

# Pupil premium strategy statement (primary)

1. Summary information					
School	Mill Hill Primary School				
Academic Year	2018/19	Total PP budget	£106,840	Date of most recent PP Review	Feb 2018
Total number of pupils	393	Number of pupils eligible for PP	77	Date for next internal review of this strategy	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (our school - cohort 10)</i>	<i>Pupils eligible for PP (Local Authority-cohort 787 )</i>
% achieving Expected+ in reading, writing and maths	90%	54.1%
% achieving Expected+ in reading	90%	67.6%
% achieving Expected+ in writing	90%	70.9%
% achieving Expected+ in maths	100%	66.7%
% achieving Expected+ in EPGS	80%	69%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Oral/language skills for small group of pupils in Reception/Y1 is lower than other pupils. This slows reading progress in subsequent years.
B.	In house data shows percentage of KS2 PP pupils not in 'higher band' for reading skills. This impacts on both reading and writing outcomes.
C.	Poor oral/ language skills for lower achieving pupils, prevents them from being able to articulate their thinking/reasoning.
D.	Lower attaining pupils falling further behind, as their peers grasp more complex concepts.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Vulnerable groups need emotional support to access learning effectively.
F.	Continue to improve attendance: continue existing strategies.
G.	Increase pupil engagement by supporting attendance of residential visits.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for 'target pupils' in EYFS and KS1.	Pupils identified, make good progress by the end of the year/KS,

		so that they meet age related expectations.
<b>B.</b>	All identified pupils, making good progress through reading intervention.	Pupils eligible for PP identified as 'LA readers', make good progress across Key Stage 2 in reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments.
<b>C.</b>	Pupils are confident in being able to explain the 'reasoning' involved in their work.	Pupils identified as 'lower achieving' have access to range of opportunities, which develop their ability to talk about and articulate their thinking in collaborative and individual tasks, leading to higher levels of achievement.
<b>D.</b>	Specific needs of 'target children' met.	Children make more rapid progress, due to their specific needs being targeted and therefore meet age related expectations.
<b>E.</b>	Improve the emotional resilience of children from vulnerable groups.	Identified pupils work with school staff (Forest Schools) and KC staff to access appropriate emotional and social activities and support.
<b>F.</b>	Continue to improve PP attendance rates, through improved engagement & monitoring.	Pupils eligible for PP, have improved attendance.

5. Planned expenditure					
Academic year	2017/2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b> Improve oral/language skills for 'target pupils' in EYFS and KS1.	Staff training updates on 'Talk Boost' support programme. Training for and introduction of 'Earth Handwriting' scheme. Extra staff to support 'split phonics groups'.	The development of good language skills is essential. Speaking and listening will be closely monitored and staff will be trained to identify and address issues at an early stage.	Use INSET days and staff meetings to deliver effective training. Lesson observations, SMT book scrutiny to embed learning.	EYFS Lead KS1 staff	Termly
<b>C</b> Pupils are confident in being able to explain the 'reasoning' involved in their work.	Collaborative Learning Prog. Children to undertake 'talk for learning' activities in range of subject areas.	Accelerated learning requires teachers to recognise and explore different learning styles for example kinaesthetic, visual, aural and oral. It also requires that concepts are reformulated so that they become firmly embedded. Collaborative learning activities provide a lot of visual clues, allow students to move the thinking around the table, and students often need to synthesise information and subsequently pass it on to their peers.	There is recognition that collaborative activities need to be used for a reasonable amount of time before they are totally successful. To ensure its implementation, SLT will lead the introduction of this programme, through INSET training and allocate sufficient time for staff to deliver it. Its impact will be measured through teacher assessments, observations and pupil questionnaires.	SLT	Termly
<b>Total budgeted cost</b>					£25,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B</b> All identified pupils, making good progress through reading intervention.	Some staff trained for Reciprocal Reading intervention programme. Delivery to ensure accelerated progress for pupils.  Year 5/6 pupils accessing Reading Plus programme.	School believes that this approach will improve the outcomes of pupils identified. These pupils can decode, but experience difficulty 'understanding' text.  Programme enables pupils to develop comprehension skills, while reading on tablet. Children can access books either in school or at home. Programme keeps check on progress and awards pupils points for good scores to motivate.	Impact overseen by Literacy Lead. Teaching assistants (TA) CPD for TAs supporting the sessions.  The pupils will be identified from teacher assessment and their progress will be monitored. Intervention staff will keep records of work/strategies used. SLT will observe and review.	SLT/ Literacy Lead	Termly
<b>D</b> Specific needs of 'target children' met.	Small group tuition. Identified pupils will be taught 'core' subjects in groups. They will work in separate classroom, on the same topic as their peers.	This approach enables the teacher to focus exclusively on the needs of a small number of learners. School believes the opportunities for greater feedback, more sustained engagement and work more closely matched to the needs of the learners will enable significant progress to be made.	The learners achievement will form part of the cohort Pupil Progress programme and the delivery will be assessed through lesson observation and work scrutiny. (SLT)	SLT	Termly
<b>E</b> Improve the emotional resilience of children from vulnerable groups.	Identified pupils work with school staff on Forest Schools (FS) and Fun Friends/Friends for Life (CAHMS) programmes and Kalmer Counselling staff to access appropriate emotional and social activities and support.	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning. School believes that SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and therefore attainment itself.	Ensure school staff delivering the programmes are fully trained. SENCo to liaise with INE staff to ensure they are aware of individual needs and circumstances of pupils involved.	SLT SENCo SEL lead	Termly
<b>Total budgeted cost</b>					£67,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
F Increased attendance rates.	SLA with Farringdon Community Academy, to employ an Attendance Officer 1 morning per week.	School feels that we can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Using Attendance SLA is a cost effective way of ensuring that parents of 'persistent non attenders' are identified, reviewed and challenged.	Thorough briefing of Attendance Officer (AO) about existing absence issues. SLT and AO will collaborate to ensure new provision and standard school processes work smoothly together.	SLT	Termly
G Increased engagement in classroom activities.	School to offer financial support to families of pupils attending Y5 and Y6 residential trips to Derwent Hill and Robinwood.	School recognises the impact on classroom performance, which stems from 'outdoor activities'. The school aims to assist the families of FSM pupils with the cost of the residential visits.	SLT will monitor the academic outcomes of FSM pupils attending the residential visits.	SLT	Anually
<b>Total budgeted cost</b>					£15,000