



# Pupil premium strategy statement 2024-2025

## Millbrook Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jespy Pereira Barker
Pupil premium lead	Jespy Pereira Barker
Governor / Trustee lead	Shen Hasekilerden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,450

## Part A: Pupil premium strategy plan

### Statement of intent

*Our ultimate objectives are*

- To raise attainment and accelerate progress for children in receipt of the Pupil Premium Grant to ensure the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed significantly in 2024/2025.
- To ensure children in receipt of the Pupil Premium Grant have access to wider curriculum opportunities, including after school clubs, residential trips, curriculum visits and workshops and a full school uniform.
- To ensure that children in receipt of the Pupil Premium Grant have access to nurture, well-being clubs and PE clubs designed with PPG children in mind.

At the heart of our strategic plan lies an unwavering commitment to fostering the holistic development of each child. We recognise that a child's educational journey is not solely defined by academic performance; it encompasses emotional, social, and physical growth as well. Our approach focuses on removing barriers to learning, ensuring that every student has an equitable opportunity to succeed as a lifelong learner. By addressing these fundamental needs, we are confident in our ability to profoundly impact their academic journeys.

Our initiative is specifically designed to boost academic achievement and accelerate progress for children who are eligible for the Pupil Premium Grant. We are resolutely optimistic that we can significantly narrow the attainment gap between disadvantaged and non-disadvantaged pupils by the conclusion of the 2024/2025 academic year. To achieve this ambitious goal, we will provide these students with access to a more diverse range of curriculum opportunities. This includes enriching after-school clubs that focus on various interests, educational residential trips that broaden their horizons, engaging curriculum visits to reinforce classroom learning, hands-on workshops that develop practical skills, and ensuring every child is equipped with a complete school uniform, instilling a sense of belonging and pride.

In addition, we are committed to facilitating access to nurture and wellbeing clubs tailored specifically to meet their emotional and social needs. We recognise the importance of physical health in a child's overall development; thus, we will implement specialised physical education programs designed to foster not just athletic skills, but also teamwork and resilience. Our approach centres around several key components:

1. **\*\*Actively Listening to Their Needs\*\***: We will regularly engage with students to understand their individual challenges and aspirations, creating a platform for them to voice their concerns and preferences.
  2. **\*\*Working Closely with Their Families\*\***: Building strong partnerships with families is essential. We will initiate regular communication and collaboration with parents and guardians to ensure they feel supported and involved in their child's education.
  3. **\*\*Promoting Good Mental Health\*\***: We are dedicated to creating a school environment that prioritizes mental health. Our programs will include workshops on emotional resilience, mindfulness practices, and access to counselling services when needed.
  4. **\*\*Providing Tailored Academic Support\*\***: Recognising that each child learns differently, we will offer personalised academic interventions and tutoring that cater to unique learning styles and paces, ensuring that no student is left behind.
- Through these comprehensive strategies, we aim to create a supportive ecosystem that empowers every child to thrive not only academically but also personally and socially, paving the way for a brighter and more equitable future for all.

## Challenges

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

Challenge number	Detail of challenge
1	PPG Children are currently working significantly below their non-disadvantaged counterparts.
2	PPG Children when entering the school generally have a low baseline and therefore their phonological knowledge is not secure and therefore reading skills are generally poor.
3	PPG Children's understanding of mathematical concepts are generally poor on entry to school (baseline and midpoint admissions).
4	Review of all curriculum subjects is to be undertaken to ensure that all disadvantaged groups can effectively access and meet the federation's curriculum expectations.
5	Parental engagement in supporting children's learning at home is low adversely affecting academic achievement, while involvement in school life remains low.

## 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 phonics outcome	Children will have access to add additional Phonics sessions throughout the day from Reception through to Year Six. Progress and attainment each half term will indicate successes and further areas of opportunity.
Improved reading outcomes	Lowest 20% Of readers will be reading with an adult each day and the information will be recorded about successes and opportunities. All support will be noted on Insight Tracking and class teachers will PM Benchmark all children working towards each half term.
Improved writing outcomes	Improved outcomes at ARE for disadvantaged groups will be realised through regular, timely timetabled monitoring by teachers and leaders. Gaps, barriers will be identified and support and interventions in place to enable learners to close the gap and achieve.
Improved maths outcomes	Disadvantaged groups attain in line or better ARE. This will be achieved through baseline diagnostics, and assessments through PUMA analysis identifying gaps to ensure interventions are targeted and delivered. Monitoring of progress through pupil progress and INSIGTS data will enable leaders to timely intervene to ensure progress happens.
Full engagement with disadvantaged family groups enabling children to participate in the curriculum offer of the school.	Parents are engaged in their child's educational life. Workshops for reading, maths and phonics will be delivered through the course of the year so parents feel confident in supporting their child at home. Support with using TT Rockstars and other technology that further supports their child's learning.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Incorporate formative assessment:</b> Regularly assess pupils' writing to identify gaps in knowledge and understanding. Use this data to inform instruction and provide targeted feedback that helps pupils improve their writing skills</p> <ul style="list-style-type: none"> <li>- English leads training</li> <li>- Training time – support staff</li> <li>- INSIGHT – diagnostic tool training for staff</li> </ul> <p><b>£1428</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,4</p>
<p><b>Professional development for teachers:</b> Invest in ongoing training for teachers to enhance their understanding of effective writing instruction and assessment strategies. This can include workshops on differentiated instruction</p> <ul style="list-style-type: none"> <li>- staff training time – ECT</li> <li>- specialist advisor training time</li> </ul> <p><b>£2500</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1,3,4</p>
<p><b>Professional development for teachers:</b> Invest in ongoing training focused on high-quality teaching strategies, particularly in mathematics. This could include workshops on the CPA (Concrete, Pictorial, Abstract) approach to enhance understanding.</p> <ul style="list-style-type: none"> <li>- Lead teacher development</li> <li>- Teacher development</li> </ul> <p><b>£1628</b></p>	<p>(Source: Education Endowment Foundation - Professional Development)</p>	<p>3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>One-to-one or small group tuition:</b> Provide targeted writing support for pupils who are struggling. This approach allows for personalised instruction that addresses specific needs and gaps in understanding</p> <ul style="list-style-type: none"> <li>- support staff training &amp; resourcing</li> <li>- support staff small group delivery</li> </ul> <p><b>£14,081</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1
<ul style="list-style-type: none"> <li>- Establish small group interventions focusing on reading fluency and comprehension, timetabled and delivered by TAs.</li> <li>- Additional support for pupils with phonics ensuring that all pupils have a solid foundation in reading. Timetabled and resourced by reading lead and TAs.</li> <li>- Provide targeted reading sessions before or after school, where pupils can engage with texts at their level, supported by staff. Timetabled by reading and phonics leads.</li> </ul> <p><b>£9299.10</b></p>	<p><a href="#">Source: EEF - Targeted Academic Support</a></p>	2
<p><b>Small group interventions:</b> Provide targeted support for disadvantaged pupils through small group sessions focused on specific areas of need in mathematics. This allows for more personalised instruction and immediate feedback.</p> <ul style="list-style-type: none"> <li>- Support staff training in numicon</li> <li>- Support staff training in CPA</li> <li>- Resources chrome books for intervention use</li> <li>- Use of Shine technology</li> </ul> <p><b>£24320</b></p>	<p>Source: Education Endowment Foundation - Small Group Tuition</p>	3
<p>Implement a reading recovery programme for pupils with gaps in their reading skills, utilising trained staff to provide targeted support that builds fluency and comprehension. This can help address the identified inconsistencies in reading abilities.</p> <ul style="list-style-type: none"> <li>- Fluency project focus on KS2</li> <li>- Literacy gold – whole school</li> <li>- Training for support staff</li> <li>- Training for reading lead</li> </ul> <p><b>£6125</b></p>	<p><a href="#">Source: EEF Reading Comprehension Strategies</a></p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Extracurricular writing clubs:</b> Establish writing clubs that promote creativity and a love for writing. These clubs can provide a relaxed environment for pupils to explore different writing styles and genres.</p> <ul style="list-style-type: none"> <li>- Author visits</li> <li>- Virtual author talks</li> </ul> <p><b>£1000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1
<p>Enhance parental engagement by organising workshops that educate families on supporting their children’s reading at home, thereby fostering a culture of reading within the community.</p> <ul style="list-style-type: none"> <li>- Reading lead</li> <li>- Book Bonanza – resources</li> <li>- Banded books – Monster Phonics resources</li> <li>- Workshops for parents delivered by school</li> <li>- Workshop for parents delivered by CHEX</li> </ul> <p><b>£1600</b></p>	<p><a href="#">Source: EEF - Wider Strategies</a></p>	2
<p>Utilise the school’s grounds for outdoor learning experiences that integrate literacy and numeracy, making learning more engaging and relevant to pupils’ lives.</p> <ul style="list-style-type: none"> <li>- Develop forest school initiative</li> <li>- Training for forest school leader</li> </ul> <p><b>£5000</b></p>	<p><a href="#">Source: EEF - Wider Strategies</a></p>	4,5
<p>Provide extracurricular activities that promote cultural capital and social skills, such as after-school clubs, sports, and arts programmes, ensuring all pupils have access to enriching experiences that support their personal development.</p> <ul style="list-style-type: none"> <li>- PE coach – AM and PM</li> <li>- CHEX Leadership programme</li> <li>- CHEX growth programme</li> </ul> <p><b>£6520</b></p>	<p><a href="#">Source: EEF Arts Participation</a></p>	4,5
<p>Targeted nurture to support children engagement with school and education – identified children will be access nurture programme timetabled weekly</p> <p>Learning mentor</p> <p><b>£8564</b></p>	<p><a href="#">Source: EEF - Wider Strategies</a></p>	1,2,3,4,5

<p>Attendance – focus on improving attendance working with families removing barriers – work with family support worker and CHEX offering advice and workshops to manage and reduce barriers and improve attendance for their children</p> <p>Family support worker</p> <p><b>£4282</b></p>	<p>The Education Endowment Foundation (EEF)</p>	<p>1,2,3,4,5</p>
<p>Able to participate fully and engage in the full education offer of the school. Disadvantaged families will be able to access funds removing barriers to the wider education curriculum.</p> <p>Support with uniform, trips, music, sports events, residential</p> <p><b>£5000</b></p>	<p><a href="#">Source: EEF - Wider Strategies</a></p>	<p>4,5</p>

**Total budgeted cost: £ 913471.10**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

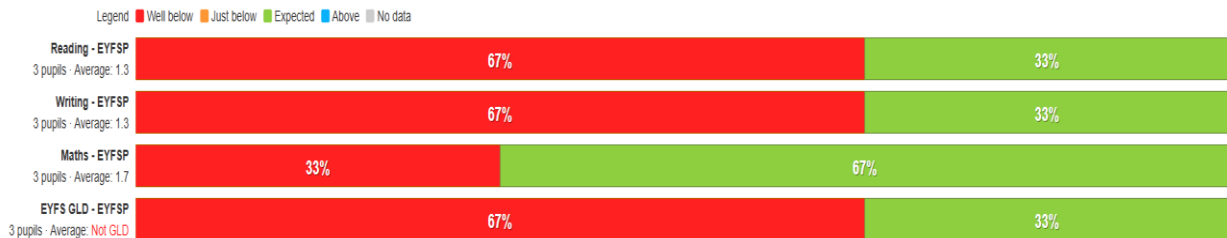
#### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

#### EYFS – Reception PUPIL PREMIUM outcomes in Reading, Writing, Maths and GLD

Attainment Overview for Pupils (from 2023-2024) on roll as of 20/07/2024, in Reception, who are pupil premium - 2023-2024 Summer

Print



#### EYFS – Reception NON PUPIL PREMIUM outcomes in Reading, Writing, Maths and GLD

Attainment Overview for Pupils (from 2023-2024) on roll as of 20/07/2024, in Reception, who aren't pupil premium - 2023-2024 Summer

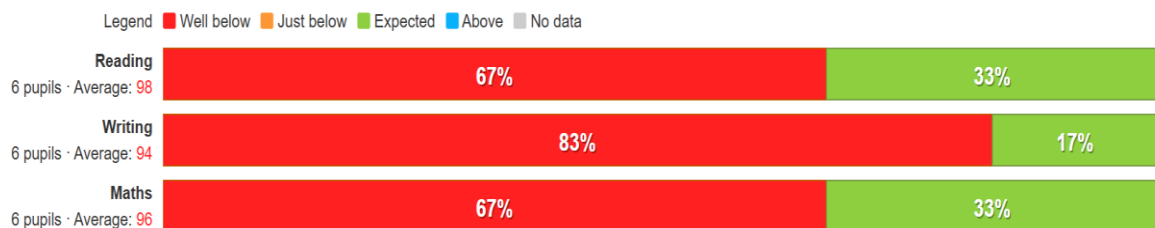
Print



#### KS2 PUPIL PREMIUM

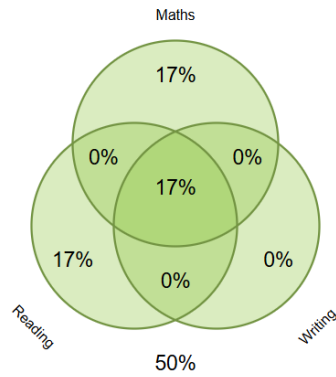
Attainment Overview for Pupils (from 2023-2024) in Year 6, who are pupil premium - 2023-2024 Summer - SAT Scaled Score

Print



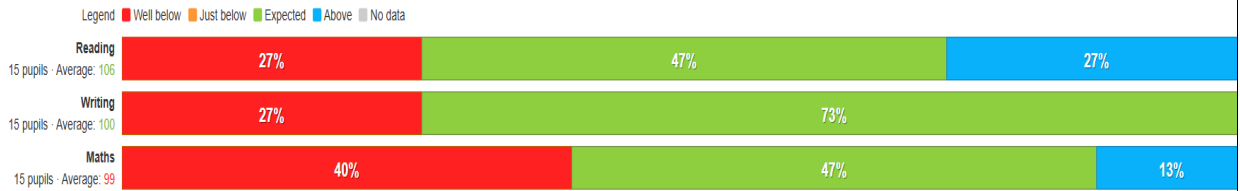
## Combined attainment

At/above expected



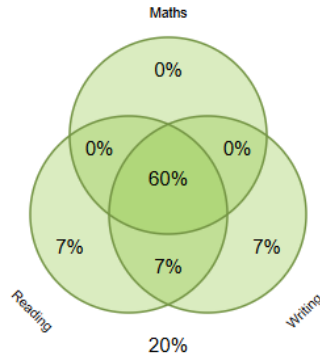
## KS2 NON PUPIL PREMIUM

Attainment Overview for Pupils (from 2023-2024) on roll as of 20/07/2024, in Year 6, who aren't pupil premium - 2023-2024 Summer - SAT Scaled Score



## Combined attainment

At/above expected



## YEAR ONE PHONIC – PUPIL PREMIUM

Attainment Overview for Pupils (from 2023-2024) on roll as of 20/07/2024, in Year 1, who are pupil premium - 2023-2024 Summer - Phonics Score



## YEAR ONE PHONIC – NON PUPIL PREMIUM

Attainment Overview for Pupils (from 2023-2024) on roll as of 20/07/2024, in Year 1, who aren't pupil premium - 2023-2024 Summer - Phonics Score

Print

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



## Multiplication Tables Check

### Multiplication Tables Check (MTC)

#### Statistic

% of pupils scoring full marks (25/25)

Average score (out of 25)

### 2023-2024

	Cohort	School	National
% of pupils scoring full marks (25/25)	21	5% <span style="color: red;">■</span>	34%
Average score (out of 25)	20	15.9 <span style="color: red;">■</span>	20.6