

Millhouse Primary School & Nursery Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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 the next two academic years and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|------------------------------------|
| School name | Millhouse Primary School & Nursery |
| Number of pupils in school | 635 |
| Proportion (%) of pupil premium eligible pupils | 37% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2 years 2021-2023 |
| Date this statement was published | 14 th December 2022 |
| Date on which it will be reviewed | December 2023 |
| 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 | £307,470 |
| Recovery premium funding allocation this academic year | £32,190 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year (projected) | £339,660 |

Part A: Pupil premium strategy plan

Statement of intent

At Millhouse, we aim to provide for all our pupil premium children by ensuring that the quality of teaching across the school is at least good with increasing areas of outstanding teaching. The needs of PP pupils are core to the work that we do, with a consistent approach across the school. 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 Pupil Premium 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.

We offer some Pupil Premium 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 Pupil Premium so we work with parents to ensure that any difficulties can be addressed, and we are able to sign post parents to other forms of support for children and for families.

Reviewed December 2022

As of July 2022, we have offered 88% of Pupil Premium children tuition before and after school hours to further target core subject progress and aid closing the attainment gap. In the following academic year, we aim to increase our catch-up tuition for Pupil Premium children by using time in the school day as well as before and after school.

Challenges

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

Our analysis of the effects of lock down learning showed that the majority of our pupil premium children engage better with face to face teaching. Despite being able to provide a single device for most of these families, there were multiple children who had to share and this meant not all of them engaged in all the learning.

Our focus for these families for a large part of the time during lock down, was on emotional wellbeing.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reading is a challenge for our Pupil Premium children due to poorer grammatical understanding, vocabulary acquisition and access to suitable reading material. |

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| 2 | Writing is a challenge as our pupil premium children during lock down, didn't engage in writing opportunities on a daily basis. This affected their spelling ability as well as composition skills. |
| 3 | Maths is a challenge for our pupil premium 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 pupil premium children is a challenge as many have struggled to settle back to school life and haven't developed the resilience needed to learn. |
| 5 | The emotional wellbeing of our pupil premium 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 pupil premium children is lower than that of other children. |
| 7 | <u>New target December 2022</u> Attendance to before and after school tuition is lower than that of other children. |

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. |

| | |
|--|---|
| <p>Improved attendance of Pupil Premium children.</p> | <p>Attendance for Pupil Premium children is in line with other children (closer to national figures). Plans in place to support those whose attendance is low.</p> |
| <p>Improved attendance of Pupil Premium Children attending catch-up tuition.</p> | <p><u>New target December 2022</u> Attendance for Pupil Premium children is in line with other children. Sessions within the school day to boost attendance of tuition. Summer school with personal invite run to include core subjects.</p> |

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: £108,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Phonics training for Year 3 staff to deliver daily phonics sessions. | EEF – phonics delivery (high impact, low cost) | 1, 2 & 3 |
| 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, coaching and monitoring. | EEF research report – teacher professional 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, higher level support in class) | EEF research report – teacher professional development | |

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

Budgeted cost: £156,970

| 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 |
| Before, after and within school small group tuition | EEF small group intervention – high impact | 1, 2, 3 & 7 |
| 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 |
| SEND additional / enhanced provision (Windmill) | Personalised learning incorporating, phonics, SEMH & language development | 1, 2 & 3 |
| 1:1 support from LSAs | EEF – moderate impact | 1, 2 & 3 |
| 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 |
| Pupil Progress Meetings termly to track and identify needs of PP children. | No cost but high impact | 1, 2, 3 & 4 |
| Core subjects included in Summer School. | EEF small group intervention – high impact | 1,2,3,& 7 |

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

Budgeted cost: £42,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| 1:1 interventions to support social skills and emotional development (JS, CD & LSAs) | EEF SEMH & Behaviour interventions - moderate impact | 4 & 5 |
| Group interventions to support social skills | | 4 & 5 |
| Fire Break Programme – developing confidence and resilience | | 5 |
| Subsidising school trips (planned to enhance our curriculum) for pupil premium children | Equal access and opportunities | 5 |

| | | |
|--|---|------------|
| Enrichment activities and visitors | EEF SEMH & Behaviour interventions - moderate impact | 4 & 5 |
| Summer Camp – sport, DT arts and core subject activities | EEF Summer schools & arts participation – moderate impact | 4, 5 and 7 |
| 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 |
| | | 6 |

Total budgeted cost: £307,470

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 2021 to 2022 academic year.

In year 1 we are pleased with our successes at closing the gap between PP and non-PP children. The gaps have closed significantly due to the activities outlined above, particularly tuition before and after school, strong leadership and involvement of out of class teachers have had the greatest impact on standards.

Year 6

This chart shows the percentage difference between disadvantaged pupils at our school and 'other' pupils nationally.

| | Reading | Writing | Maths |
|------------------|---------|---------|-------|
| End of Y6 PP gap | -15% | -13% | 7% |

Year 2

This chart shows the percentage difference between disadvantaged pupils at our school and 'other' pupils nationally.

| | Reading | Writing | Maths |
|-----------|---------|---------|-------|
| End of Y2 | -8% | -7% | -3% |

EYFS

This chart shows the gap of RWM in-house and the GLD compared with National figures (65%)

| | Reading | Writing | Maths | GLD |
|-----------------------|---------|---------|-------|------|
| PP gap at end of EYFS | -14% | -13% | -13% | -20% |

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 |
|-----------|----------|
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.