

Pupil premium strategy statement 2024

Millfields First School

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	44
Proportion (%) of pupil premium eligible pupils	16%
Academic year that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Carla Kesterton
Pupil premium lead	Mrs Laura Haines
Governor	Mrs Kelly Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70960
Pupil 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>	£70960

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.
- Keep up/catch up and SEND Little Wandle interventions
- 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 the Arts.
- 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
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>
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>Mastery Maths whole class daily intervention in KS1</p> <p>Access to Times Table Rockstars for all</p> <p>Small group/ 1:1 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>
Attainment of all and PP to be broadly in line with all in Writing.	<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.</p> <p>Children to make at least expected progress from their starting point.</p> <p>Children to reach age expectations or above.</p>
Children to be achieving their individual SALT targets.	<p>Staff to have received high quality CPD from Speech and Language Therapy Team</p> <p>Early identification of need through baselining using WELLCOMM for all EYFS children completed by Speech and Language Therapist.</p> <p>Timely referrals to be made.</p> <p>Targeted intervention in place which allow children to reach their individual children.</p> <p>Staff CPD to ensure effective speech interventions.</p>
Appropriate and timely support improves the	<p>Raise the knowledge of identified staff through high quality CPD.</p> <p>In house staff CPD sessions.</p>

emotional well-being of identified pupils resulting in increased engagement and motivation including those displaying signs of dysregulation.	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.
The attendance of disadvantaged children to be at least 96%.	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%.
Ensure all children, including those who are disadvantaged, have full access to enrichment opportunities.	All trips to be subsidised. Disadvantaged children are attending enrichment activities offered to them.

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
CPD opportunities -CCN Team regulation strategies training -The social emotional impact of Dyslexia	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	1, 2,3

-Formative Assessment Conference		
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, including Zones of Regulation, 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 (for example, tutoring, one-to-one support, structured interventions)

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 of the instruction and the intensive support provided.	1

	<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>	
<p>Small group tuition for identified children</p>	<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>	<p>1</p>
<p>1:1 Support for identified children</p>	<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>	<p>1</p>
<p>Named Speech and Language Therapist on site one morning a week.</p>	<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>	<p>2</p>
<p>Social Skills Groups</p>	<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</p>	<p>3</p>

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.</p> <p>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
Family Support Worker to work with the parents of children thus increasing parental engagement	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p> <p>There are also higher impacts for pupils with low prior attainment.</p>	
Trauma Informed Schools Approach and use of PACE	<p>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)</p>	3
Curriculum enrichment through trips and extra curricular after school clubs	<p>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</p>	1,3,4,5

	attendance and higher self-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: £80,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Spring Term Update	End of Year Update
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>Year 1 Over 90% making expected progress with 25% making better than. This is in line with all.</p> <p>Year 2 58% making expected progress. This is in line with all. Continues to be a gap in attainment.</p> <p>Year 3 45% making expected progress in Reading. Gap between PP and All. However 18% are making better than expected and this is greater better than all.</p> <p>Year 4 60% making expected progress with 41% of these making better than expected. This is in line with all.</p>	<p>Year 1 75% making expected progress. Continued attainment gap.</p> <p>Year 2 83% making expected progress. Continued attainment gap.</p> <p>Year 3 91% making expected progress. Continued attainment gap.</p> <p>Year 4 94% making expected progress. Continued attainment gap.</p> <p>As there continues to be an attainment gap, this target will continue next year.</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>Mastery Maths whole class daily intervention in KS1</p> <p>Access to Times Table Rockstars for all</p> <p>Small group/ 1:1 interventions used to close the gap including high quality tutoring.</p>	<p>Year 1 Continues to be a gap between PP and all</p> <p>Year 2 30% making expected progress- this is not in line with all.</p> <p>Year 3 Over 80% are making expected progress with 36% making better than expected progress. This is greater than all.</p>	<p>Year 1 75% making expected progress. There is a gap between PP and All.</p> <p>Year 2 83% making expected progress. Continued attainment gap.</p> <p>Year 3 91% making expected progress.</p>

	<p>Children to make at least expected progress from their starting point.</p> <p>Children to reach age expectations or above.</p>	<p>Year 4</p> <p>36% of PP are making expected progress with 12% making better than expected. There is a gap between PP and All.</p>	<p>Continued attainment gap.</p> <p>Year 4</p> <p>94% making expected progress.</p> <p>Attainment in line with all.</p> <p>As there is an attainment gap in most year groups, this target will continue.</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.</p> <p>Tracker to be updated to identify gaps in learning.</p> <p>Interventions used to close the gap.</p> <p>Children to make at least expected progress from their starting point.</p> <p>Children to reach age expectations or above.</p>	<p>Year 1</p> <p>33% of PP children are working at age expectations.</p> <p>Year 2</p> <p>Gap in attainment between PP and All.</p> <p>Year 3</p> <p>30% are working at age expectations.</p> <p>Year 4</p> <p>Nearly 50% of PP are working at age expectations with nearly 20% working above.</p>	<p>Year 1</p> <p>60% made expected progress. There is a gap between PP and All.</p> <p>Year 2</p> <p>Year 2</p> <p>83% making expected progress.</p> <p>Continued attainment gap.</p> <p>Year 3</p> <p>83% making expected progress.</p> <p>Continued attainment gap.</p> <p>Year 4</p> <p>82% made expected progress. This is greater than All.</p> <p>Attainment is in line with All.</p> <p>As there is an attainment gap between PP and All in most year groups, this target needs to continue.</p>
<p>Children to be achieving their</p>	<p>Staff to have received high quality CPD from</p>	<p>All identified children requiring SALT</p>	<p>All pupils receiving SALT interventions</p>

<p>individual SALT targets.</p>	<p>Speech and Language Therapy Team</p> <p>Early identification of need through baselining using WELLCOMM for all EYFS children completed by Speech and Language Therapist.</p> <p>Timely referrals to be made.</p> <p>Targeted intervention in place which allow children to reach their individual children.</p> <p>Staff CPD to ensure effective speech interventions.</p>	<p>following baseline were referred in the Autumn Term.</p> <p>SALT therapist is working through caseload and children are being seen in an appropriate timeframe.</p> <p>SALT therapist is running speech groups.</p> <p>Individual SALT targets are being worked on and are achieving their targets.</p>	<p>have made progress on their targets.</p> <p>However, there continues to be a high number of children requiring SALT support and therefore SALT will remain a focus for next year.</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.</p> <p>In house staff CPD sessions.</p> <p>Use pupil voice strategies to identify areas of need in school.</p> <p>Timely interventions and support offered and reviewed.</p> <p>Access to our sensory room and reflection room as appropriate for need</p> <p>Referrals to other agencies where necessary.</p>	<p>Action</p> <p>All staff have had at least 1 day Trauma informed school training including those new to the school.</p> <p>Sensory circuits training provided by Behaviour Outreach.</p> <p>Consultations for key staff with CCN Team/Educational Psychologist and Behaviour Support Team.</p> <p>Referrals have been made as appropriate to Behaviour Support Team, CCN Team and Educational Psychology.</p> <p>Impact</p> <p>Our Educational Psychologist notes good progress for identified individuals.</p> <p>CCN Team records above expected progress for those individuals she supports.</p>	<p>Incidents of dysregulation significantly reduced.</p> <p>CCN Team recognised that the provision put in place for individuals is quality and timely.</p> <p>Provision is having the required impact and therefore will continue next year.</p>

		<p>Behaviour logs show a significant decrease in episodes of dysregulation.</p> <p>Next Steps CCN Team to offer CPD extending on Zones of Regulation.</p>	
<p>The attendance of disadvantaged children to be at least 96%.</p>	<p>Attendance Policy to be updated.</p> <p>Attendance to be checked daily with parents phoned if no reason given for absence.</p> <p>Safe and Well Checks to be conducted as appropriate.</p> <p>Regular monitoring to be in place, at least half termly.</p> <p>Timely letters to be sent raising attendance concerns.</p> <p>Meetings to be held with parents to discuss appropriate</p> <p>Effective communication with parents to highlight the importance of attendance.</p> <p>Attendance of disadvantaged children to rise to at least 96%.</p>	<p>Attendance of PP currently 90%</p> <p>5/10 children already at PA are PP 3/12 at risk of PA</p> <p>Next Steps: Identify those children who have between 8 and 10 day absence and target for support to prevent PA</p> <p>Offer breakfast club to identified children who are frequently coming into school late.</p>	<p>Attendance of PP 90%. This is 5% below all.</p> <p>Target to continue next academic year.</p>
<p>Ensure all children, including those who are disadvantaged, have full access to enrichment opportunities.</p>	<p>All trips to be subsidised.</p> <p>Disadvantaged children are attending enrichment activities offered to them.</p>	<p>All trips for PP have been subsidised. No PP children have missed trips based on cost so far.</p>	<p>During the school day, PP children are having full access to the enrichment opportunities.</p> <p>However, the number of PP children attending after school enrichment activities is below All. This is despite the offer being extended to PP children earlier than All and ensuring that the</p>

			activities are offered free of charge. Target to continue next year.
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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 or recovery premium funding.