



# Mill Lane Community Primary School & The Windmill Community Nursery

**Growing, Thriving, Flying**

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Mill Lane Community Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Stuart Watkinson
Pupil premium lead	Tineke van der Ploeg
Governor / Trustee lead	Sarah Pritchard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,420
Recovery premium funding allocation this academic year	£12,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,720

# Part A: Pupil premium strategy plan

## Statement of intent

At Mill Lane Community Primary School we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. This strategy statement is also intended to support their needs.

High quality teaching is at the heart of our approach, with a focus on areas in which pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils' attainment in our school. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which staff take responsibility for pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1. Pastoral	Pupils' emotional well-being, chaotic family life, social and behavioural needs affecting children being able to make progress and their readiness to learn.
2. SEND	Some pupils who receive PP funding have specific SEND needs especially within literacy.
3. Outcomes	Improving the number of PP pupils working at age expected levels.
4. Attendance	There is a small group of pupils in receipt of PP that have poor attendance and punctuality issues.
5. Aspirational	Improve aspiration, self-belief and confidence of PP especially higher attainers.

## 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
To support children and families with social, emotional and behavioural needs.	<p>Children's and families' needs are being met and they are being supported.</p> <p>Improved score against QCA behaviour &amp; well-being checklist.</p> <p>Pupils are settled and ready to learn.</p> <p>Fewer reports on 'My Concerns'.</p>
For SEND children to make accelerated progress in literacy and maths from their end of year standardised scores.	<p>SEND children improve their standardised score in reading, SPAG and maths.</p> <p>SEND children make progress within the intervention programs they are on.</p> <p>KS2 SEND children improve their spelling age within the Young's spelling test.</p> <p>KS2 SEND children improve their reading accuracy / comprehension scores on the end of year NARA test.</p>
To continue to ensure the outcomes for PP pupils is at least in line with those of their peers.	<p>There is an increase in the percentage of children achieving ARE (age related expectations) and GD (greater depth).</p> <p>Progress and attainment of PP pupils will be in line or above the national level at the end of KS2.</p> <p>PP children improve their standardised score in reading, SPAG and maths</p>
To continue to ensure the attendance of pupils in receipt of PP is in line with those of peers.	<p>PP pupils to have achieve above 94% attendance for the whole year.</p> <p>PP pupils to improve their percentage attendance from the previous year.</p>
The aspirations, confidence and self-belief of PP pupils will improve and increase.	<p>The number of PP pupils achieving ARE and GD will improve.</p> <p>Pupils are settled and ready to learn.</p> <p>Increased contributions within class.</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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments and training for staff to ensure assessments are administered and interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>	2, 3 & 5
Embed cooperative learning activities across the curriculum to support pupil's ability to articulate key ideas, consolidate understanding and extend vocabulary by providing training and mentoring.	There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion, are inexpensive to implement with high impacts. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	2, 3, 4, & 5
Purchase of a DfE validated systematic synthetic phonics programme to secure stronger, consistent phonics teaching for all pupils and training linked to new scheme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 3, & 5
Continue to improve the quality of social and emotional provision across the school through training.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Conscious Discipline, PACE <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1 & 4
Quality first teaching through training, mentoring and monitoring.	EEF guide to pupil premium – tiered approach – teaching is the top priority	1 - 5

	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p> <p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of TAs to support key children &amp; year groups in literacy and numeracy lessons.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>2 - 3</p>
<p>More TAs trained to deliver Forest school sessions with all classes able to access weekly sessions.</p>	<p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales</a></p> <p>Research shows that forest schools make a difference confidence, social skills, communication, motivation, physical skills and knowledge &amp; understanding.</p>	<p>1, 4, 5</p>
<p>Establish small group interventions in maths, reading, writing and spelling for PP pupils falling behind age related expectations using interventions such as Let's Talk Maths, Minute a day maths, Little Wandle catch up, Dyslexiagold, Clicker 8.</p>	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p>	<p>2, 3, 5</p>
<p>Use of small group pre teaching sessions for PP children falling behind ARE</p>	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p>	<p>2, 3</p>
<p>Introduce a new speech and language programme to improve language and communication skills.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older.</p>	<p>2, 3, 5</p>
<p>Analyse data from ongoing observations, end of unit</p>	<p>EEF Toolkit guidance:</p>	<p>2, 3 &amp; 5</p>

<p>assessments and formal tests to identify PP children who require catch up sessions and targeted support.</p> <p>Introduce Little Wandle phonics scheme and catch up program across the school.</p> <p>Weekly reading catch up sessions.</p> <p>Termly pupil progress meetings with all staff.</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.'</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities such as workshops, music lessons, visits, visitors, residentials, school clubs		4, 5
Access to school's extended services e.g. breakfast & after school club, holiday clubs.		1, 4
Pastoral Support team to support pupil wellbeing through 1:1 and group sessions	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 4, 5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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.

#### Educational outcomes for 2021 - 2022

KS2 SATS: Our PP pupils all achieved the expected level in maths and SPAG and 1 out of 3 children did not achieve the expected level for reading and writing. At the end of KS1 half our PP pupils (2 out of 4) were generally working below the expected level in writing but 3 were at the expected level for maths and reading. In the Year 1 phonics screening, the majority of children did not achieve the expected level.

The school carries out formal assessments for Year 1 to Year 6 children. 55% of PP children made progress in SPAG, 73% in reading and 64% of PP children made progress in maths. The number of children working achieving the expected level increased for reading and maths but remained the same for SPAG.

### 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
Little Wandle	Collins