

Pupil premium strategy statement – 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	160
Proportion (%) of pupil premium eligible pupils	43.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£67,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£67,775

Part A: Pupil premium strategy plan

Statement of intent

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:

Our Key Objectives for the Current PPG Strategy Period:

1. Narrow the attainment gap in Reading, Writing, and Mathematics between disadvantaged and non-disadvantaged pupils.
2. Ensure that all pupils in Key Stage 1 and Key Stage 2 make at least expected or better progress.
3. Ensure all pupils achieve age-related outcomes at statutory assessment points
4. Reduce the negative impact of home-life deprivation on the mental health and emotional wellbeing of Pupil Premium pupils
5. Enhance the cultural capital of disadvantaged pupils by guaranteeing full access to enriching resources and learning opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Pupils do not retain taught learning sufficiently (gaps in long-term memory causing poor progress and differentiation/adaptation needs).
2	Weak oral language and oracy skills limit pupils' ability to articulate learning, access reading comprehension and express written ideas.
3	Home-life deprivation and associated mental-health / social-emotional barriers reduce engagement, concentration and attendance for many disadvantaged pupils.
4	Lack of access to extracurricular, cultural and enrichment experiences reduces cultural capital, aspiration and wider curriculum engagement.
5	Insufficient access and effective use of technology at home limits remote reinforcement, adaptive practice and personalised feedback for disadvantaged pupils.

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
1. Improved retention and application of curriculum knowledge across years (reading, writing, maths).	Disadvantaged pupils' termly curriculum checks show increased retention — improvement by July 2026, gap between disadvantaged and non-disadvantaged pupils in internal summative checks reduced by 20% from baseline.
2. Stronger oral language and oracy leading to improved reading comprehension and writing.	targeted oral language groups in Reception class; Key Stage 1 phonics and KS2 reading comprehension outcomes for PP pupils improve by measurable increments (term-on-term uplift as per internal benchmark targets).
3. Improved pupil wellbeing, behaviour and attendance for disadvantaged pupils.	Improved emotional regulation, engagement and readiness to learn with improved attendance and punctuality
4. Increased participation in extracurricular and cultural activities; wider curriculum experiences support engagement and aspiration.	PP pupils engage in at least one school-based enrichment activity; funded trips/experiences ensure that all PP pupils access at least two cultural or enrichment activities each year. Participation tracking shows increased engagement and reported pupil confidence.
5. Equitable access to EdTech resources and effective, pedagogically-grounded use of technology.	All targeted PP pupils have access to devices or school loan-scheme resources; monitoring shows increased use of evidence-based platforms for deliberate practice, with teacher logs and pupil completion data indicating consistent

engagement. EdTech use demonstrably linked to improvement in targeted skills (e.g., arithmetic practice).

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)

Budgeted cost: £ 9258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a whole-school programme of retrieval practice and spaced review within the curriculum: planned weekly retrieval starters, cumulative quizzes, and termly spaced review lessons mapped into the curriculum progression documents. Provide training for teachers on designing high-quality retrieval questions and spacing.</p>	<p>Evidence on spaced practice and retrieval practice and practical guidance (EEF / KEEP synthesis; EEF blog summarising retrieval practice; ECT support material on making learning stick): Education Endowment Foundation – Use the KEEP Framework, EEF blog: Does research on 'retrieval practice' translate into classroom practice?</p>	<p>1</p>
<p>Curriculum sequencing and assessment for learning: strengthen medium-term plans to identify core knowledge and frequent low-stakes checks; embed teacher coaching and termly moderation to ensure consistency (focus on writing, reading and mathematics priorities).</p>	<p>KEEP framework for effective CPD and evidence on curriculum sequencing improving retention and transfer: Education Endowment Foundation – Use the KEEP Framework</p>	<p>1,2</p>
<p>Professional development on oral language pedagogy and dialogic teaching: whole-staff training, modelling and coaching for dialogic questioning, sentence stems, and structured classroom talk (including scaffolds for EAL pupils, and subject-specific talk in maths and science).</p>	<p>High impact of oral language interventions for primary age (+6 months average impact) and promising evidence for whole-school oracy programmes (EEF oral language interventions; Voice 21 evaluation): Education Endowment Foundation – Oral language interventions, Voice 21 / EEF – Voice 21 Oracy Improvement Programme (pilot)</p>	<p>2</p>

Strengthen early years and phonics practice (Reception to Y2) with consistent SSP implementation, daily decodable readers and rapid intervention for those falling behind.	EEF guidance on early language and phonics (oral language interventions and early years evidence); phonics evidence in EEF materials supports systematic phonics teaching for improved decoding and reading fluency: Education Endowment Foundation – Oral language interventions	1,2

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

Budgeted cost: £29661.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group targeted tuition for pupils behind in reading and maths (run by trained staff/HLTA/teachers) using structured sequences and pre/post assessments. Prioritise pupils who joined mid-year and those with lowest attainment.	EEF evidence that well-targeted one-to-small-group tuition can be effective when aligned with curriculum and delivered by trained staff (EEF Teaching & Learning Toolkit guidance and Tuition guidance resources). See EEF guidance on structured interventions and targeted support: Education Endowment Foundation – Tuition & small group support materials (examples and guidance) (refer to Tuition guidance pages within the EEF site).	1,2
Oral language groups and targeted interventions for pupils with language delay (structured vocabulary teaching, dialogic book talk, NELI-style approach where appropriate).	EEF: Oral language interventions show high impact (+6 months on average) and are particularly effective when integrated with curriculum and delivered by trained staff: Education Endowment Foundation – Oral language interventions	1
Same-day catch-up and pre-teaching / overlearning sessions (mini-lessons or after-school short sessions) to consolidate new concepts and prevent gaps deepening.	EEF evidence supports targeted, small-group interventions done soon after identification of gaps and linked to curriculum teaching; retrieval practice and spaced review evidence applies here too: Education	2,4

	Endowment Foundation – Oral language interventions & KEEP framework , Education Endowment Foundation – Use the KEEP Framework	
Structured intervention for SEND pupils integrated with PP funding (e.g., bespoke language therapy pathways, small group SEND packages delivered by SENCo and TAs with training and oversight).	EEF guidance highlights the importance of targeted SEND-specific interventions and appropriate TA deployment when well-trained and guided by teachers: Education Endowment Foundation – SEND and targeted intervention materials / Teaching & Learning Toolkit guidance	1,2,5

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

Budgeted cost: £ 34302

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and family support programme: designate a Family Support Worker / Attendance Officer to case-manage PP families with persistent absence; introduce text/phone proactive contact, rapid response for absence, and signposting to local services. Offer targeted support (transport assistance, breakfast club places) where needed.	EEF and sector evidence indicate attendance support and family engagement are crucial wider strategies; local programmes and case studies emphasise early, multi-agency, relational approaches (EEF blogs and guidance about the importance of non-academic barriers). See SEL guidance and EEF Pupil Premium resources for wider strategies: Education Endowment Foundation – Blog: New pupil premium page / importance of evidence	3
Expand in-school enrichment and cultural capital offer: fully fund PP pupil places on school trips, music and drama workshops, and subsidise after-school clubs. Partner with local cultural providers and target PP pupils for “first-experience” visits (aquarium, museum). Use the National Breakfast Programme and After School Club to support engagement.	Breakfast provision reduces barriers to learning (school-based universal meal programmes are recognised as supportive for attendance and readiness to learn); EEF guidance on wider strategies and evidence on school meal programmes supporting engagement (see EEF wider strategies resources and national programme materials).	3,4
EdTech access and pedagogical use: implement a school device-loan scheme for targeted PP families;	EEF systematic review on EdTech interventions for disadvantaged pupils and guidance on effective	5

<p>adopt a small set of evidence-backed EdTech tools for adaptive practice (e.g., arithmetic practice or phonics platforms) with teacher monitoring and integration into classroom follow-up. Provide staff training on effective EdTech use and inclusion.</p>	<p>implementation (EdTech works best when grounded in pedagogy and inclusion): Education Endowment Foundation – EdTech interventions for disadvantaged pupils (2025 review), EEF – Using Digital Technology to Improve Learning (2021 guidance)</p>	
<p>Parental engagement and home learning support: run termly family workshops (phonics, reading at home, maths fluency), supply low-cost learning packs for home, and create short filmed micro-lessons (school YouTube/private platform) to support parents/carers with routines and strategies.</p>	<p>EEF guidance indicates that parental engagement, when high quality and linked to curriculum, supports learning. Remote learning resources and parental guidance reduce the impact of home barriers (EEF remote learning evidence review and resources): Education Endowment Foundation – Remote schooling evidence review</p>	<p>3,5</p>

Total budgeted cost: £ 68581.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.