

# 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	£71420	Date of most recent PP Review	September 2018
Total number of pupils	152	Number of pupils eligible for PP	67 (Oct, 18)	Date for next internal review of this strategy	September 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
<b>July 2018 KS2</b>		
% achieving expected standard or above in reading, writing and maths	36%	40%
% achieving expected standard or above in in reading	80%	68%
% achieving expected standard or above in in writing	50%	60%
% achieving expected standard or above in in maths	60%	48 %
<b>July 2018 KS1</b>		
% achieving expected standard or above in in reading	60%	82%
% achieving expected standard or above in in writing	40%	65%
% achieving expected standard or above in in maths	60%	75%
<b>July 2018 Phonics</b>		
% achieving expected standard or above in Y1	64%	64%
% achieving expected standard or above in Y2	100%	75%
<b>July 2018 EYFS GLD</b>		
% achieving expected standard or above	60%	64%

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> )	
<b>A.</b>	Pupils eligible for pupil premium, across the school, are still not achieving as highly as all pupils in all areas and making expected progress

<b>B.</b>	Attitudes to learning, resilience and aspirations – this has a negative effect on children’s learning and progress.	
<b>C.</b>	Children enter school with below expected attainment and this means that a wider variety of experiences are need to ensure good progress	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	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.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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 ‘greater depth’ level opportunities have been provided and has been achieved.
<b>B.</b>	Improved engagement with and understanding of the learning process. (Attainment and achievement will accelerate and gaps will close)	Pupils demonstrate a positive growth mindset in relation to their potential Pupils are motivated to learn and can identify and use successful learning strategies.  Teachers ensure learners have a clear picture of how they are performing, what they are aiming to achieve and how they will achieve it.  Pupils are able to reflect on their own learning and articulate this
<b>C.</b>	Improved communication and engagement with parents of children eligible for PP.	Parents are confident to approach the school and have access to suitable support advice and materials.  Parents know what their children’s targets are and are actively supportive domestically.
<b>D.</b>	Children will have access to a wide range of in and out of school experiences and clubs	All children will be involved in an enriched curriculum and ‘Ignition Days’ to provide first hand experiences to support good learning and progress. All children are nd taking part in all school trips including residentials

## 5. Review of Expenditure

Academic year

2018-19

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?
Ensure accelerated progress of Pupil Premium children in Reading, Writing and Maths to achieve age related expectations.	The school spends <b>£26125</b> of its pupil premium budget on TA staffing. The school employs a teaching assistant for each of the 6 classes in the school to work with pupil premium children and to allow the teacher time to work with the most vulnerable pupils.	Rather than employing a full time learning mentor as the school has done previously, for the academic year 2018 – 2019, the governing body has decided to run a 6 class structure rather than 5 ( <b>£30000</b> ) to allow smaller class sizes through KS1. This allows a greater amount of teacher time to work with the most vulnerable pupils with the intention of closing the earlier	A greater % of Pupil Premium children to be working at age related expectations for Reading, Writing and Maths.  At least 75% of Pupil Premium children to be working at expected standard according to Year 1 Phonics Screening.	RB LB	Summer 2019
Improve language skills of Pupil Premium children	The school spends <b>£3000</b> of its pupil premium budget on enhanced curriculum provision and money to fund 'Ignition Days' to launch topics e.g. Wildlife Park trip.	Analysis shows that some vulnerable learners do not achieve well due to lack of language. This may be because they do not have the richness of experience and therefore language that more confident learners have. The school uses PP funding to provide educational visits, cultural experiences, theatre trips and after school clubs to provide enrichment to develop language skills and develop learning.	Achievement in literacy of Pupil Premium children is in line with national average at end of KS2	RB LB PG – English AW - maths	Summer 2019
Improved behaviours for learning	The school spends £5,000 of its pupil premium budget on staff training.	Analysis shows that some vulnerable learners have a very negative attitude to learning and have very low self- worth. The school has a planned series of CPD activities on Growth Mind-set and Metacognition skills. This will be implemented throughout school to encourage all children to have self- belief and positive learning experiences.	Regular staff meetings and revisits	RB	Summer 2019

<b>Total budgeted cost</b>					£63 1525
<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>
Support for children and their parents with social and emotional needs	School link and liaison with Prevention service	There are a number of children who have difficulties based around their social and emotional needs and are not able to access learning.	School link established – class teacher / headteacher. Necessary referrals are made and school support through the process.	RB LB	After end of intervention and at regular assessment windows and reported by Inclusion Manager
Children make progress (individually defined) in all areas but particularly maths and writing	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
<b>Total budgeted cost</b>					£5000
<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>
Breakfast club accessible for all	We provide a heavily subsidised breakfast club and use the pupil premium money to employ the staff.	A good start to the day (routine) has shown to lead to a more successful day	Continue to run the breakfast club for a nominal charge whilst investigating further grants to further fund the venture	GB	Summer 2019
Improved access to first hand experiences	The school uses PP funding to provide educational visits, cultural experiences, theatre trips and after school clubs to provide enrichment to develop language skills and develop learning. The school is also developing	Analysis shows that some vulnerable learners do not achieve well due to lack of language. This may be because they do not have the richness of experience and therefore language that more confident learners have. The school uses PP funding to provide educational visits, cultural experiences, theatre trips and after school clubs to provide enrichment to develop	Whole school approach with a newly developed LTP to match Mill Hill and its children's needs	RB	Summer 2019

	it's own curriculum based on 'Ignition days'	language skills and develop learning.			
Improved attendance to bring inline with other children and with National Average	Whole school focus on attendance with rewards and a robust policy to improve attendance	Children with poorer attendance are making less progress. The number of persistent absentees needs to be reduced to ensure that all groups can make good progress.	Weekly monitoring. Half termly communication with home	RB AJ	
<b>Total budgeted cost</b>					£3000

6. Review of expenditure					
Previous Academic Year		2017 - 18			
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)		
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)	A LA Visit (Autumn 2018) noted that: There were many strengths in the quality of teaching and learning across the school including the use of large scale practical mathematical resources to reinforce concepts, tackle misconceptions and ensure pupils' fully engaged with their learning. The consistent use of learning objectives and the school marking and feedback policy were evident as were effective pupil discussion. Well organised learning environments were used to support independent learning. The behaviour management strategy of traffic lights was used to good effect and learning behaviours observed were of a high standard. Support staff were used effectively to support and to close gaps in learning either within the classroom or delivering to small groups of targeted pupils. Staff and pupil relationships were positive, motivating and supportive. Pupils could articulate their learning and what they had to do to improve. One child stated "Our work is challenging but there is no point in having easy work because we wouldn't be learning".	Weekly lessons were reviewed in January 2018 and deemed not to impacting on children's progress. The implementation of this was therefore shifted to become more embedded in all lessons rather than being seen as a stand-alone item.  The implementation of this in all areas needs to be continued.		
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)		

Support for children and their parents with social and emotional needs	Learning Mentor	PP children outperformed non PP children at the end of KS2, in Y1 phonics and in Y2 phonic retakes. Communication with home has been reviewed and strengthened with 'open classrooms' and book discussions during parent / teacher meetings. Homework has been reviewed and clear support is provided to assist with this e.g. website links, homework club in school, and modelled examples. A LA Visit (Autumn 2018) noted that: The LIA and SIA gathered general parental views and the vast majority of parents were positive about the education and support that the school provides their children. The EYFS parents were overwhelming in their view that their children had settled well into school and were very happy.	A lack of detailed tracking and analysis makes the impact of these interventions difficult to evaluate.  The role of the Learning Mentor and the implementation and tracking of interventions has been reviewed and strengthened for 2018/19
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.		
Children with social and emotional difficulties are able to access learning in class	1:1/Small group in class support from the Learning Mentor.	A LA visit Summer 2018 noted: Many strengths were seen across school: · Pupils fully engaged in a wide range of active learning opportunities. · Pupils able to discuss what they were doing and the systems. · No low-level disruption was observed. · Every classroom was active but very calm and purposeful. · Focus groups, led by adults, were pitched appropriately.	The school need to continue with its inclusive approach.

### 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)
Breakfast Club accessible for all children	Subsidising breakfast club	The breakfast club is heavily subsidised and well used. Families are encouraged to use the facility to help with routine and a good start to the school day.	The school now has a higher level of PP numbers and needs to investigate the possibility of grants to subsidise this completely for all pupils.
All children are able to access all aspects of school life.	Subsidising school visits/visitors	The school has continued to provide a wide range of opportunities for all children. Harder to engage children have been targeted specifically for Fit For Life events during the year.	The access to first hand experiences will be strengthened further during 2018/19 with the introduction on 'Ignition Days' to launch 3 week topics.