

Pupil premium strategy statement – Mill Hill Primary School, Northallerton

1. Summary information					
School	Mill Hill Primary School, an Enhanced Mainstream School, Northallerton				
Academic Year	2017-18	Total PP budget	£81280	Date of most recent PP Review	September 2017
Total number of pupils	151	Number of pupils eligible for PP	63 (Sept. 17)	Date for next internal review of this strategy	September 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving in reading, writing and maths	15%	30%
% making progress in reading	38%	43%
% making progress in writing	54%	65%
% making progress in maths	46%	57%

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.	Pupils eligible for pupil premium, across the school, are still not achieving as highly as all pupils and this leads to lack of progress
B.	Attitudes to learning, resilience and aspirations – this has a negative effect on children’s learning and progress.
C.	Children enter school with below expected attainment and this means that they need to make accelerated progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	There is still some issues with attendance of children with pupil premium. We need to continue to engage the parents in their children’s learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS1 for high attaining pupils eligible for PP and accelerated progress for those now in KS2.	Termly teacher assessment and tracking data reflect improved rates of progress. Evidence showing where mastery level opportunities have been provided and has been achieved.

B.	Improved engagement with and understanding of the learning process. (Attainment and achievement will accelerate and gaps will close)	<p>Pupils demonstrate a positive growth mindset in relation to their potential Pupils are motivated to learn and can identify and use successful learning strategies.</p> <p>Teachers ensure learners have a clear picture of how they are performing, what they are aiming to achieve and how they will achieve it.</p> <p>Pupils are able to reflect on their own learning and articulate this (Written reflection evidence and comments)</p>
C.	Improved communication and engagement with parents of children eligible for PP.	<p>Parents are confident to approach the school and have access to suitable support advice and materials.</p> <p>Parents know what their children's targets are and are actively supportive domestically.</p>
D.	Children will have access to a wide range of out of school experiences and clubs	All children are accessing at least one club and taking part in all school trips including residential

5. Planned expenditure					
Academic year	2017-18				
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?
Improved understanding of and engagement with the learning process	CPD on Growth Mindsets and metacognitive approached to learning. Whole school implementation of routine teaching on Growth Mindsets and metacognition. (Weekly lessons with follow on expectations)	Successful learners have a good understanding of how they learn. We want pupils eligible for PP to understand their own learning styles and strengths so that they can become confident, aspirational and independent learners.	Use of INSET days and Curriculum Staff meetings Meeting time for training and reflection on implementation of the ReflectEd training materials	SH/AC	Summer 2018
Total budgeted cost					£5000
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?
Support for children and their parents with social and emotional needs	Learning Mentor	There are a number of children who have difficulties based around their social and emotional needs and are not able to access learning.	Allocation of children by the Intervention Manager.	LB/JPY	After end of intervention and at regular assessment windows and reported
Children make progress (individually defined) in all areas but particularly reading	Various 1:1/Small Group Interventions initiated and tracked. Class based support for children.	We have evidence of the impact of these interventions from research and experience in school	Check against tracking, teacher comment of class observation and some of the interventions have standardised testing that goes with them.	LB	After end of intervention and at regular assessment windows and reported by Inclusion Manager

Children with social and emotional difficulties are able to access learning in class	1:1/Small group in class support from the Learning Mentor.	Feedback from teachers Review of children's progress	Intervention Manager will allocate children from support alongside the Learning Mentor. Children will be monitored in class	LB	After end of intervention and at regular assessment windows and reported by Inclusion Manager
Total budgeted cost					£60,000
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?
Breakfast Club accessible for all children	Subsidising breakfast club	There are a number of children coming to school without breakfast and therefore unable to access learning	Monitoring of take up and impact on learning	AC	Summer 2018
All children are able to access all aspects of school life.	Subsidising school visits/visitors	The inability for parents to prioritise the payment for activities or unwillingness of them to let children take part.	Staff to be aware of the children who are eligible and follow this through.	GB	Summer 2018
Total budgeted cost					£20,000

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Children are confident and are familiar with academic resilience approach	resilience project	Resilience has been key focus for the work in school. Children, when questioned, are able to talk about it and the impact it has on their work.	Develop this further with metacognition work – make sure it is embedded into children's thinking and learning	
Pupils access PE provision on a regular basis	After School clubs	A wider range of clubs have enabled children to access the provision – the fact that it was subsidised meant that children could take part.	The combined age groups made the teaching of these groups difficult.	
All children are working at an appropriate stage for their age and are achieving expected outcomes	Clear planning and assessment of the children, ongoing tracking of their progress using target tracker	Target Tracker is being used consistently and allowed staff to monitor closely the progress and development of pupil premium children	Continue to closely monitor	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Children make progress (individually defined) in all areas but particularly reading	Various 1:1/Small Group Interventions initiated and tracked. Class based support for children	The progress and attainment of children eligible for pupil premium is closer to that of all children	Continue this approach – make sure they are carefully timetabled.	

Children are more resilient and able to approach challenging tasks	Learning Mentor	Key work undertaken with individuals and small groups meant that children were able to express themselves	More work on adapting and using the skills learned when in class – class based time.	
Support for children and their parents with social and emotional needs	Learning Mentor	Good relationships with parents and with adult learning is positive with building up relationships with parents.	More of the same	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Children are able to access a range of activities	Subsidising trips for PP children	Children accessing activities	Continue	
Breakfast Club accessible for all children	Subsidising breakfast club	Children able to access breakfast.	Target certain vulnerable children	