

**Millhouse Primary School and Nursery  
Pupil Premium Strategy Statement 2020/21**

**School Overview**

|   |   |
|---|---|
| Number of pupils in school                  | 643   |
| Proportion of disadvantaged pupils          | 156 (25%)   |
| Pupil Premium allocation this academic year | £1,345  |
| Publish and review date                     | September 2020<br>July 2021                       |
| Pupil Premium Lead                          | Rebecca Vinten<br>Claire Fawell (Assessment lead) |
| Governor Lead                               | Gary Bartlett                                     |

|  |                 |
|--|-----------------|
| <b>Total pupil premium received in 2019</b>      | <b>£200,640</b> |
| <b>Estimated amount to be received 2020/2021</b> | <b>£209,820</b> |

### Performance of disadvantaged pupils in KS1 SATs

|   | 2019              |     | 2020 |  |
|---|-------------------|-----|------|--|
|   | Expected Standard | GD  |      |  |
| % of pupils making age expected attainment in Reading     | 79%               | 11% |      |  |
| % of pupils making age expected attainment in Writing     | 68%               | 5%  |      |  |
| % of pupils making age expected attainment in Mathematics | 74%               | 16% |      |  |

### Performance of disadvantaged pupils in Phonic check KS1 (PP children vs non PP national)

|  | 2019 | 2020 |
|--|------|------|
| % of pupils meeting required standard of phonic decoding | 81%  |      |

### Performance of disadvantaged pupils in KS2 SATs

|   | 2019              |     | 2020 |  |
|---|-------------------|-----|------|--|
|   | Expected standard | GD  |      |  |
| % of pupils making age expected attainment in Reading     | 47%               | 11% |      |  |
| % of pupils making age expected attainment in Writing     | 74%               | 21% |      |  |
| % of pupils making age expected attainment in mathematics | 82%               | 13% |      |  |

### Disadvantaged pupils progress scores 2019

|         |       |
|---------|-------|
| Reading | -5.16 |
| Writing | -0.28 |
| Maths   | -1.79 |

### Key objectives for use of the pupil premium for 2020/2021

1. To continue to close the attainment gap between PP and Non-PP nationally.  
To recognise barriers to learning and implement early interventions.
2. To provide social, emotional and mental wellbeing support to both children and families
3. To improve attendance of disadvantaged children to at least 95%

### Overview of expenditure and impact 2018/2019

| Category of spend  | Example of spend  | Purpose  | Impact of expenditure/Outcome   |
|--|---|--|---|
| <p>Raising attainment</p> <p><i>64% of overall funding received allocated to this area</i></p> | <p>Intervention teachers</p> <p>Tuition – before and after school for Year 5/6 pupils</p> <p>Small class sets for core subjects for Year 5/6 pupils</p> | <p>To continue to close the attainment gap between PP and Non-PP nationally.</p> <p>To recognise barriers to learning and implement early interventions.</p> | <p>An accessible curriculum for a group of PP and SEN Yr5/6 children was delivered.</p> <p>PP children achieved comparably to national average in Writing and Maths in 2019 however Reading still remains a target area.</p> <p>GD writing group has produced an increase in number of PP children achieving GD in writing at KS2.</p> <p>Predicted Phonics data at Year 1 due to be high.</p> <p>KS1 attainment data has increased in all areas and gap is closing between PP children</p> |

|   |  |   |  |
|---|--|---|--|
|   |  |   | <p>and national data.</p> <p>Increase awareness of this subgroup of children has led to more targeted interventions in Early Years based on areas of need for example speech and language and reading.</p>   |
| <p>Mentoring and counselling</p> <p><i>18% of overall funding received allocated to this area</i></p> | <p>Mentoring and counselling staff</p> <p>External support from agencies</p> | <p>To provide social, emotional and mental wellbeing support to both children and families</p> <p>To improve attendance of disadvantaged children to at least 95%</p> <p>To work with families that need additional support</p> | <p>40% of PP children have accessed some form of on-going social, emotional or wellbeing support during the year and over the national school closure period.</p> <p>Improvements in social, emotional, behavioural and wellbeing has been seen in a number of case studies where support has been given.</p> <p>Drop in support is available for all when needed.</p> <p>Learning mentor staff have worked with families during national school closure period.</p> <p>Learning mentor staff have worked with persistently low attendance. Some improvements in attendance of these children has been seen but will remain a key target area next year.</p> |

|  |  |  |   |
|--|--|--|---|
| <p>Enrichment</p> <p><i>18% of overall funding received allocated to this area</i></p> | <p>Subsidised trips</p> <p>Holiday sports clubs</p> <p>G&amp;T opportunities</p> <p>External specialists in wider curriculum subject areas</p> | <p>To provide the opportunities that socially disadvantaged children may not typically experience.</p> <p>To provide high quality teaching of a broad and balanced curriculum.</p> | <p>PP children accessed a wide range of trips prior to school closure.</p> <p>An Art Club targeting G&amp;T PP children was run.</p> <p>Children have had weekly access to high quality teaching during PPA in drama, music, dance and Spanish.</p> |
|--|--|--|---|

### Key objectives for use of the pupil premium for 2020/2021

1. To continue to close the attainment gap between PP children and Non PP children nationally. To raise standards in reading so that PP children are in line with national average.
2. To provide social, emotional and mental wellbeing support to both children and families. To develop staff understanding and response to social, emotional and mental health needs.
3. To improve attendance of disadvantaged children to at least 95% targeting persistently poorer attending families.
4. To provide a broad range of enrichment opportunities to develop pupil's cultural capital and knowledge of the wider world.

### Overview of intended expenditure 2020/2021

| Category of spend  | Example of spend   | Purpose  | Actions   |
|--|--|--|---|
| <p>Raising attainment</p> <p><i>62% of overall funding</i></p> | <p>Intervention Teachers (improvement leaders)</p> <p>Tuition – before and</p> | <p>To continue to close the attainment gap between PP children and Non-PP children nationally.</p> | <p>Ensure staff recognise barriers to learning and implement early interventions.</p> <p>PP lead to continue to develop</p> |

|   |   |  |  |
|---|---|--|--|
| <p><i>received allocated to this area</i></p>   | <p>after school</p>   | <p>To raise standards in reading so that PP children are in line with national average.</p>  | <p>a whole school ethos of 'attainment for all'.</p> <p>Improvement leaders to support the delivery of high-quality whole class teaching.</p> <p>Implementation of data driven and evidence-based interventions where possible due to Covid-19 restrictions (Both teacher and LSA led)</p> <p>Greater depth targeted interventions (Yr6)</p> <p>Additional reading for PP children.</p> <p>English leader action plan to prioritise improving attainment of PP children in reading.</p>                                |
| <p>Mentoring and counselling</p> <p><i>20% of overall funding received allocated to this area</i></p> | <p>Behaviour for Learning Coach</p> <p>Learning Mentor</p> <p>External support from agencies where necessary</p> <p>Therapeutic resources</p> | <p>To provide social, emotional and mental wellbeing support to both children and families.</p> <p>To develop staff understanding and response to social, emotional and mental health needs.</p> <p>To improve attendance of disadvantaged children to at least 95%.</p> | <p>To identify young carers as a vulnerable group and offering targeted support for PP young carers.</p> <p>To identify barriers to learning and provide targeted support.</p> <p>Head and deputies to set actions with persistent poor attending families. Pastoral team to support implementation. Use of studybugs app to monitor.</p> <p>Staff training to be delivered to support understanding of emotional and mental wellbeing.</p> <p>A new, whole school therapeutic behaviour system to be implemented.</p> |

|  |  |   |   |
|--|--|---|---|
| <p>Enrichment</p> <p><i>18% of overall funding received allocated to this area</i></p> | <p>Subsidised trips</p> <p>Holiday sports clubs</p> <p>G&amp;T opportunities</p> <p>External specialists in wider curriculum subject areas</p> | <p>To provide a broad range of enrichment opportunities to develop pupils cultural capital.</p> | <p>External specialists to deliver creative arts subjects and cultural assemblies when Covid-19 restrictions are lifted. Teachers to give children access to these discussions and experiences in class.</p> <p>Organise PP focused enrichment trips e.g. farm visit. PP children will access whole theme days within year groups to broaden cultural capital.</p> <p>PP children are less likely to attend after school activity clubs. Additional spaces will be available for PP children.</p> <p>Art G&amp;T club to run again<br/>Holiday sports club to run again with spaces for PP children funded.</p> <p>Engage with parents regarding Millhouse Milestones-enrichment activities which can be completed outside of school.</p> |
|--|--|---|---|