

2018-2019 Statement

Pupil Premium Strategy 2018-2019

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

'GOING FOR GREEN'

By focusing on:

Achievement~Attendance~Attitude

To ensure that we can:

- **Be happy today**
- **Be fulfilled in the future**
- **Able to make their world an even better place**

Understanding barriers

At Mill Hill Primary School we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school. Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. Mill Hill School has conducted a deep analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers.

- A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect
- A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners.
- Emotional wellbeing - which can impact on behaviour for learning
- Limited Cultural capital and enrichment - lack of experiences limits language and understanding
- Attendance - overcoming this barrier can be a long process. When children, who may already have additional barriers to learning, do not attend school regularly, the impact of the school is lessened due to the lack of time.

Many of our vulnerable children will be experiencing more than one of these barriers to learning.

Tackling Barriers

The primary way to overcome the barriers to learning Mill Hill pupils face is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base.

- 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 class teacher time to work with vulnerable learners.
- Cultural enrichment opportunities: school trips, school garden, art club, sports coaches, arts enrichment, music, making the most of 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 leaders 'meet and greet' each morning

- Working with parents to engage them in supporting their child and to improve their attitude and attendance.
- Introduction of online Time Table Rock Stars to develop mathematics both at home and in school. Booster Sessions led by HT and AHT for identified Y6 pupils

Monitoring and Impact Evaluation

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 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 teacher and teaching assistant performance management targets
12. Listening to the views of all children to hear about their learning and 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. Ebor, that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds.

Pupil Premium 2018 - 2019

Free School Meals Entitlement – 56/152	37%
Pupil Premium Entitlement – 67/152	44%

The school is in receipt of the following Pupil Premium funding for the **financial 2018/19** year.

Definition	Funding x number of pupils	Sub total
Children that are ‘looked after’ or are adopted from care	£1900 x 1 + £400	£2300
Children that have been eligible for a free school meal at any time over the past 6 years	£1320 x 51	£67320
Children who are part of a Service Family	£300 x 6	£1800
	Total	£71420

This financial year, the school is utilising the Pupil Premium funding in the following ways:

Description	Funding
The school spends £26125 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. We employ a play leader at lunchtime to provide pupils with opportunities to engage socially. We provide a heavily subsidised breakfast club and use the pupil premium money to employ the staff.	£35971

We also have a ‘floating’ 6 hours which are used weekly for vulnerable children.

We employed a Learning Mentor for the Summer term **£9846**

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 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	£30000
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The school spends **£3000** 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.

The school spends **£1500** of its pupil premium budget on staff training.

The focus of the staff training has been on middle leadership and the development of English and maths through school. This has included **£1000** spent on the library to enhance the choice of home reading for families. The school's next focus will be on developing a focussed /rich curriculum, Grow mind-set and Metacognition skills - implemented throughout school to encourage all children to have self- belief and positive learning experiences.

Total Pupil Premium Funding Allocated

£69971