

# 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	643
Proportion (%) of pupil premium eligible pupils	36.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2 years 2021-2023
Date this statement was published	30 <sup>th</sup> September 2021
Date on which it will be reviewed	July 2022
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	£250,170
Recovery premium funding allocation this academic year	As of writing, this figure was unknown.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (projected)</b>	<b>£250,170</b>

# 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 and that 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 a 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.

## 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.
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 timetables and arithmetic are the main gaps in learning.

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.

## 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 pupil premium children.	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.

## 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: £109,380

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: £90,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
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In-school interventions led by teachers and support staff	EEF 1:1 tuition – high impact	1, 2 & 3
Before and after school small group tuition	EEF small group intervention – high impact	1, 2 & 3
Speech & Language programmes: <ul style="list-style-type: none"> <li>• Black Sheep Press</li> <li>• Welcomm</li> <li>• Blast programme for assessment</li> <li>• Social stories</li> </ul>	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

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

Budgeted cost: £36.802

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 and arts activities	EEF Summer schools & arts participation – 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
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**Total budgeted cost: £250,170**

## 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 2020 to 2021 academic year.

Year pp/all	Sep-20								
	Reading Expected level			Writing Expected level			Maths Expected level		
	pp	non-pp	GAP	pp	non-pp	GAP	pp	non-pp	GAP
<b>YR</b> <b>36/88</b>									
<b>Y1</b> <b>36/88</b>	7 (19%)	30 (58%)	39%	5 (14%)	26 (50%)	36%	9 (25%)	31 (60%)	35%
<b>Y2</b> <b>27/87</b>	6 (22%)	14 (23%)	-1%	3 (11%)	16 (27%)	16%	5 (19%)	18 (30%)	11%
<b>Y3</b> <b>34/89</b>	13 (38%)	34 (62%)	24%	9 (26%)	28 (51%)	25%	11 (32%)	30 (55%)	23%
<b>Y4</b> <b>35/85</b>	12 (34%)	38 (76%)	42%	14 (40%)	34 (68%)	28%	12 (34%)	36 (72%)	38%
<b>Y5</b> <b>30/82</b>	11 (37%)	31 (60%)	23%	5 (17%)	22 (42%)	25%	17 (57%)	25 (48%)	9%
<b>Y6</b> <b>39/90</b>	10 (26%)	17 (33%)	-7%	15 (38%)	22 (43%)	-5%	11 (28%)	19 (37%)	-9%

Year pp/all	Dec-20								
	Reading Expected level			Writing Expected level			Maths Expected level		
	pp	non-pp	GAP	pp	non-pp	GAP	pp	non-pp	GAP
<b>YR</b> <b>36/88</b>									
<b>Y1</b> <b>36/88</b>	8 (26%)	23 (40%)	14%	5 (16%)	14 (25%)	-9%	11 (35%)	29 (51%)	16%
<b>Y2</b> <b>27/87</b>	3 (11%)	12 (20%)	-9%	2 (7%)	12 (20%)	13%	5 (19%)	21 (35%)	16%
<b>Y3</b> <b>34/89</b>	9 (28%)	34 (60%)	32%	1 (3%)	22 (39%)	36%	11 (34%)	34 (60%)	26%
<b>Y4</b> <b>35/85</b>	11 (33%)	32 (62%)	29%	12 (36%)	33 (63%)	27%	12 (26%)	36 (69%)	43%
<b>Y5</b> <b>30/82</b>	3 (11%)	31 (56%)	45%	2 (7%)	11 (20%)	13%	8 (30%)	22 (40%)	10%

<b>Y6</b> <b>39/90</b>	12 (32%)	26 (49%)	- 17%	15 (41%)	27 (51%)	- 10%	12 (32%)	27 (51%)	- 19%
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Jul-21									
	Reading Expected level			Writing Expected level			Maths Expected level		
Year pp/all	pp	non-pp	GAP	pp	non-pp	GAP	pp	non-pp	GAP
<b>YR</b> <b>36/88</b>	11 (31%)	40 (77%)	- 46%	9 (25%)	31 (60%)	- 35%	14 (39%)	30 (75%)	- 39%
<b>Y1</b> <b>36/88</b>	9 (25%)	33 (63%)	- 38%	7 (19%)	21 (40%)	- 21%	11 (31%)	33 (63%)	- 32%
<b>Y2</b> <b>27/87</b>	4 (15%)	15 (24%)	-9%	2 (7%)	11 (17%)	- 10%	4 (15%)	14 (22%)	-7%
<b>Y3</b> <b>34/89</b>	5 (15%)	23 (41%)	- 26%	3 (9%)	24 (43%)	- 34%	7 (21%)	25 (45%)	- 24%
<b>Y4</b> <b>35/85</b>	10 (29%)	25 (48%)	- 19%	9 (26%)	25 (48%)	- 22%	12 (34%)	24 (46%)	- 12%
<b>Y5</b> <b>30/82</b>	5 (18%)	23 (43%)	- 25%	4 (14%)	14 (26%)	- 12%	7 (25%)	27 (50%)	- 25%
<b>Y6</b> <b>39/90</b>	15 (38%)	35 (73%)	- 35%	18 (46%)	29 (60%)	- 14%	12 (31%)	20 (42%)	- 11%
<b>Y6 in</b> <b>Y2</b>	25 (64%)	42 (88%)	- 24%	22 (56%)	37 (77%)	- 21%	23 (59%)	38 (70%)	- 11%

## 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

## 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.*