

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	(46) 31.5%
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 2022
Date on which it will be reviewed	January 2023 & July 2023
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	£ 64,052
Recovery premium funding allocation this academic year	£ 7,245 (£10.50x15x46)
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	£ 71,297

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

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 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 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, 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	37% of PP children have an SEN (17 children – Social Emotional and Mental Health needs - 5 Autistic Spectrum Condition – 4 Specific Learning Difficulty – 3 Speech and Language - 4 Neurological Impairment -1
2	Lack of cultural capital
3	Challenging home circumstances for some – e.g. housing, poverty, lack of space to do homework
4	Parents may find it difficult to support children academically
5	Children in receipt of the PPG have lower attendance
6	All of the above have an impact on children’s mental health

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. More children in receipt of the PPG will attain Greater Depth in Reading
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. More children in receipt of the PPG will attain Greater Depth in Reading
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. More children in receipt of the PPG will attain Greater Depth in Reading
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.
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 (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
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	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 using diagnostic assessments and high quality teaching)	Intent 1 Challenge 1
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	Impact of teaching assistants very much improved with consistent and high-quality training	Intent 1 Challenge 1

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions by teaching assistants	Progress of children who have accessed these, e.g. precision spelling, phonics, maths catch-up programmes, pre-teaching	Intent 1 Challenge 1
Tutoring in groups up to six	EEF government guidance for catch up funding	Intent 1 Challenge 1
Phonics catch up Phonics catch up sessions after school (teaching assistant)	Children making accelerated progress	Intent 1 Challenge 1

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence gathering and interpreting data – Pupil voice, barriers to learning analysis Attendance data	EEF diagnosing challenges	Intent 1 Challenge 2,3,4
Ensuring that attendance improves for PP children AHT – Parent meetings, letters, fines, class rewards, support where needed and reasonable adjustments	Lost learning time has a big impact on progress	Intent 1, 2 and 3 Challenge 5
Mental health and wellbeing strategies Learning mentor supporting 1:1	EEF link between cognitive and non-cognitive skills Children need to be settled in order to access learning.	Intent 3 Challenge 2, 3, 4 and 6

Nurture groups in place and disadvantaged children given priority. Disadvantaged children have priority access to counselling		
Chexs Family Support - to address needs of disadvantaged families	Children thrive and learn if family circumstances are settled.	Intent 3 Challenge 2,3, 4 and 6
Chexs self-esteem programmes for children – targeted children work with Chexs to support the development of resilience and self esteem	Improved mental health will support learning and wellbeing	Intent 3 Challenge 2,3, 4 and 6
Parent workshops Behaviour (zones of regulation), reading phonics and maths	Parents will feel empowered to support children at home	Intent 1 Challenge 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)	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	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: £ 90,000

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		Maths	
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%

	Reading		Writing		Maths	
Whole School	PP (45)	Non PP (92)	PP (45)	Non PP (92)	PP (45)	Non PP (92)
Expected Standard	50.0%	41.3%	41.7%	37.5%	54.2%	47.8%
Greater Depth	12.5%	19.6%	10.4%	13.9%	13.9%	19.6%
Total	62.5%	60.9%	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

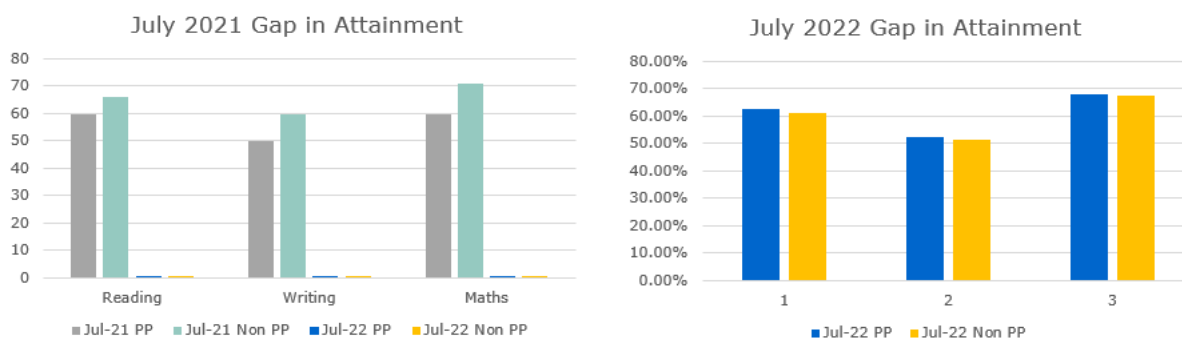
Year 2: Outcomes were lower overall , but PP children attained better than non PP in reading and writing, Maths is an area to develop in this year group.

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