

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	293
Proportion (%) of pupil premium eligible pupils	16% 51 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs Lisa Montandon
Pupil premium lead	Mrs Laura Haines
Governor	Mr Adam Hamflett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,300
Recovery premium funding allocation this academic year	£1,812
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£73,112

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding provided to schools by the National Government. It is awarded to the school to help us 'narrow the gap' in performance that exists nationally between vulnerable pupils and their peers. At Millfields First School our intent is to:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To improve the attendance of our disadvantaged pupils

When planning the provision required to meet the above intent, research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In addition to this, at Millfields we aim to achieve our intent by offering the following provision:

- Provide all teaching staff with high quality CPD
- Each class to have a Teaching Assistant. Class based Teaching Assistants are able to support accelerate progress by offering in lesson targeted support and individualised instruction for identified individuals.
- Small group daily 'catch up/post teach' interventions where marking of the children's work shows that gaps remain led by the Teacher or Class based Teaching Assistant.
- 1:1 daily reading opportunities.
- Access to high quality small group or 1:1 tutoring.
- High quality Speech and Language intervention through our buy in with SALT which enables us to have a named therapist on site for half a day a week.
- Provide opportunities for all pupils to participate in wider curriculum, enrichment activities including sport and music.
- Provide appropriate nurture support through a Trauma Informed Schools approach to enable pupils to access learning within and beyond the classroom.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged children and all in Reading, Writing and Maths in all year groups.
2	High number of disadvantaged children requiring Speech and Language interventions.
3	Emotional well being of identified disadvantaged pupils
4	Attendance and Punctuality of identified disadvantaged pupils
5	Financial hardship experienced by families impacts the cultural capital opportunities for children.

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	Reviewed July 2023
Attainment of all and PP to be broadly in line with all in Reading.	<p>Baseline data (Phonics tracker/PIRA) used to identify children requiring additional support.</p> <p>Children to be reading the correct levelled book.</p> <p>Children to be heard read by an adult regularly.</p> <p>Children to make at least expected progress from their starting point.</p> <p>Children to reach age expectations or above.</p>	<p>The attainment of PP and all is broadly in line in Year 4. There is a slight gap in Year 3. There is a gap between PP and All in Year 2.</p> <p>In Year 1 there is a significant gap between PP and all. However, there is a high correlation of children with SEND who are PP in the current Year 1 cohort.</p> <p>In Year 3 all PP children made expected progress.</p> <p>In Year 2 all PP children made expected progress</p>
Attainment of all and PP to be broadly in line with all in Maths.	<p>Baseline data to be used to identify children requiring additional support.</p> <p>Tracker to be updated to identify gaps in learning.</p> <p>Interventions used to close the gap including high quality tutoring.</p> <p>Children to make at least expected progress from their starting point.</p> <p>Children to reach age expectations or above.</p>	<p>There is an attainment gap between PP and all in years 4 and 2. There is a significant gap between PP and all in Year 1. However, there is a high correlation of children with SEND who are PP in the current Year 1 cohort.</p> <p>The attainment of PP and All is broadly in line in Year 3.</p> <p>A greater number of PP children made expected progress in comparison to all in year 4.</p> <p>The progress of PP and All is broadly in line in Year 3.</p> <p>78% of PP children made the expected progress in Year 2.</p> <p>The progress of PP children is in line with all for Maths in Year 1.</p>

<p>Attainment of all and PP to be broadly in line with all in Writing.</p>	<p>Baseline data to be used to identify children requiring additional support. Tracker to be updated to identify gaps in learning. Interventions used to close the gap. Children to make at least expected progress from their starting point. Children to reach age expectations or above.</p>	<p>There is an attainment gap between PP and All in years 4 and 3. There is a significant gap between PP and all in Year 1. However, there is a high correlation of children with SEND who are PP in the current Year 1 cohort. The attainment of PP and All is broadly in line in Year 2.</p>
<p>Children to be achieving their individual SALT targets.</p>	<p>Staff to have received high quality CPD from Speech and Language Therapy Team Early identification of need through baselining using WELLCOMM for all EYFS children completed by Speech and Language Therapist. Timely referrals to be made. Targeted intervention in place which allow children to reach their individual children.</p>	<p>WELLCOMM complete allowing for early identification All children identified as needing a referral were referred and have since been seen. 5 children have been discharged from SALT as the progress they have made means they no longer require input. 10 children are receiving targeted interventions delivered by a Speech and Language Therapist. All identified children from the WELLCOMM baseline in the EYFS have been reassessed and the Speech and Language Therapist reports that they have all made progress. All children are making progress with their targets as evidenced on their Individual Provision Maps.</p>
<p>Appropriate and timely support improves the emotional well-being of identified pupils resulting in increased engagement and motivation including those displaying signs of dysregulation.</p>	<p>Raise the knowledge of identified staff through high quality CPD. In house staff CPD sessions. Use pupil voice strategies to identify areas of need in school. Timely interventions and support offered and reviewed. Access to our sensory room and reflection room as appropriate for need Referrals to other agencies where necessary.</p>	<p>All staff who were employed at the time in September attended the 1 day Trauma Informed School Training. Two Saplings staff have attended the 2 day Trauma Informed School Training. All staff who were employed at the time in January attended Zones of Regulation Training. PSP's in place for a number of children outlining the interventions in place. All children are accessing Zones of Regulation which captures their voice each morning and afternoon. For those who continue to have difficulties in this area, referrals have been made to either the Behaviour Outreach Team or Complex Communication Team.</p>

<p>The attendance of disadvantaged children to be at least 96%.</p>	<p>An Attendance Officer to be employed. Attendance Policy to be updated. Attendance to be checked daily with parents phoned if no reason given for absence. Safe and Well Checks to be conducted as appropriate. Regular monitoring to be in place, at least half termly. Timely letters to be sent raising attendance concerns. Meetings to be held with parents to discuss appropriate Effective communication with parents to highlight the importance of attendance. Attendance of disadvantaged children to rise to at least 96%.</p>	<p>Attendance of disadvantaged below expectations and below All. In November 33% of disadvantaged children identified as persistent absentees. However, timely initial letters have been sent and where appropriate meetings have been held. As a result 82% of the persistent absentees have seen an improvement in their attendance. We are working with the children missing in education team to provide tutoring for any child who is not accessing school.</p>
<p>Ensure all children, including those who are disadvantaged, have full access to enrichment opportunities.</p>	<p>All trips to be subsidised. Disadvantaged children attending enrichment activities offered to them.</p>	<p>All trips so far have either been free to disadvantaged children or a small contribution requested. Subsidised residential for Year 4s. 83% of disadvantaged children are going on the trip.</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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD opportunities Introduction to Speech and Language Social Communication approach Trauma Informed Schools</p>	<p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. Education Policy Institute</p>	<p>1, 2,3</p>

Systematic teaching of Phonics: The teaching of Little Wandle Phonics to be embedded.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Embed Oracy across the curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	2 3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3
Class based TA's for the large majority of the week to offer pre-teach, post teach, small group support and individualised instruction.	Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties are deployed to provide targeted interventions. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1 & 2

Targeted academic support

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up and Catch up Phonics Sessions	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature	1

	<p>of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	
Small group tuition for identified children	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	1
1:1 Support for identified children	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	1
Named Speech and Language Therapist on site one morning a week.	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	2
Social Skills Groups	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-</p>	3

	regulation, both of which may subsequently increase academic attainment.	

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

Budgeted cost: £ 8112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Attendance Officer who regularly monitors attendance	<p>Pupil attendance is a significant indicator in pupil outcomes.</p> <p>Much of the work children miss when they are off school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:</p> <p>Of pupils who miss more than 50 per cent of school, only three per cent manage to achieve five A* to Cs including English and maths.</p> <p>Of pupils who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A* to C GCSEs including English and maths.</p> <p>Of pupils who miss less than five per cent of school, 73 per cent achieve five A* to Cs including English and maths.</p>	4
Appointment of Family Support Worker to work with the parents of children thus increasing parental engagement	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	
Trauma Informed Schools Approach and use of PACE	In the Government Green Paper December 2017 Transforming Children and Young People's Mental Health Provision it states, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)	3
Curriculum enrichment through trips and extra curricular after school clubs	Pupil who actively participate in extracurricular activities get a lot of benefits including higher grades, and test scores, higher educational achievements, more regularity in class attendance and higher self-	1,3,4,5

	confidence. While out-of-school activities increase leadership and teamwork abilities in students.	
Parental engagement through sharing days and performances.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1

Total budgeted cost: £ 73112

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment of disadvantaged children to be broadly in line with all in Reading/ Writing and Maths.

Whilst the progress made by disadvantaged children in at least in line with and in many year groups is better than, there remains a gap between the attainment of all and those who are identified as disadvantaged. Therefore, this will remain a desired outcome for the academic year 2022.

Children to be achieving their individual SALT targets

Assessments by the Speech and Language Therapist showed that all children made good progress on their individual targets with many children being able to be signed off. However, Speech and Language difficulties have increased year on year and remain the most prevalent area of need on the SEND register. Therefore, this will remain a focus and we will continue to improve our offer to children with Speech and Language difficulties through buying into the SALT service to provide the school with a named therapist on site for half a day every week.

Appropriate and timely support improves the emotional well-being of identified pupils resulting in increased engagement and motivation including those displaying signs of dysregulation.

Early observations demonstrated that a trauma informed approach, where by timely emotional support was available, improved the engagement of individuals. In the academic year 2022, we have seen an increase in the number of children who are displaying significant SEMH difficulties. As a result, this will remain a target. A number of staff will be attending a two day Trauma Informed Schools course and the whole school have received one full day of training. The TED in the Spring Term will have a CPD focus on supporting children to regulate. We have improved our provision for children with SEMH difficulties by employing Inclusion Teaching Assistants who will liaise closely the SENDCO to offer timely interventions.

The attendance of disadvantaged children to be at least 96%.

The attendance for disadvantaged children was broadly in line with all however fell short of goal of 96%. This will therefore remain a desired outcome for 2022. To achieve this we have appointed an attendance office to liaise closely with the DSL who is the Attendance Lead to be able to intervene early once attendance issues arise.

Externally provided programmes

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

Programme	Provider

