		DPs	Other pupils	Like for like DPs	DPs	Other pupils	Like for like DPs	DPs	Other pupils	Like for like DPs	DPs	Other pupils	Like for like DPs

2018-19	31	90%	100%	62%	74%	93%	68%	94%	100%	67%	74%	93%	51%
2019-20 Teacher Assessment	28	68%	93%	N/A	50%	83%	N/A	79%	90%	N/A	50%	80%	N/A
2020-21 Teacher Assessment	32	73%	92%	N/A	50%	76%	N/A	63%	92%	N/A	52%	75%	N/A
2021-22 Teacher Assessment	27 (27 other)	59%	93%	tbc	56%	81%	tbc	59%	93%	tbc	52%	79%	tbc

KS2 attainment data has remained strong throughout the last few years. Following the pattern of previous years, the gap in KS2 has widened throughout the pandemic. This year, the gap has narrowed in Reading and Writing compared to last year but widened in Maths. The gap between disadvantaged children and their peers is narrowest in Reading. This size of the cohort is also significant here. As in KS1, next year, we will continue to focus on providing high quality teaching, with responsive differentiation as needed, to all children to ensure we are meeting the holistic needs of each cohort.

Progress KS1 - KS2

	Number of DPs in cohort	Reading			Writing			Maths		
		DPs	Other pupils	Like for like DPs	DPs	Other pupils	Like for like DPs	DPs	Other pupils	Like for like DPs
2018-19	31	+5.72	+5.24	-0.6	+2.58	+3.24	-0.4	+5.80	+5.44	-0.6
2019-20 Teacher Assessment	28	No statutory progress scores for 2019-20								
2020-21 Teacher Assessment	32	No statutory progress scores for 2020-21								
2021-22	27 (27 other)	+6.82	+3.41	NA	+2.45	+1.71	NA	+6.60	+4.87	NA

Key Stage 2 disadvantaged children made excellent progress - double their non-disadvantaged peers in Reading and Writing. Disadvantaged low prior attainers made exceptional progress in reading at +10.88, a reflection of the culture of reading for pleasure and the investment in high quality guided reading, reading challenge and read-aloud literature.

Attendance, wellbeing & SEMH

Primrose Hill's attendance is better than Camden and in line with national at 5.8% absence rate.

Disadvantaged pupils' absence rates are similar to Camden at 7.5% absence rate compared to 4.6% others. Persistent absenteeism is significantly better than Camden at 16.5% cf 21.3%. In Spring 2023 a new Attendance role was created in the admin team and protocols revised and refreshed - attendance will be an ongoing focus for disadvantaged pupils.

The behaviour in the school has shown considerable improvement this year and this is evidenced in our monitoring of the time out slips and the lunchtime reflection log. A number of factors have contributed to this trajectory, including whole

school trauma informed practice training and the introduction of our trauma informed behaviour policy which all staff adhere to. The separated playtime for the different year groups has aided more space for the children with higher access to the equipment, leading to less confrontation during these less structured times. We know that lockdowns have had a big impact on our children's social and emotional development, particularly in their relationships with their peers, and this is something we will continue to work on next year through our whole school PSHE teaching and class circle times.

Narrative Summary

Following school closures and ongoing disruption due to Covid-19 in the academic years 2019-20 and 2020-21, the gap between disadvantaged pupils and others had widened at the start of this academic year (as is the case nationally). This had significantly impacted on progress in all years, as our data analysis for previous years shows. One focus of our pupil premium strategy this year has been to provide high quality teaching for all children to reduce this gap. This year's data shows that our attainment remains good across the school, particularly in the Y1 phonics screening and at the end of KS2. Our children make good progress from their starting points as a result of the high quality teaching and intervention they receive. For next year, we will continue to focus on developing our high quality teaching provision to support all children to achieve their best, as well as further expanding the enrichment offer for disadvantaged children.

Supporting the wellbeing of our students and families has also been a key objective of our pupil premium strategy this year. We have invested in an extensive network of social and emotional support, including re-establishing our KS1 Nurture group led by our Pastoral Lead, Art Therapy, TOPs (Tavistock Outreach Program for Families), Speech and Language and Educational Psychology. We have also put significant effort into monitoring and supporting children and families with lower attendance. This will continue to be an area that we focus on next year.

We have also used our Pupil Premium funding to ensure we are providing a wide variety of enrichment experiences to build our children's cultural capital and raise aspirations. We have used the funding to subsidise trips, clubs and visits for identified pupils, including subsidising our residential trips for Y5 & 6 which we have restarted this year.