

What is pupil premium?

The pupil premium is a sum of money allocated to schools to support and raise the attainment of disadvantaged pupils and close the gap with their peers. Schools receive pupil premium funding for: children who are eligible for free school meals (FSM) or have been eligible for FSM in the last 6 years; looked after children, children adopted from care or under special guardianship, arrangement or residence orders; and children whose parents are in the armed forces (service children).

How is the funding used by the school?

In the previous academic year (2015-2016) Millhouse Junior School was allocated £177,074 and Millhouse Infant school was allocated £104,280. This academic year (2016-2017) Millhouse Primary School is estimated to be allocated £234,273.

Millhouse Primary School seeks to use pupil premium funding to support improved attainment, raised expectations and instil a readiness for life and learning. We are aware that nationally pupil premium children do not perform as well as their peers therefore we aim to narrow any gaps in attainment that develop in our school. We also recognise that barriers to achievement may take a variety of different forms therefore we offer a range of support for pupils – not just academic. This includes pastoral care, developing self-esteem, self-confidence, positive learning behaviours as well as support with any attendance issues. We also offer enrichment activities which may not be readily available for these children such as visits to London, museums or the beach! In all, we aim to provide an excellent, all round education for pupils who need it most.

How is the use of pupil premium funding monitored and reviewed?

The head teacher, leadership team and designated Pupil Premium teacher regularly and rigorously monitor, evaluate and review the strategies that have been put into place for Pupil Premium children. Termly reported are produced on the attainment and progress of pupil premium children as well as the use and impact of the funding. The findings are reported to the Governing Body who closely monitor the impact of the expenditure on the educational attainment of these pupils.

When additional interventions are deemed to be necessary, they are carefully chosen and evaluated by the class teacher in consultation through pupil progress meetings with senior members of staff.

How can I find out if my child is entitled to free school meals?

To check whether your child is entitled to 'Free School Meals' visit <http://www.essex.gov.uk/Education-Schools/Schools/Pupil-Parent-Support/Pages/Healthy-Living-School-Meals.aspx> and fill in the confidential online application form.

From September 2014, all infant aged children (in Reception, Year 1 and Year 2) are entitled to receive a free school meal, regardless of income. There is no need to make an application to Essex County Council for children of this age group. Due to this, the school may contact you for certain details that allow us to see whether your child qualifies for additional funding (Pupil Premium School Funding) which can be used to support them academically, with the costs of school visits etc. We greatly appreciate your co-operation with this.

If you have any further questions about free school meals or pupil premium funding, please contact Mrs Jones by (Pupil Premium and Inclusion Teacher).

Performance of disadvantaged pupils over the last three years in KS2

(PP children vs national average)

	2014	National	2015	National	2016	National
% of pupils making age expected attainment in Reading	84%	82%	96%	89%	43%	66%
% of pupils making age expected attainment in Writing	76%	76%	96%	87%	62%	74%
% of pupils making age expected attainment in mathematics	88%	78%	100%	87%	69%	70%
% of pupils making age expected attainment (combined)	68%	67%	93%	80%	34%	53%
% of pupils making age expected attainment in GPS	-		85%	80%	72%	72%

Summary

Data from 2014 to 2015 improved in all areas. PP children outperformed or performed in line with national average in all areas in both 2014 and 2015.

2016 data cannot be compared in terms of progress to the 2014/2015 data due to changes in the assessment process and the increasing difficulty of the new curriculum. Reading and Writing data has fallen below national average but PP data is in line with whole school data. Reading and writing will be a priority for Year 6 next year. Intervention teachers and Pupil premium teacher will be available to support PP children who do not take up the opportunities of tuition groups before and after school.

Through termly monitoring of PP data, Maths was indicated as a significant area of concern. PP children in year 6 were specifically targeted through in class support and booster sessions. The Maths data greatly improved to be in line with national average.

Performance of disadvantaged pupils over the last three years in KS1

(PP children vs national average)

	2014	National	2015	National	2016	National
% of pupils making age expected attainment in Reading	88%	81%	82%	82%	46%	Not yet published
% of pupils making age expected attainment in Writing	92%	70%	79%	72%	9%	Not yet published
% of pupils making age expected attainment in mathematics	100%	80%	85%	82%	42%	Not yet published
% of pupils making age expected attainment (combined)	-	-	-	-		Not yet published
% of pupils making age expected attainment in GPS					Not yet published	Not yet published

Summary

2014/2015 data shows PP children outperformed or performed in line with national averages of non PP children.

2016 data cannot be compared in terms of progress to the 2014/2015 data due to changes in the assessment process and the increasing difficulty of the new curriculum. A case study report of year 2 data has been produced to identify difficulties the children have faced. These areas will then be a priority for next year.

Performance of disadvantaged pupils in Phonic check KS1

(PP children vs national average)

	2014	National	2015	National	2016	National
% of pupils meeting required standard of phonic decoding	53%	63%	68%	77%	87%	Not yet published

Summary

The focused work done to improve disadvantaged pupils' knowledge of phonics has resulted in considerable improvements in particular for disadvantaged pupils over the past three years. This work will be further embedded this year.

Overview of expenditure and impact

2015-2016

Category of spend and percentage of money spent in this area	Examples of spend	Purpose/objective	Impact of expenditure
<p>Raising academic attainment</p> <p style="text-align: center;">81.2%</p>	<p>Academic staff (including LSAs, standards teachers, assistant SENCo) Interventions, morning and after school tuition. Gifted and talented workshops.</p>	<p>To raise standards in English and maths.</p> <p>To maintain a narrowing gap between those eligible for FSM and those not eligible for FSM in all areas of the curriculum.</p>	<p>When issues in data have arisen specific interventions have been put in place e.g. Spelling data needed to improve across the whole school so morning spelling groups were offered.</p> <p>Year 6 maths and writing was identified as a key target area. When it was noted that PP children were not taking up tuition, booster sessions within school were set up with PP and intervention teachers. Huge improvements were made in Year 6 maths to only 1% below the national floor targets.</p>
<p>Mentoring and counselling</p> <p style="text-align: center;">11.5%</p>	<p>Mentoring and counselling staff (including learning mentor, counsellor, sports mentor)</p> <p>Social skills groups e.g. Lego therapy and PACs.</p>	<p>To support the emotional and social wellbeing of the child.</p> <p>To improve and maintain attendance of pupil premium children to at least 95%.</p> <p>To support both child and family.</p>	<p>Attendance improved between Autumn and Spring term to only 0.4% below national target through work of the attendance officer. There were many examples of extremely successful individual case stories.</p> <p>Due to differing issues such as health, mental health and family circumstances of some children, attendance will remain a key issue to target next year.</p>
<p>Enrichment and Wellbeing</p> <p style="text-align: center;">6.5%</p>	<p>Trips, courses, uniform, holiday clubs.</p> <p>Forest schools program run in house.</p>	<p>To provide the opportunities that socially disadvantaged children may not typically experience.</p>	<p>Children have accessed a range of trips including visits to London, Museums, Christmas pantomime etc.</p> <p>A select number of boys have taken part in holiday clubs run by Sports Connection Foundation. Through this they have accessed trips to the fire station and even to West Ham's football ground!</p> <p>Forest schools has run an in house program to plant, grow and sell vegetables.</p>
<p>Resources/ external support</p> <p style="text-align: center;">0.8%</p>	<p>Equipment to support learning or wellbeing, travel (for pupils), staff CPD</p>	<p>To provide a range of resources/support to facilitate both the wellbeing and academic progress of the child.</p> <p>To provide staff with CPD to support pupil premium children effectively.</p>	<p>A child who had moved from the area was able to travel back to sit SATs exams through use of PP funding.</p> <p>Forest schools has run an in house program targeting PP children to plant, grow and sell vegetables.</p>

Overview of intended spend and impact

2016-2017

Category of spend and percentage of money to be spent in this area	Examples of spend	Purpose/objective	Intended impact of expenditure
<p>Raising academic attainment</p> <p style="text-align: center;">80%</p>	<p>Academic staff (including LSAs, intervention and inclusion teachers) Interventions, morning and after school tuition. Gifted and talented workshops.</p>	<p>To raise standards in English and maths.</p> <p>To run effective interventions.</p> <p>To maintain a narrowing gap between those eligible for FSM and those not eligible for FSM in all areas of the curriculum.</p>	<p>To raise achievement of PP children in KS1 SATs to be in line with national average data.</p> <p>To raise achievement of PP children in KS2 SATs to be in line with national average data.</p> <p>To close the gap at reception level between PP children and non PP children.</p>
<p>Mentoring and counselling</p> <p style="text-align: center;">12%</p>	<p>Mentoring and counselling staff (including learning mentor, counsellor, sports mentor)</p> <p>Social skills groups e.g. Lego therapy and PACs.</p>	<p>To support the emotional and social wellbeing of the child.</p> <p>To improve and maintain attendance of pupil premium children.</p> <p>To support both child and family.</p>	<p>To improve attendance of PP children to at least 95%.</p> <p>To work with children who struggle with daily school life e.g. children with difficult family circumstances, social, emotional or mental health difficulties etc.</p> <p>To offer nurture and support to vulnerable children.</p> <p>To liaise and work with vulnerable families.</p>
<p>Enrichment and Wellbeing</p> <p style="text-align: center;">7%</p>	<p>Trips, courses, uniform, holiday clubs.</p> <p>Forest schools program run in house.</p>	<p>To provide the opportunities that socially disadvantaged children may not typically experience.</p>	<p>To allow children to access to enriching experiences through school trips. For example, cultural trips (e.g. museums), religious trips (e.g. Hindu Temple).</p> <p>To encourage uptake of holiday clubs for targeted children through organisations such as BEST and Sports Connection Foundation.</p> <p>To continue to develop our in house forest Schools program with pupil premium children.</p>
<p>Resources/ external support</p> <p style="text-align: center;">1%</p>	<p>Equipment to support learning or wellbeing, travel (for pupils), staff CPD</p>	<p>To provide a range of resources/support to facilitate both the wellbeing and academic progress of the child.</p> <p>To provide staff with CPD to support pupil premium children effectively.</p>	<p>To take opportunities of CPD throughout the year that will have a direct impact upon the academic or social/emotional progress of PP children.</p> <p>To purchase supporting equipment/materials that will have a direct impact upon the academic or social/emotional progress of Pp children.</p>