# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

| **Detail** | **Data** |
| --- | --- |
| School name | The Mill Primary |
| Number of pupils in school | 515 |
| Proportion (%) of pupil premium eligible pupils | 30.4% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | Dec 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sophie Gosden, Headteacher |
| Pupil premium lead | Cheryl Walsh, Assistant Headteacher |
| Governor / Trustee lead | David Nixon  Chair |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £186,955 |
| Recovery premium funding allocation this academic year | £20,155 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £2,015.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

| *Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*  *We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*  *High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.*  *Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*  *Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*   * *ensure disadvantaged pupils are challenged in the work that they’re set* * *act early to intervene at the point need is identified* * *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve* |
| --- |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 4 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 90 - 92% lower than for non-disadvantaged pupils.  20% of disadvantaged pupils have been ‘persistently absent’ compared to 19% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 5 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| **Intended outcome** | **Success criteria** |
| --- | --- |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes to show that more than 85% of disadvantaged pupils met the expected standard.  KS1 phonic screening to show more than 90% of disadvantaged pupils met the expected standard. |
| Improved writing attainment for disadvantaged pupils at the end of KS2. | KS2 writing outcomes in 2024/2025 show that more than 80% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of well being from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:   * the overall absence gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0. There will be no gap. * the percentage of all pupils who are persistently absent being 0. There will be no persistent absence. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £*60,000*

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| *Purchase of standardised diagnostic assessments.*  *Training for staff to ensure assessments are interpreted and administered correctly.* | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 |
| *Purchase of a* [*DfE validated Systematic Synthetic Phonics programme*](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) *to secure stronger phonics teaching for all pupils.* | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Accelerated Reader in place to maintain access to books targeted at pupils appropriate stage of comprehension and reading ability | AR embedded in school reading programme  Reading progress scores to continue to be in line with non-disadvantaged children and impact on combined progress |  |
| *Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.*  *We will fund teacher CPD to embed key elements of guidance in school and to access Maths mastery resources and further development training.* | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing one evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Improve the quality of social and emotional learning. (Mental health education)  RSE - Discovery Ed  Appointed Child Wellbeing Lead  ACE programme  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£60,000**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.  Employed SALT therapist EY  Language Link  ELKLAN trained professionals spread across school | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI team.  Small group and 1:1 intervention | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  Specialist intervention support teachers  Ace Tutors  Small group and 1:1 intervention | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 |
| Accelerated Reader & MyOn in place to maintain access to books targeted at pupils appropriate stage of comprehension and reading ability | AR embedded in school reading programme  Reading progress scores to continue to be in line with non-disadvantaged children and impact on combined progress | 1, 2 |
| Times tables badges, and Times Tables rock stars resources. | Repetitive learning in a fun and systematic format leading to school reward systems. | 1 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£20,000**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Whole staff training on behaviour management, anti-racism and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.  New CPOMS reporting of all protected characteristics | Both targeted interventions and universal approaches can have positive overall effects:  Staff CPD *Show Racism the Red Card*  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for office staff to develop and implement new procedures and employing an EWO. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Curriculum Development and implementation:  Whole staff teams and training to remap the curriculum in all subjects. Identification of core and facilitated knowledge in all subjects. | DfE/ OFSTED guidance on developing strategic curriculums so pupils know more and remember more. | All |
| ACE programme in place for Years 3 and 4 pupils and expanding to whole school for September 2022 | TKAT priority in all schools | 5, 6 |

**Total budgeted cost: £140,000**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.  Although overall attendance in 2020/21 was lower than in the preceding 2 years at 95%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers and persistent absence 1% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| **Programme** | **Provider** |
| --- | --- |
| Maths mastery | maths mastery |
| RWI | Ruth Miskin |
| Accelerated Reader | Renaissance |
|  |  |

# Further information (optional)

| *Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:*   * *embedding more effective practice around feedback.* [*EEF evidence*](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) *demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.* * *utilising a* [*DfE grant to train a senior mental health lead*](https://www.gov.uk/guidance/senior-mental-health-lead-training)*. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.* * *offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills, such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*   ***Planning, implementation, and evaluation***  *In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils*  *We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.*  *We used the* [*EEF’s implementation guidance*](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) *to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.*  *We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.* |
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