

Millbrook Primary School

Pupil Premium Strategy Statement September 2021

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 | Millbrook Primary School |
| Number of pupils in school | 146 |
| Proportion (%) of pupil premium eligible pupils | (43) 29% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | 13 th September |
| Date on which it will be reviewed | January 2021 |
| Statement authorised by | Peter Hilton (Headteacher) |
| Pupil premium lead | Donna Henson |
| Governor / Trustee lead | Preeti Khanna |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £60,525 |
| Recovery premium funding allocation this academic year | £6,525 |
| 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 | £67,050 |

Attainment for disadvantaged children against non-disadvantaged children. 2020-21

There is no statutory data for the academic year 2021-21. Below is the in house data. The percentages of children at age related expectations is lower due to covid. However we are working hard to ensure that all children, especially disadvantaged children are given timely interventions to ensure that they make rapid progress.

Reception – only 2 children receive the Pupil Premium Grant therefore there is insufficient data for comparison.

Percentage of children at Age Related Expectations or Better

Reading

| Year Group | Pupil Premium | Non Pupil Premium |
|------------|-----------------------------------|-------------------|
| Year 1 | 42.9% | 43.8% |
| Year 2 | 0% (Only 2 children one with SEN) | 88.9% |
| Year 3 | 71.4% | 68.8% |
| Year 4 | 66.7% | 46.2% |
| Year 5 | 70.0% | 85.7% |
| Year 6 | 57.1% | 71.4% |
| ALL | 59.5% | 64% |

Writing

| Year Group | Pupil Premium | Non Pupil Premium |
|------------|--------------------------------|-------------------|
| Year 1 | 42.9% | 43.8% |
| Year 2 | 0.0% (2 children one with SEN) | 55.6% |
| Year 3 | 42.9% | 56.3% |
| Year 4 | 55.6% | 46.2% |
| Year 5 | 60.0% | 85.7% |
| Year 6 | 57.1% | 71.4% |
| ALL | 50.0% | 59.8% |

Maths

| Year Group | Pupil Premium | Non Pupil Premium |
|------------|---------------|-------------------|
| Year 1 | 57.1% | 56.3% |
| Year 2 | 0.0% | 88.9% |
| Year 3 | 42.9% | 68.8% |
| Year 4 | 66.7% | 76.9% |
| Year 5 | 70.0% | 78.6% |
| Year 6 | 71.4% | 64.3% |
| ALL | 59.5% | 70.7% |

Percentage of Children Making Expected or Better Progress

Reading

| Year Group | Pupil Premium | Non Pupil Premium |
|------------|-----------------------------------|-------------------|
| Year 1 | 57.1% | 50.0% |
| Year 2 | 50.0% (2 children – one with SEN) | 88.9% |
| Year 3 | No data from year 2 | |
| Year 4 | 55.6% | 53.8% |
| Year 5 | 70.0% | 78.6% |
| Year 6 | 42.9% | 92.9% |
| ALL | 47.6% | 57.3% |

Writing

| Year Group | Pupil Premium | Non Pupil Premium |
|------------|----------------------------------|-------------------|
| Year 1 | 57.1% | 50.0% |
| Year 2 | 0.0% (2 children – one with SEN) | 77.8% |
| Year 3 | No data from year 2 | |
| Year 4 | 66.7% | 53.8% |
| Year 5 | 80.0% | 78.6% |
| Year 6 | 42.9% | 64.3% |
| ALL | 50.0% | 51.2% |

Maths

| Year Group | Pupil Premium | Non Pupil Premium |
|-------------------|----------------------------------|--------------------------|
| Year 1 | 71.4% | 56.3% |
| Year 2 | 0.0% (2 children – one with SEN) | 77.8% |
| Year 3 | No data from year 2 | |
| Year 4 | 77.8% | 53.8% |
| Year 5 | 80.0% | 100.0% |
| Year 6 | 71.4% | 85.7% |
| ALL | 59.5% | 59.8% |

Part A: Pupil premium strategy plan

Statement of intent

1. To raise attainment and progress for children in receipt of the Pupil Premium Grant so that their attainment is in line with, or better than their peers.
2. To ensure that all children in receipt of the Pupil Premium Grant have the same access to 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 their 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, work with their families, ensure that their mental health is good and of course provide 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 | 30% of children in receipt of the Pupil Premium Grant have an identified Special Educational Need. |
| 2 | Lack of cultural capital |
| 3 | Challenging home circumstances for some – e.g. housing, poverty. |
| 4 | Parents may find it difficult to support children academically |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|--|---|
| 1 – Improved attainment and progress reading writing and maths | Ensure robust and consistent interventions are in place for reading writing and maths for PP children. Intervention teacher in place each class has half a day per week supporting PP children. |

| | |
|---|--|
| | <p>After school interventions also taking place for year two. Twice daily phonics taking place in early years and key stage one.</p> <p>New phonics scheme in place to ensure consistency across year groups.</p> <p>Workshops for parents to ensure that they are empowered to support their children.</p> <p>Training and upskilling staff to ensure that they understand a range of special educational needs and are confident to deliver specific interventions</p> |
| <p>2. Ensuring that all PP children have the same access to activities as non PP children</p> | <p>Analysis of the barriers to learning for these children</p> <p>School to support with the cost of trips where needed</p> <p>School to encourage children to attend after school clubs and support financially if needed</p> <p>Termly pupil voice for PP children to ensure that we are aware of barriers to learning and how we can help.</p> |
| <p>3. Ensure that mental health is a priority for disadvantaged children.</p> | <p>Through careful monitoring and building trusting relationships.</p> <p>Ensure that disadvantaged children are targeted for support via counselling, Rivers and Chexs and other agencies.</p> <p>Ensure that disadvantaged children and those with specific needs attend nurture groups and that we are supporting the whole child.</p> |

| | |
|--|---|
| | <p>Support and work with individual parents to improve home circumstances where possible</p> <p>Ensure that PP children experience a wide cultural experiences through quality first teaching, experience days and trips (covid permitting)</p> |
|--|---|

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 | Disadvantaged children will have expected or better progress in reading and attainment measures will be in line with non-disadvantaged children. |
| Improved attainment and progress in Writing | Disadvantaged children will have expected or better progress in reading and attainment measures will be in line with non-disadvantaged children. |
| Improved attainment and progress in Maths | Disadvantaged children will have expected or better progress in reading and attainment measures will be in line with non-disadvantaged children. |
| Disadvantaged children will have the same opportunities to access the wider curriculum | <p>Children will have improved access to clubs. They will access trips experience days.</p> <p>The curriculum at Millbrook will be creative and rich and provide opportunities for children to develop cultural knowledge and experiences.</p> |
| Disadvantaged children will have good mental health | <p>Children will be settled to learn and there will be fewer incidents of distress and difficult behaviour.</p> <p>They will emotionally literate and be able to express their needs to seek support.</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: £ 30,000

| Activity | Steps | Evidence that supports this approach | Challenge number(s) addressed | Cost |
|---|---|---|------------------------------------|--|
| CPD for Teaching Assistants | Observations of teaching assistants Training needs addressed Impact monitored with further observations and coaching so that interventions can then be tailored to support individual children's needs. | Identifying and targeting training needs will support the quality of support that disadvantaged children will receive (EEF guidance on monitoring and evaluating to ensure that children are having tailored interventions) | Intent 1 and challenge 1, 3, and 4 | SENCo time, CPD £10,000 |
| CPD for teachers Subject leads observations and coaching | Ensuring that staff have all the tools to develop quality first teaching and are able to deliver lessons tailored to individual needs. | See above | | Release time for observations and subject management and training £20,000 |

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

Budgeted cost: £ 20,000

| Activity | Steps | Evidence that supports this approach | Challenge number(s) addressed | Cost |
|---|---|--|-------------------------------------|--------|
| Targeted interventions by qualified teacher | Weekly interventions across the year groups half a day per class. | Pre-teaching and targeted interventions have good impact on progress | Intent 1 Challenge 1 and 3 and 4 | 11,000 |

| | | | | |
|-------------------------|---|---|-------------------------------------|--------|
| Be Brilliant Project | Disadvantaged children will attend one session per week with their teacher. | Teacher knows their children well Interventions feed into classroom practice | Intent 1 Challenge 1 and 3 and 4 | £7,000 |
| Phonics catch up groups | Phonics catch up sessions after school (teaching assistant) | Disadvantaged children will make accelerated progress with phonics reading and spelling | Intent 1 Challenge 1 and 3 and 4 | £2,000 |

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

Budgeted cost: £ 39,000

| Activity | Steps | Evidence that supports this approach | Challenge number(s) addressed | Cost |
|---|---|---|-------------------------------|-----------------------------------|
| Evidence gathering and interpreting data – Pupil voice, barriers to learning analysis Attendance data | Barriers analysis shared with key staff for full understanding. Pupil voice – termly ensuring that we are aware of what the child feels are their barriers and they have a say in how we address them. (SENCo to carry out termly) Attendance date ensuring that issues are discussed and actioned immediately. AHT working weekly on this and having behaviour surgeries to support with this. | EEF guidance – diagnosing challenges | 2, 3 and 4 | SENCo and AHT release time £4,000 |
| Mental health and wellbeing strategies | Learning mentor supporting 1:1 | EEF link between cognitive and non-cognitive skills | 2, 3 and 4 | £25,000 |

| | | | | |
|--|---|---|--|--------|
| | Nurture groups in place and disadvantaged children given priority. Disadvantaged children have priority access to counselling. | Children need to be settled in order to access learning. | | |
| Chex family support | Families will be supported to address needs of disadvantaged families. | Children will thrive if family circumstances are settled. | Barrier 2,3, and 4 | £2,000 |
| Chex self-esteem programmes for children | Children targeted to work with Chexs to develop resilience and self-esteem. | This will have a huge impact on learning and progress. | Intent 1 2 and 3 Barrier 2,3, and 4 | £2,000 |
| Parent workshops | Parent workshops, reading, writing and maths. | Parent support will ensure that parents feel more empowered to support children at home. | Intent 1 2 and 3 Barrier 4 | £1,000 |
| Access to clubs for disadvantaged children | Disadvantaged children will be given opportunities to attend clubs and these will be subsidised by the school. | Children will benefit from a wide range of experiences. This will develop wellbeing and will also support academic incidental learning. | Intent 1 2 and 3 Barrier 2 and 3 | £5,000 |

Total budgeted cost: £ 89,000

Part B: Review of outcomes in the previous academic year

Refer to 2020-2021 pupil premium statement, evaluations are on this document.