

Pupil premium strategy statement (primary)

1. Summary information					
School	Mill Hill Primary School				
Academic Year	2020/21	Total PP budget	£86,069	Date of most recent PP Review	July 2019
Total number of pupils	406	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Spring 2021

2. Current attainment		
End of 2019/20 Data	<i>Pupils eligible for PP KS1 (our school - cohort 10)</i>	<i>Pupils eligible for PP KS2 (our school - cohort 14)</i>
% achieving Expected+ in reading, writing and maths	60%	71%
% achieving Expected+ in reading	70%	78%
% achieving Expected+ in writing	70%	78%
% achieving Expected+ in maths	60%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Many Pupil Premium children from disadvantaged backgrounds have limited access to first hand experiences which inhibits their ability to call on life experiences to extend their learning
B.	There is a need to increase pupil attainment and progress in specific areas of English (Reading and Spelling)
C.	Gaps in learning for children eligible for Pupil Premium, exasperated by COVID-19, leading to lower rates of attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	COVID-19 has led to an increase in the need for significant SEMH support for pupils in school so they are able to focus on the academic elements of their holistic growth.
E.	Continue to improve PP attendance rates, through improved engagement, internal rewards & rigorous monitoring.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Many Pupil Premium children from disadvantaged backgrounds have limited access to first hand experiences which inhibits their ability to call on life experiences to extend their learning	Pupils make positive gains as a result of experiential learning through online and face to face experiences that they wouldn't normally have access to.

B.	All identified children are given access to appropriate reading materials and support in both reading and spelling in order to support them in making accelerated rates of progress in these areas.	Pupils eligible for PP identified as 'LA readers and spellers', make good progress across Key Stage 2 in these areas. Measured in Y3, 4, 5 and 6 by teacher assessments.
C.	Specific needs of 'target children' met through specific, targeted and rigorous intervention as a result of gaps in learning for children eligible for Pupil Premium, exasperated by COVID-19, leading to lower rates of attainment.	Children make more rapid progress, due to their specific needs being targeted.
D.	COVID-19 has led to an increase in the need for significant SEMH support for pupils in school so they are able to focus on the academic elements of their holistic growth.	Identified pupils work with school staff (Lunchtime Nurture Club) and Kalmer Counselling, Educational Psychology staff to access appropriate emotional and social activities and support.
E.	Continue to improve PP attendance rates, through improved engagement, internal rewards & rigorous monitoring.	Pupils eligible for Pupil Premium will have improved attendance.

5. Plan					
Academic year	2020/21				
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?
<p>A. Deliver a curriculum which is broad, relevant and enriched that develops core knowledge and skills which pupils can apply in a variety of contexts as a result of real life experiences.</p>	<p>Enabling learning environments and learning hooks are planned in long and medium term planning.</p> <p>Ensure that Remote Learning is planned to ensure there is engagement of all pupils through exciting and enquiry based learning as well as ensuring progression in skills and knowledge with subject leaders being given non-contact time to ensure that gains are being planned for appropriately for children in receipt of PP.</p> <p>Access Remote/ Virtual Educational Visits to further enhance children's cultural experiences as well as in person visits and</p>	<p>Research shows that children from disadvantaged backgrounds have limited access to first hand experiences which inhibits their ability to call on life experiences to extend their learning.</p> <p>All children, regardless of their 'disadvantages' will be given the opportunity to access a range of experiences within school setting and beyond.</p> <p>Funding will be used to support those children whose families, due to their income and economic status, cannot provide days out and visits that would widen the experiences and understanding of their children.</p>	<p>Monitor children in isolation and their access to online resources and curriculum.</p> <p>Evaluate termly pupil outcomes via Pupil Progress Review Meetings to ensure that gap is closing.</p> <p>Subject leaders to quality assure long term and medium plans to ensure engaging activities and supporting visits are well planned.</p> <p>Regular monitoring from SLT via: learning walks, planning and work scrutiny and Pupil Voice interviews.</p>	<p>SLT Subject Leaders</p>	<p>Termly</p>

	experiences where possible.				
Annual projected spend:	Curriculum Resources (inc online learning platforms and CPD for staff training), external/remote visits and experiences, Subject Leader release time £15,000				
B. All identified children are given access to appropriate reading materials and support (including rigorous intervention programmes) in order to support them in making accelerated rates of progress in reading and spelling.	<p>Project X, Low level/High interest reading books to be purchased to hook in reluctant low ability readers.</p> <p>Use of Lexia, Nessy and Reading Plus programmes (KS1/2) as interventions.</p> <p>Purchase of new technology (tablets/Kindles) and WIFI boosters to ensure that interventions can take place consistently and with rigour within classroom environments (in line with COVID-19 Risk Assessment – children not crossing bubbles)</p>	<p>Low ability readers who are eligible for Pupil Premium attain less than non-Pupil Premium peers.</p> <p>School have researched a number of strategies that will ensure that reluctant readers are hooked in through high interest reading materials pitched to their reading ability and the use of technology and online rewards.</p> <p>The use of online platforms to engage children in intervention sessions daily.</p> <p>Allowing access to Reading Plus and Low Level/ High Interest books at home will also allow us to strengthen home/school relationships regarding reading.</p>	<p>Progress in reading tracked through Pupil Progress meetings.</p> <p>Data from purchased programmes tracked weekly.</p> <p>Support from parents to engage children in work from home.</p>	<p>Subject Leads</p> <p>Class Teachers</p> <p>SLT</p>	<p>Termly</p>
Approximate Annual Projected Spend:	Purchase of tablets, WIFI boosters, Kindles and books, Annual licenses for intervention programmes – Lexia, Reading Plus and Nessy, staffing costs for additional intervention, Purchase of Project X stock = £18,000				
ii. Targeted support					
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?

<p>C. Specific needs of 'target children' met through specific, targeted and rigorous intervention as a result of gaps in learning for children eligible for Pupil Premium, exasperated by COVID-19, leading to lower rates of attainment.</p>	<p>Identified pupils access high quality intervention using a range of programmes both online and in person led by a Teacher/TA.</p> <p>Specific evidence based interventions delivered to identified children based on targets and recommendations from external agencies (SALT, Educational Psychology, EHCP outcomes, etc)</p> <p>Intervention for PP children to also include programmes for those children who are high attainers – eg, Reading programme to accelerate progress in line with non-PP peers.</p>	<p>This approach enables the teacher to focus exclusively on the specific needs of identified learners.</p> <p>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.</p> <p>Some children eligible for Pupil Premium also have additional needs that are being met through specific targets and/or curriculum programmes. School recognise that the implementation of these strategies in small group or 1:1 situations are vital in ensuring sustained progress for specific children.</p>	<p>The learner's achievement will be monitored through Pupil Progress meetings and the delivery will be assessed through lesson observation, learning walks and planning and work scrutiny. (SLT)</p>	<p>SLT SENDCo</p>	<p>Termly</p>
<p>Approximate Annual Projected Spend:</p>	<p>Intervention programmes, purchase of new technology, appointment of intervention TA = £19,000</p>				

<p>D.COVID-19 has led to an increase in the need for significant SEMH support for pupils in school so they are able to focus on the academic elements of their holistic growth.</p> <p>Improve the emotional resilience of children from vulnerable groups.</p>	<p>Identified pupils work with school and external staff on 1:1 counselling (Kalmer counselling), FRIENDS and FRIENDS For Life programme and Lunchtime Nurture Club.</p> <p>Additional hours purchased from Kalmer Counselling to support the increased need for SEMH support in whole class teaching sessions.</p> <p>Revamp of 'Busy Bee' Sensory Room and creation of 'The Den' as a Nurture and Well-being space.</p>	<p>Interventions which target social and emotional learning seek to improve attainment by improving the social and emotional dimensions of learning.</p> <p>School believes that these interventions have an identifiable and significant impact on attitudes to learning, social relationships in school.</p> <p>Pupils will learn most effectively when other issues have been addressed which may otherwise form a significant barrier to learning.</p> <p>Children who present with sensory/SEMH difficulties benefit from having a place that they can 'break away' from the classroom environment.</p>	<p>Ensure school staff delivering the programmes are fully trained.</p> <p>SENCo to liaise with counselling staff to ensure they are aware of individual needs and circumstances of pupils involved.</p> <p>Counsellor to provide termly evaluation report.</p> <p>Impact of access to Busy Bee room and The Den to be measured through Pupil Voice and parent/staff questionnaires.</p>	<p>SLT SENDCo Counsellor</p>	<p>Termly</p>
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<p>Approximate Annual Projected Spend:</p>	<p>Kalmer Counselling ½ day per week. Additional Kalmer hours (1 full day additional per week), Educational Psychology annual rate, Additional staffing for FRIENDS programmes and Nurture Group, funding for creation and revamp of areas for sensory and wellbeing needs (purchase of resources, furniture, etc = £30,000</p>
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iii. Other approaches

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?
<p>E.Continue to improve PP attendance rates, through improved engagement, internal rewards & rigorous monitoring.</p>	<p>SLA with Farringdon Community Academy, to employ an Attendance Officer 1 half day per week.</p>	<p>School knows that there can't be improvement in attainment for children if they aren't actually attending school.</p> <p>Using Attendance SLA is a cost effective way of ensuring that parents of 'persistent non attenders' are</p>	<p>Thorough briefing of Attendance Officer (AO) about existing absence issues.</p> <p>SLT and AO will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>SLT</p>	<p>Termly</p>

	<p>Introduction of motivational attendance rewards with the children including: a weekly attendance prize for the class with the highest attendance, Attendance trophy, termly attendance raffle.</p>	<p>identified, reviewed and challenged.</p> <p>The use of motivational rewards will engage children in viewing attendance as something to be celebrated.</p>	<p>Attendance to be a focus of (online) assembly each Friday with rewards delivered to classes by a member of SLT.</p> <p>Termly raffle held with a prize draw for those with 100% attendance (COVID related Government enforced absences – eg self isolation – not included)</p>		
<p>Annual Projected Spend:</p>	<p>SLA with attendance officer, weekly attendance prizes, termly prize for raffle = £4,000</p>				