

Millbrook Primary School

Pupil Premium Strategy Statement September 2021 - reviewed February 2022

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 & July 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>Review: This has been implemented in the Autumn term. It has now been replaced with the Bee Brilliant club run by class teachers after school and children are supported in class by teachers and teaching assistants with specific interventions in place for those who need it.</p> <p>After school interventions also taking place for year two. Twice daily phonics taking place in early years and key stage one.</p> <p>This is still happening</p> <p>New phonics scheme in place to ensure consistency across year groups.</p> <p>All staff have had phonics training for Monster Phonics. Reading books have been purchased so that there is maximum impact. A phonics hub is in place. Resources are used consistently throughout the school.</p> <p>Workshops for parents to ensure that they are empowered to support their children.</p> <p>This took place in the autumn term</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>Support staff have been coached and trained 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>This has been completed, families have been supported where needed.</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>Children have frequent opportunities to discuss their learning.</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>This is in place</p> <p>Ensure that disadvantaged children and those with specific needs attend nurture groups and that we are supporting the whole child.</p> <p>This will be in place from March 2022 – circumstances have prevented it. Children have instead had the opportunity to work with the learning mentor.</p> <p>Support and work with individual parents to improve home circumstances where possible.</p> <p>Families are working with chexs if needed,</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	Children will have improved access to clubs. They will access trips experience days. The curriculum at Millbrook will be creative and rich and provide opportunities for children to develop cultural knowledge and experiences. This is in place where needed. PP children have the opportunity to attend the Bee Brilliant Club and sports clubs.
Disadvantaged children will have good mental health	Children will be settled to learn and there will be fewer incidents of distress and difficult behaviour. They will emotionally literate and be able to express their needs to seek support.

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	<p>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.</p> <p>TAs have been trained and are delivering good quality interventions.</p>	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. <i>This is taking place Jan 2022</i>	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) <i>This is taking place Jan 2022</i>	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)	EEF guidance – diagnosing challenges	2, 3 and 4	SENCo and AHT release time £4,000

	Attendance data ensuring that issues are discussed and actioned immediately. AHT working weekly on this and having behaviour surgeries to support with this. SBM is working on this. Barrier to learning audit completed more pupil voice needs to be carried out.			
Mental health and wellbeing strategies	Learning mentor supporting 1:1 Nurture groups in place and disadvantaged children given priority. Disadvantaged children have priority access to counselling. Counselling and play therapy in place. Learning mentor has been doing 1:1 sessions and nurture about to re-start	EEF link between cognitive and non-cognitive skills Children need to be settled in order to access learning.	2, 3 and 4	£25,000
Chex family support	Families will be supported to address needs of disadvantaged families. In place	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. In place	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

	Phonics has taken place and more to be done late spring and early summer			
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.