

Pupil premium strategy statement – The Mill Primary Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	537
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	Sep 2022
Date on which it will be reviewed	Sep 2023
Statement authorised by	Sophie Gosden Headteacher
Pupil premium lead	Cheryl Walsh Deputy Headteacher
Governor / Trustee lead	Chris Webb Gianni Bianci

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214675
Recovery premium funding allocation this academic year	£22475
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year</i>	£0

<p><i>2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£237150</p>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, especially pupils eligible for Pupil Premium will access high quality education and provision. 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. Through the introduction of 'A Champion for Every Child' (ACE) every pupil eligible for Pupil Premium (and their families) will have regular one-to-one contact with ACE tutors to build relationships, set aspirational targets and overcome barriers. Our ACE programme is part of the trust-wide initiative to support our Pupil Premium pupils and has been externally evaluated by Impact Ed. Our ultimate aim is for children at The Mill Primary Academy to be emotionally ready to learn so that they will achieve their full potential. Our goal is for all children, including our Pupil premium pupils to attain in line (or better) than children nationally. Working alongside families, focussing on academic targets and ensuring pupils' mental and physical health is a focus through our TKAT ACE programme.

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.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that all disadvantaged pupils have a dedicated TKAT ACE tutor that supports the pupil and their families with any barriers that they may have that may be having a negative impact on their wellbeing, achievement or attendance in school
- ensure disadvantaged pupils are challenged in the work that they are 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	Children enter the EYFS with expressive and receptive language, and listening skills well below their developmental age and stage. 54% of pupils were on track to be at age related expectations at their point of entry to school, 44% of pupils in receipt of PP funding were on track. The most significant barrier is the lack of language and early literacy skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps amongst almost half of the pupils in the cohort overall.

3

	The existing challenge to ensure pupils use age appropriate language and have a wide, quality vocabulary is evident in general amongst a significant percentage of our disadvantaged pupils in comparison to most of 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 without the investment of effective intervention.
3	Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils.
4	The negative impact that COVID has had on employment, housing and bereavement on children's mental health has exacerbated social and emotional needs of many of our pupils. Many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than 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 reading and writing.
5	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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
No gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics	Children will attain in line with national expectations.
Increase the progress of disadvantaged pupils through increasing self-confidence and resilience	TKAT ACE tutors in place for all pupils. Targeted tracking with clear actions and robust evidence bases (such as NTs testing/phonics assessments)
Provide rich life experiences for disadvantaged pupils	Curriculum shows opportunities for building on cultural capital as well as extracurricular opportunities. For example in Art and PE in particular. Support with school trips.
Ensure attendance remains at or above the national average	Children with medical needs are appropriately supported to minimise absence. Persistent absence are tackled through TKAT ACE tutor support and absence protocol.
Increased communication between school and home with rapid intervention or referrals as required	For the most disadvantaged pupils there is a clear line of communication that is acted on immediately. This is through the TKAT ACE tutor or a Designated Safeguarding Lead as appropriate.

4

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: £84,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of phonics provision to accelerate progress.	RWI training and release time for phonics lead and teachers across the school. EEF +5 months (phonics)	1,2.

Development of reading provision across the school to accelerate reading progress	Accelerated reader programme in place with a rolling programme of replacing books based on termly audit. All children have copies of a class text in school.	1,2.
Enhancement of our Mathematics teaching and curriculum planning in line with DfE and EEF guidance. Improve mental calculation skills using Times Tables rock stars	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Use of Maths Mastery approach and Times Tables Rock Stars EEF +5 months (Mastery learning)	3
Appointment of 2x Full Time TKAT ACE support workers	Small group tuition and 1:1 support for pupil premium pupils EEF +4 months - Small group tuition EEF +5 months (1-1)	4,5.
Appointment of FT teacher	Teacher will intervene and teach sets of pupils Maths and English based on SLT analysis of data. The teacher will work with groups where disadvantaged gap is widest.	1,2,4
1 x FT support staff to support disadvantaged pupils with EAL and refugees	Small group tuition and 1:1 support for pupil premium pupils EEF +4 months - Small group tuition EEF +8 months (1-1)	1,2,4

5

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

Budgeted cost: £34,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up tutor working with small groups	EEF toolkit +4 months	4
3 X ACE Tutors to run TKAT ACE	EEF toolkit +4 months Mentoring +2 months	4,5.

project		
Consistent use of Tapestry in EYFS	Tapestry to track and monitor progress of pupils in Reception in order to ensure sharing information, progress and updates with parents. Engaging parents in pupils learning at school. EEF toolkit +4 months	1

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA trained support staff employed to work with vulnerable pupils 18k	School counsellor provision for identified children Specific children Children to be identified by SLT and SENDco EEF +5 months (1-1)	4
EWO hours increased to a day a week equivalent 9k	School attendance in September-November improved from 93.2% to 95.6%	5
'West Sussex Thoughtfull' team engaged to work with 3k	Agreed small group of pupils working with professionals using CBT based strategies	4
Provide rich life experiences with increased access to wider curriculum 5k	All pupils able to access breadth of curriculum (including Y6 residential)	4,5.
Uniform, kit and subsidising cost of trips and after school clubs 10k	A percentage (5%) of our ACE pupils have benefited from school shoes and uniforms being provided. Parents able to contact school to discuss when they	4

	require support for clubs and trips	
1ft/1pt teacher and TA to support in high need behaviour strategy classroom intervention for pupils 37k	The pupils in the base classroom have have 0 FTE since starting in the specially set up high need classroom	1,4

Total budgeted cost: £219214 (a necessary overspend of £4539 on the £214675 of the funded allocation figure will be covered in-year by the school budget allocation)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Implementation of TKAT ACE Tutor programme saw a continued increase in engagement for our most disadvantaged pupils and their parents with school life. There has been an increase in Early help referrals due to the joint work with ACE tutors, identifying need and signposting support. Meetings with the attendance team and ACE tutors, at an early point, has also had an impact on family relationships and attendance of children. 65% of pupils in receipt of PP funding attend extra-curricular activities at school.

Due to the impact of Covid-19 and lockdown on the youngest children in the school a huge emphasis was placed on early reading to ensure that children were able to catch up and be in line with national expectations. Additional RWI books were purchased to ensure that children had the correct level of text to access at home and at school. All children in KS1 take home 3 books each at a time to ensure they have a phonics book, a book at their level and a book of their choice to read with their family. The 2022 Phonics screening result at The Mill was 91%. 89% of our pupils in receipt of Pupil Premium funding. This almost equates to no gap.

The school ELSA and pastoral team continued to support children. Parents reported a reduction of anxiety as a result of 1:1 sessions with their children and the regular checking that parents could have with our school SAFLO (Safeguarding and Family Liaison Officer). The Mill has seen a significant reduction of behaviour issues in children who have had emotional support in school. The ACE programme has supported this, supporting our most vulnerable pupils initially, then rolling the programme out to all Pupil Premium pupils during the academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TKAT ACE Tutor training	TKAT / Impact Ed
Accelerated Reader	Renaissance
Read Write Inc	Ruth Miskin
Mathematics Mastery	Ark curriculum plus

7

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
ACE tutor 1:1 support.
The impact of that spending on service pupil premium eligible pupils
Targeted 1:1 intervention.

8