



Pupil premium strategy statement

The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils.

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 academic year) funding to help improve the attainment of our disadvantaged pupils, so that they can flourish.

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	Millbrook Primary School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	(52) 35.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	20 th September 2023
Date on which it will be reviewed	January 2024 & July 2024
Statement authorised by	Jespy Pereira-Barker (Headteacher)
Pupil premium lead	Joanne Osdin
Governor / Trustee lead	Preeti Khanna

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76735
Recovery premium funding allocation this academic year	£ 7395 (£145x51)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 84130.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are;

1. To raise attainment and progress for children in receipt of the Pupil Premium Grant so that their attainment to narrow the gap between disadvantaged and non-disadvantaged pupils.
2. To ensure that all children in receipt of the Pupil Premium Grant have the same access to wider curriculum opportunities and learning as other students.
3. To ensure that children in receipt of the Pupil Premium Grant have access to wellbeing support as a priority and make good progress in their Personal Social and Emotional Development.

The key principle underpinning this plan is that we will be working with the whole child to remove barriers to learning and ensure that they have the best possible chance to succeed as lifelong learners. This will involve actively listening to what they need, working closely with their families, ensuring that their mental health is good and of course, providing specific academic support.

Challenges

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

Challenge number	Detail of challenge
1	Early reading – analysis of teacher assessment data shows disadvantaged pupils reading attainment is hindered by blending and further issues with comprehension
2	Attainment gaps in writing and mathematics – reading capacity not at age related has impact on writing and mathematics attainment
3	Disadvantaged pupils' attendance is lower than their non-disadvantaged peers. Data also shows some disadvantaged children are persistently absent
4	Financial pressures experienced by families is limiting pupil's ability to experience education to its fullest

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
Improved attainment and progress in reading	ELG, phonics screening, end of KS1 and KS2 increase attainment of disadvantage pupils to be line or better than non –disadvantaged pupils nationally
Improved attainment and progress in Writing	Disadvantaged children will have expected or better progress in reading and writing and attainment measures will be in line with non-disadvantaged children nationally.

Improved attainment and progress in Maths	Disadvantaged children will have expected or better progress in maths and attainment measures will be in line with non-disadvantaged children nationally.
Improved attendance for PP cohort and Reduction of PA with PP families	<ul style="list-style-type: none"> • Increase attendance for disadvantaged children • Reduced PA – disadvantaged groups
All children are fully engaged with all aspects of the curriculum	The curriculum is designed to ensure that children have access to all curriculum activities Attendance shows events do not have a detrimental effect

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: £31053 (release time, for subject management, training, learning walks, pupil voice and peer support, training courses for teaching assistants, National College subscriptions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refresher training on Monster Phonics for TA working with year 1 and year 2. Online learning with EEF Online learning with Monster Phonics £2250	Phonics EEF + 5 The EEF Guide to the Pupil Premium EEF tiered approach- quality teaching. EEF also recommends systematic synthetics phonics to maximise progress of children in Literacy.	Challenge 1
Phonics lead training Herts English lead support – phonics and reading English consultant – data, quality of intervention and walk through £12,090	Impact of teaching assistants very much improved with consistent and high quality training. Reading lead supported by English consultant and Herts English lead enables subject leader to give greater support to teachers and greater understanding of closing gaps	Challenge 1,2

Evidence gathering and interpreting data – Pupil voice, barriers to learning analysis Attendance data – attendance lead; class teacher; reading lead; SENCo £16713	EEF diagnosing challenges – targeted children enabling them to be successful in school receiving quality first teaching	Challenge 2,3,4
---	---	-----------------

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

Budgeted cost: £ 40,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions by teaching assistants - quality assured by SENCO and training partners (SAT) £15679	Progress of children who have accessed these, e.g. precision spelling, phonics, maths, pre-teaching, reading recovery	Challenge 1,2
Targeted reading programme £5850	Reading pilot to build fluency	Challenge 1,2,4
Phonics catch up - targeted intervention carried out by SENCO, teachers and support assistants £19170	Children making accelerated progress through effective monitoring and timely interventions	Challenge 1,2,4

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

Budgeted cost: £12435

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance of PP children – guidance from DFE and follow LA attendance procedures Support families – Learning Mentor and HT £0.00	Lost learning time has a big impact on academic achievement Missing out on school opportunities Mental wellbeing affected through loss schooling	Challenge 3,4

Mental health and wellbeing strategies Learning mentor supporting 1:1 Learning mentor £0.00	EEF link between cognitive and no cognitive skills Children need to be settled in order to access learning.	Challenge 3,4
Nurture groups in place and disadvantaged children given priority. Disadvantaged children have priority access to counselling £0.00	Nurture groups enables children to receive tailored programmes that work towards full participation in the class with their peers receiving the expected learning.	Challenge 4
Chexs Family Support - to address needs of disadvantaged families £2780	Children thrive and learn if family circumstances are settled.	Challenge 3, 4
Chexs self-esteem programmes for children – targeted children work with Chexs to support the development of resilience and self esteem £1390	Improved mental health will support learning and wellbeing	Challenge 3,4
Parent workshops Behaviour (zones of regulation), reading phonics and maths Led by SENCO and CHEX £1390	Parents will feel empowered to support children at home	Challenge 3, 4
Learning Mentor supporting parents and consistent liaising taking place	Holistic approach to supporting children. Improving whole family circumstances has a positive impact overall	Intent 3 Challenge 2,3 and 6
Financial support to ensure that children access wider curriculum (trips etc) £2600	Increase in motivation to learn Supports mental health – no child should miss out	Intent 2 and 3 Challenge 2,3 and 6
Children accessing extracurricular clubs 34275	Positive impact on mental health, improved feeling of being included, opportunity to develop talents.	Intent 2 and 3 Challenge 2,3 and 6

Total budgeted cost: £ 84187

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 2021-22 academic year.

Percentage of children at Expected Standard or Greater Depth July 2022

	Reading		Writing		M ths	
Year 6	PP (12)	Non PP(14)	PP (12)	Non PP(14)	PP (12)	Non PP(14)
Expected Standard	58.0%	71.7%	65.1%	66.7%	58.3%	42.8%
Greater Depth	17.0%	14.2%	16.7%		0.0%	21.4%
Total	75.0%	85.9%	81.8%	66.7%	58.3%	64.2%

	Reading		Writing		Maths	
Year 2	PP (7)	Non PP (12)	PP (7)	Non PP (12)	PP (7)	Non PP (12)
Expected Standard	71.4%	27.3%	25.0%	9.1%	42.9%	45.5%
Greater Depth	0.0%	9.1%	0.0%	9.1%	0.0%	9.1%
Total	71.4%	36.4%	25.0%	18.2%	42.9%	54.6%

	Reading		Writing		Maths	
Year R	PP (5)	Non PP (9)	PP (5)	Non PP (9)	PP (5)	Non PP (9)
Expected Standard	75.0%	30.8%	100.0%	61.5%	100.0%	69.6%
Greater Depth	25.0%	61.5%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	92.3%	100.0%	61.5%	100.0%	69.6%

		Writing		Maths	
Whole School	PP (45)	PP (45)	Non	PP (45)	Non PP (92)
Expected Standard	50.0%	41.7%	37.5%	54.2%	47.8%
Greater Depth	12.5%	10.4%	13.9%	13.9%	19.6%
Total	62.5%	52.1%	51.4%	68.1%	67.4%

Year 6: outcomes were much improved overall PP were not in line with Non PP in reading and maths but were better in writing

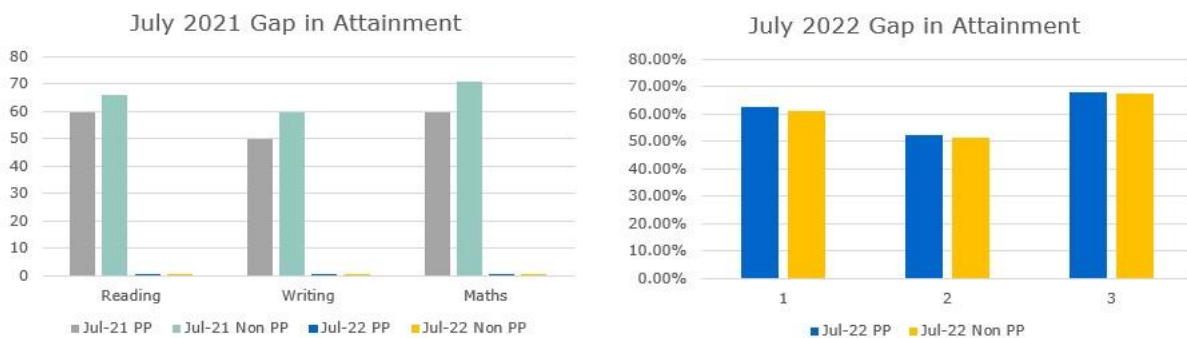
Year 2: Outcomes were lower overall , but PP children attained better than non PP in reading and writing, Maths is an area to develop in this year group.

Reception: PP children attained better in all areas

Overall (whole school) the gap between attainment of PP children and Non PP children has closed, with PP children doing slightly better in all areas.

The range of interventions including catch up programmed and the after school clubs run by teachers had a good impact.

The gap between the attainment of disadvantaged children and non-disadvantaged children has closed from July 2021 to July 2022



SEN has been addressed for particular children and behaviour and mental health has improved overall.

Lots of work on mental health has meant that there have been fewer incidents of difficult and dangerous behaviour from particular children in receipt of the PPG.

Unpicking end of year outcomes and analysing barriers to learning has fed into this strategy and the School development plan for 2022-23