



Mill Hill Community Primary School Pupil Premium Allocation Impact Statement

2019 – 2020

At Mill Hill Community Primary School, we are committed to providing excellent learning opportunities and experiences for our children. This belief is reflected in the way that we are:

‘Going for Green’

By focussing on:

Achievement ~ Attendance ~ Attitude

To ensure that we can:

Be happy today

Be fulfilled in the future

Be able to make our world an even better place

1. Pupil Premium Grant Allocation Amount:

The Pupil Premium grant is allocated to schools for children of statutory age:

- from low income families who are known to be eligible for Free School Meals (FSM)
- who have been looked after continuously for more than six months
- whose parents/carers are currently serving in the armed forces.

It is imperative that all parents and carers who meet the criteria should make an application for FSM – even if they do not intend to take up the meals. This is so that we can access this funding to benefit their child / children.

The level of Pupil Premium funding will vary year on year according to the number of children eligible for free school meals. The funding received by the school annually is used in a variety of ways to improve pupil attainment and to help overcome any barriers to learning. We have utilised strategies from ‘Narrowing the Gap’ and the Sutton Trust EEF toolkit that have researched and analysed extensively to inform us of the best ways to use this money. The vast majority of the fund is focused on enhancing our teaching provision and early years provision.

2. Summary of the main barriers to educational achievement faced by eligible pupils at the school:

Mill Hill Community Primary School is committed to removing barriers to each and every child’s learning and progress. We do not confuse eligibility for the pupil premium with low ability; we focus on supporting our disadvantaged pupils and ALL pupils to achieve the highest standards.

We aim to use the pupil premium allocation to support attainment and maximise the children’s potential in terms of learning, raised expectations, experiences and readiness for their next stage in education. At the heart of this and integral to our approach, is an expectation of high-quality teaching. Funding aims to maximise teaching capacity so that highly effective teachers work with those who need it the most. This begins at the earliest stage with early identification of the barriers to learning the children may face.

There are 5 Key Principles underlying our strategy

1. An excellent education and highest expectations for all; regardless of background or barriers to learning.
2. The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
3. High quality teaching and learning is prioritised.
4. The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
5. The Pupil Premium should address the needs of the pupils as early as possible.

Main barriers to educational achievement at Mill Hill Community Primary School:

- Significant gap in pupil attainment on entry to school especially in the areas of Early Language acquisition and Speaking.
- Readiness for 'successful learning' on entry to school – many children need support to develop active learning, managing feelings and behaviour, independence skills and self-regulation when starting school.
- A number of children throughout school has difficulties with basic Maths and English skills and need additional support to close the gap on their peers.
- Not being 'school ready' such as not having breakfast, being too tired to concentrate, not having correct equipment and uniform etc.
- Pupils' social and emotional wellbeing – pupils needing experiences to widen their understanding of the world and the possibilities which are open to them.
- Attendance of pupils needs close monitoring to ensure that children are in school whenever possible, accessing all learning opportunities.
- A number of families receive targeted support where there may be contextual factors that can impact upon attendance, learning, behaviour and welfare of pupils.
- The need to engage all parents in supporting their children and the school so that all pupils are able to access every opportunity provided.
- Lack of opportunity to access a wide range of experiences of life outside school or the immediate area.

3. How pupil premium will be spent and the reasons for this approach

The primary way to overcome the barriers to learning Mill Hill pupils face is by accessing consistently excellent teaching. Our Pupil Premium allocation is channelled directly towards ensuring our children have the best possible opportunities impacting on successful outcomes and a fulfilment of individual potential:

- Frequent, evidence based CPD focussed on the needs of pupils, particularly those from disadvantaged backgrounds.
- Ensuring that disadvantaged Pupils access very high quality Early Years provision.
- The development of a language-rich curriculum. There is access to high quality, challenging language in all aspects of school life.
- Opportunities for children to use metacognitive strategies in their learning.
- Use of Teaching Assistants in every classroom to enable the class teacher time to work with vulnerable learners.

- Cultural enrichment opportunities: school trips, school garden, clubs, sport coaches, arts enrichment, music, making the most of the local area.
- Pupil Voice: systems are in place to ensure that children are heard within their classroom as well as throughout the school.
- Parents: the school actively engages with parents through opening classrooms and having the senior leader 'meet and greet' every morning.
- Working with parents to engage them in supporting their child and to improve attitude and attendance.
- Introduction on online learning through Purple Mash to develop learning both at home and in school.
- Specific booster / intervention activities have been put in place for specific pupils across the school to try to close the gap in Mathematics, English and Phonics.
- Attendance and welfare to support families and to improve attendance for all pupils.
- Heavily subsidising school trips to ensure that all children have a range of opportunities outside of the classroom.
- By subsidising breakfast club to ensure that it is accessible for all.
- By holding half-termly pupil progress meetings where we review pupil progress and the impact of interventions, adjusting them accordingly.

4. Review and Monitoring

1. Data analysis
2. Pupil progress meetings
3. Regular moderated assessment
4. Learning walks
5. Learning discussions with pupils who show their books
6. Support and challenge for individual teachers
7. Teachers working with most vulnerable children regularly
8. Regular, rigorous SLT meetings to assess the impact of actions
9. School Improvement Plan written by staff, pupils and governors
10. Regular School Improvement Plan monitoring reports to governing body
11. Annual School Improvement Plan informs teachers and teaching assistants performance management targets
12. Listening to the views of all children to hear about their learning experiences of school
13. Regular external review. As a school we engage with peer review opportunities with the local cluster partnership and other organisations e.g. The Beacon Partnership, that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds.