

Pupil Premium Strategy Statement – Millhouse Primary School and Nursery

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	619
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Board
Pupil premium lead	Dr Claire Fawell
Governor / Trustee lead	Dave Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 315,588
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 35,076
Total budget for this academic year <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>	£ 350,664

Part A: Pupil premium strategy plan

Statement of intent

At Millhouse, we aim to provide for all our Disadvantaged children by ensuring that the quality of teaching across the school is at least good with increasing areas of outstanding teaching. The needs of Disadvantaged pupils are core to the work that we do, with a consistent approach across the school. Furthermore, a group of local schools across Essex with a similar disadvantaged demographic have formed a collaboration to share good practice and successes in raising attainment of disadvantaged pupils. High quality CPD is delivered to all staff, including that which has a focus on the needs of more deprived children.

Our aim is that all our Disadvantaged children make accelerated progress in core subjects so that their attainment shifts closer to that of their peers. We use same-day opportunities to close daily gaps in lessons. We ensure that every pupil is given opportunities to participate in wider enrichment strategies to improve not only their attendance, confidence and readiness to learn but also their well-being.

Attainment on entry, as identified by our baseline assessments, is typically below for children's ages. We offer some Disadvantaged children more personalised support that goes beyond our provision for academic development. We know that sometimes life can be harder for children and their families in receipt of the Disadvantaged so we work with parents to ensure that any difficulties can be addressed, and we are able to signpost parents to other forms of support for children and for families.

As of October 2024, we have offered all of our Disadvantaged children tuition before and after school hours to further target core subject progress and aid closing the attainment gap. For those disadvantaged children that do not attend before and after school tuition, we provide tuition in the school day.

Challenges

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

Challenge number	Detail of challenge
1	Reading is a challenge for our Disadvantaged children due to poorer grammatical understanding, underdeveloped oral language skills, vocabulary acquisition and access to suitable reading material.
2	Writing is a challenge for our Disadvantaged children due to lack of early reading and experiences which provide content and style that aids writing. Disadvantaged children tend to have poorer spelling, handwriting and vocabulary.
3	Maths is a challenge for our Disadvantaged children as fluency with basic skills such as times tables and arithmetic are the main gaps in learning. This consequently impacts achieving greater depth.

4	The emotional wellbeing of our Disadvantaged children is a challenge as many struggle to settle into school life and haven't developed the resilience needed to learn consistently.
5	The emotional wellbeing of our Disadvantaged children is a challenge as many of the children have not had the pro-social experiences typically expected for their age which has negatively impacted on their social and emotional development
6	Attendance for our Disadvantaged children is lower than that of other children.
7	Attendance to before and after school tuition is lower than that of other children.
8	On entry to EYFS, the gaps between Disadvantaged pupils and non-disadvantaged pupils is already evident in Reading, writing and Maths.

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
Pupils make accelerated progress in reading.	The gap will close so that their attainment is closer to that of their peers.
Pupils make accelerated progress in writing.	The gap will close so that their attainment is closer to that of their peers.
Pupils make accelerated progress in maths.	The gap will close so that their attainment is closer to that of their peers.
Children have strategies to support their learning and show greater levels of resilience.	Children make progress and engage in learning across the curriculum.
Children have strategies to behave in a pro-social way typical for their age and have opportunities to experience a range of pro-social activities.	Lower number of behaviour incidents on CPOMS linked to social and emotional needs. Plans are in place for those children who need additional support.
Improved attendance of Disadvantaged children.	Attendance for Disadvantaged children is in line with other children (closer to national figures). Plans in place to support those whose attendance is low.
Improved attendance of Disadvantaged children attending catch-up tuition.	Attendance for Disadvantaged children is in line with other children. Sessions within the school day to boost attendance of tuition.
Improved attainment for Disadvantaged children when starting Key Stage 1. Disadvantaged children get the best possible start (BEST START) despite their early language challenges.	Disadvantaged children leave Early Years with attainment in line with non-disadvantaged pupils. Parents are clear and confident how to read with their EYFS children. Wellcomm is monitored and improvements are seen in speech and language. Nursery assessments/baseline assessments to identify gap.

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: £ 212,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of a DfE validated Systematic Synthetic Phonics programme (Supersonic phonics) to secure stronger phonics teaching for all pupils	EEF - phonics delivery (high impact, medium cost)	1,2,3 & 8
Phonics training for new staff, EYFS, KS1 and Y3 and other relevant staff to deliver daily phonics sessions	EEF – phonics delivery (high impact, low cost)	
Staff meetings allocated for key priorities.	Staff development on identified areas linked to EEF	
Times Table Rockstars for whole school use.	EEF – homework (high impact, low cost)	
Subject leader release time to support teacher development, assessment, coaching and monitoring.	EEF research report – teacher professional development	
Year group leader release time to support assessment, planning and attainment of disadvantaged children in each year group.	EEF research report – teacher professional development, staff development.	
Purchase of resources for reading, including books for class libraries.	EEF – reading comprehension & phonics (high impact)	
Bespoke training from Lead Practitioners for individual teacher development (LPs non-class based)	EEF research report – teacher professional development	
Additional teachers to add capacity to year groups for teaching (smaller classes, cover and higher-level support in class)	EEF research report – teacher professional development	
Midday Assistant recruitment	Staff development on identified areas linked to EEF	

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

Budgeted cost: £ 81,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-school interventions led by teachers and support staff.	EEF 1:1 tuition – high impact	1, 2, 3 & 8
Before, after and within school small group tuition most of which (with the exception of Y6 Maths) are writing.	EEF small group intervention – high impact	1, 2, 3, 7 & 8
Speech & Language programmes: <ul style="list-style-type: none"> · Black Sheep Press · Welcomm · Blast programme for assessment · Social stories 	EEF oral language intervention – high impact	1, 2 & 8
SEND additional / enhanced provision (Windmill 1 and 2)	Personalised learning incorporating, phonics, SEMH & language development	1, 2, 3 & 8
1:1 support from LSAs	EEF – moderate impact	1, 2, 3 & 8
Release of senior teacher to oversee 'catch up' work and monitor interventions.	EEF 1:1 tuition, small group interventions, teacher development – high impact	1, 2, 3, 4 & 8
Pupil Progress Meetings routinely (half termly) to track and identify needs of PP children	No cost but high impact	1, 2, 3, 4 & 8

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

Budgeted cost: £ 56,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Interventions to support social skills and emotional development	EEF SEMH & Behaviour interventions - moderate impact	4 & 5
Group interventions to support social skills		

Subsidising school trips including swimming (planned to enhance our curriculum) for pupil premium children	Equal access and opportunities	4 & 5
Enrichment activities and visitors	EEF SEMH & Behaviour interventions - moderate impact	4 & 5
Attendance officer appointment. School based meetings & support interventions for children with below 90% attendance	Children are in school = more likely to learn and make progress	6
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across the school	EEF SEMH & Behaviour interventions - moderate impact	5
Parental engagement increase	Building positive relationships	All challenges.
Disadvantaged Champion across schools events targeting EYFS	Sharing good practice and successes across schools with a similar demographic. Building positive relationships with parents	6 & 8
More disadvantaged children attend in-house clubs before and after school.	Equal access and opportunities	4 & 5

Total budgeted cost: £ 350,664

Part B: Review of the previous academic year

- Disadvantaged children are making good or accelerated progress in all year groups
- A high proportion of our SEND pupils are also disadvantaged. These pupils are making good or better progress despite not always reaching an age-expected standard.
- Gaps between disadvantaged pupils and non-disadvantaged pupils are already evident on entry to Reception.
- Working collaboratively with local schools (Disadvantaged Champions) has shown that we all have the same challenges with disadvantaged attainment verses non-disadvantaged, including gaps already evident on entry to Reception.
- Our KS2 2024 data showed that in Reading, 56% of the disadvantaged pupils achieved the expected standard. Of the 44% who did not, 82% made accelerated progress. In Writing, 64% of the disadvantaged pupils achieved the expected standard. Of the 36% who did not, 57% made accelerated progress. In Maths, 56% of the disadvantaged pupils achieved the expected standard. Of the 44% who did not, 88% made accelerated progress.

Outcomes for disadvantaged pupils

We have analysed the performance of our school's Disadvantaged pupils during the previous academic year, drawing on our national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our Disadvantaged pupils we compared their results to those who are not Disadvantaged both nationally and within our school.

Disadvantaged pupils make accelerated progression in all core subjects.

Key Stage 2 2023-2024

Year 6	Reading		Writing		Maths		Reading Greater Depth		Writing Greater Depth		Maths Greater Depth		SPAG		SPAG Greater Depth		
	NOR	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Y6 Cohort	90	65	72%	62	69%	62	69%	11	12%	13	14%	13	14%	57	63%	22	24%
Disadvantaged	39	22	56%	25	64%	22	56%	0	0%	3	8%	3	8%	17	44%	2	5%
Non Dis	51	43	84%	37	73%	40	78%	11	22%	10	20%	10	20%	40	78%	20	39%
Dis without SEN	26	18	69%	21	81%	20	77%	0	0%	3	12%	3	12%	15	58%	2	8%

YEAR 6 (90)	Not SEN		SEN	
	Non-	Dis	Non-	Dis
Boys	19	15	3	8
Girls	23	11	6	5

Y1 Phonics

2024		
Disadvantaged	Non-Disadvantaged	Disadvantaged without SEND
70%	86%	93%

EYFS

RECEPTION RESULTS	Reading		Writing		Maths		GLD		
	NOR	No	%	No	%	No	%	No	%
All pupils	74	50	68%	46	62%	50	68%	43	58%
Disadvantaged	24	11	46%	10	42%	13	54%	10	42%
Non Dis	50	39	78%	36	72%	37	74%	33	66%
Dis without SEN	13	10	77%	9	69%	10	77%	9	69%

Disadvantaged children's attendance for 2023-2024 has a gap of 2.1% when compared to Non-Disadvantaged children; in 2022-2023 this gap was 3.3%. This shows that attendance for Disadvantaged pupils has improved in 2023-2024 by 1.2%.

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