**                 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 2022 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

**Current Academic Year: 2024 to 2025**

## 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.

Text in black reflects academic year 2022 to 2023

Text in purple reflects academic year 2023 to 2024

Text in green reflects academic year 2024 to 2025

## School overview

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| Detail | Data |
| School name | Mill Lane Community Primary School |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 15%  12%  12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 - 2025 |
| Date this statement was published | October 2022  October 2023  November 2024 |
| Date on which it will be reviewed | September 2023  September 2024  October 2025 |
| Statement authorised by | Stuart Watkinson |
| Pupil premium lead | Tineke van der Ploeg |
| Governor / Trustee lead | Sarah Pritchard |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £36,420  £49,290  £44,150 |
| Recovery premium funding allocation this academic year | £12,300  £10,857  £1,666 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0  £0  £0 |
| **Total budget for this academic year**  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  £60,147  £45,816 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 also aim to provide all children with access to learning experiences which enrich the curriculum and create curious learners as well as have access to extra-curricular provision    We will consider the challenges faced by vulnerable and disadvantaged pupils, such as those who have a social worker, young carers, those facing financial difficulties and post adopted children. This strategy statement is also intended to support their needs by addressing the main barriers the children face through rigorous tracking, careful planning and targeted  support and intervention.    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.    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. * Ensure that teaching and learning opportunities meet the needs of all pupils and that where pupils have specific needs these are addressed through high quality, evidence-based interventions led by trained staff. * Frequent monitoring of qualitative and quantitative data to ensure accurately and timely identification of pupils in need of support. * 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.

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| 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, their readiness to learn and their social skills. There is also an increase in a number of children suffering from poor mental health and wellbeing. |
| 1. 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 and in some cases moving to greater depth through challenge in reading writing and maths. |
| 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. |
| 6. Engagement | Poor parental engagement and lack of support from home. |
| 7. Entry data to EYFS | Entry data in EYFS shows poorer language and communication on entry to EYFS. |

## 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.

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| Intended outcome | Success criteria |
| To support children and families with social, emotional and behavioural needs. | Children’s and families’ needs are being met and they are being supported.  Improved score against QCA behaviour & well-being checklist.  Pupils are settled and ready to learn.  Fewer reports on ‘My Concerns’.  Fewer suspensions or internal isolations. |
| For SEND children to make accelerated progress in literacy and maths from their end of year standardised scores. | SEND children improve their standardised score in reading, SPAG and maths.  SEND children make progress within the intervention programs they are on.  KS2 SEND children improve their spelling age within the Young’s spelling test.  KS2 SEND children improve their reading accuracy / comprehension scores on the end of year NARA test. |
| To continue to ensure the outcomes for PP pupils is at least in line with those of their peers. | There is an increase in the percentage of children achieving ARE (age related expectations) and GD (greater depth).  Progress and attainment of PP pupils will be in line or above the national level at the end of KS1 & KS2.  PP children improve their standardised score in reading, SPAG and maths |
| To continue to ensure the attendance of pupils in receipt of PP is in line with those of peers. | PP pupils to achieve above 94% attendance for the whole year.  PP pupils to improve their percentage attendance from the previous year. |
| The aspirations, confidence and self-belief of PP pupils will improve and increase. | The number of PP pupils achieving ARE and GD will improve.  Pupils are settled and ready to learn.  Increased contributions within class. |
| To provide a range of opportunities and activities to enrich the curriculum and to provide extracurricular activities in a range of curriculum areas to target children’s wider interests and skills. | Increase in participation in enrichment activities, particularly among disadvantaged pupils.  An increase in the range of activities provided in all subject areas. |

## Activity in this academic year: 2024 -2025

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

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| 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: <https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback> | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches> | 2, 3, 4, & 5 |
| Consolidating the use 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:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 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  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1 & 4 |
| Quality first teaching through training, mentoring and monitoring especially ECTs. | EEF guide to pupil premium – tiered approach – teaching is the top priority  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>  Sutton Trust – quality first teaching has direct impact on student outcomes  <https://www.suttontrust.com/our-research/great-teaching/> | 1 - 5 |
| Introduction and use of EduKey Provision Map. | Improve tracking of interventions and monitoring of provisions in place across the school. Use to monitor the effectiveness of provision. |  |

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

Budgeted cost: £ 30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Effective deployment of TAs to support key children & year groups in literacy and numeracy lessons. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants>  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. | 2 - 3 |
| More TAs trained to deliver Forest school sessions with all classes able to access weekly sessions. | <https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales>  Research shows that forest schools make a difference confidence, social skills, communication, motivation, physical skills and knowledge & understanding. | 1, 4, 5 |
| 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, Maths for Life, Number Sense, Little Wandle catch up, Dyslexiagold, Clicker 8. | EEF Toolkit guidance: <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  ‘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.’ | 2, 3, 5, 7 |
| Use of small group pre teaching sessions for PP children falling behind ARE | Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. | 2, 3 |
| Introduce a new speech and language programme to improve language and communication skills. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  Research has shown that improving children’s communication skills at an early age grants them greater access to learning opportunities as they grow older. | 2, 3, 5, 7 |
| Analyse data from ongoing observations, end of unit assessments and formal tests to identify PP children who require catch up sessions and targeted support.  Introduce Little Wandle phonics scheme and catch up program across the school.  Introduce Number Sense interventions sessions  Weekly reading catch up sessions.  Termly pupil progress meetings with all staff. | EEF Toolkit guidance:  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  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 ongoing, but manageable.’  Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 2, 3 & 5 |

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

Budgeted cost: £5,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enrichment activities such as workshops, music lessons, visits, visitors, residentials, school clubs and access to extended services. | There is 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. | 1, 4, 5 |
| Use of MyConcern safeguarding software. | Clear documentation of concerns enabling early identification of needs, appropriate and targeted support and effective monitoring of pupil welfare. | 1 |
| Pastoral Support team to support pupil wellbeing through 1:1 and group sessions | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1, 4 , 5 |
| Play Therapist to work with individual children  Introduction of new PSHE Scheme: Happy Minds | EEF states that Metacognition and self-regulation approaches have consistently higher levels of impact with pupils making an average of 7 months additional progress. | 1 |
| Daily monitoring of attendance and providing support to families for school refusers. | The DfE’s guidance on improving school attendance provides advice on this issue:  [Toolkit for schools: communicating with families to support attendance - GOV.UK](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance) | 1, 4 |

**Total budgeted cost: £50,500**

# 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.

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| **Educational outcomes for 2023 - 2024**  This year our PP did not achieve the GLD at the end of Reception. In the Year 1 phonics screening 2 out of 3 PP children achieved the expected level.  KS1 teacher assessment: In reading & writing both PP working at expected level whilst in maths 1 out of 2 at expected level.  KS2 SATs: Reading 2 out of 4 working at greater depth, 1 at expected level. GaPS 3 at expected level, Maths all were below expected level. In writing 3 out of 4 were working at expected level.  The school carries out formal assessments for Year 1 to Year 6 children. In the majority of classes over 50% of PP are working at expected level + in Reading, GaPs and Maths NTP tests. A number of PP children also achieved greater depth within the tests. |

## 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*

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| Programme | Provider |
| Number Sense |  |
| Mastering Maths |  |
| Happy Minds PSHE program |  |
| Charanga Music |  |