# Pupil premium strategy statement

**Mill Hill Primary School**

**2023/2024**

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Mill Hill Primary School |
| Number of pupils in school | 418 |
| Proportion (%) of pupil premium eligible pupils | 71 children (16.9%) |
| Academic year/years that our current pupil premium strategy plan covers | 2023/24 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Mrs L Errington |
| Pupil premium lead | Miss J Gibson |
| Governor / Trustee lead | Mr W Hamilton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | **£111,275.00** |
| Recovery premium funding allocation this academic year | **£0** |
| 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 | **£111,275.00** |

# Part A: Pupil premium strategy plan:

## Statement of intent:

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| At Mill Hill Primary School, we aim to ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school, this is done through pupil progress reviews at assessment points, through subject leader and senior leadership team work scrutinies and through lesson observations/learning walks.  To ensure that all needs are met we strive to use our Pupil Premium funding effectively by adopting a tiered model, as recommended by the Education Endowment Foundation.  This includes:   * Ensuring that teaching and learning opportunities meet the needs of all the pupils through quality first teaching as a matter of course, time specific and targeted intervention and specific support and challenge. * Making appropriate provision for pupils who belong to vulnerable groups (in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged). * Additionally recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.   ***School Context***  Mill Hill Primary School is a two-form entry, Local Authority maintained school located in Sunderland, in the North East of England. There has been significant social mobility in the area over the last decade and numbers on roll have increased in line with the growing housing developments in the local area. Current numbers on roll are 418 with a PAN of 420.  ***Ultimate Objectives***   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make at least typical rates of progress from their starting points.   ***Challenges***  Attendance and Punctuality issues  The continuing cost of living crisis and impact on children and families within our school community.  Wider opportunities for learning (cultural capital) as well as access to enrichment activities and experiences outside of the curriculum.  Social, emotional and wellbeing of pupils  Support for furthering academic progress of children identified as disadvantaged  The physical health and wellbeing of children linked to diet, nutrition and healthy weight.  ***Key principles of the strategy plan***  The key principles of the plan are:  To raise attainment and levels of progress through evidence-based intervention support and high quality first teaching.  To monitor and enforce attendance support to those families identified as being persistently late/absent through service level agreements with A star attendance and Aim High attendance officer leading to children in school attending regularly and punctually to maximise progress.  To offer a range of wider opportunities and extra-curricular activities to raise the cultural capital of children in school by providing a range of rich learning activities they may not otherwise have access to.  To continue to fund support for children’s unmet emotional and SEMH needs leading to improved progress across the curriculum.  To support children’s physical health and wellbeing including support with nutrition, diet and healthy body/weight. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Academic progress of children classed as disadvantaged. |
| 2 | Attendance and Punctuality issues |
| 3 | Increasing numbers of families who are accessing additional support from school linked to the impact of the cost of living crisis. |
| 4 | Wider opportunities for learning (cultural capital) |
| 5 | The impact of unmet emotional and SEMH needs |
| 6 | The physical health and wellbeing of pupils in relation to diet, nutrition and healthy weight. |

## 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.

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| Intended outcome | Success criteria |
| To monitor progress of disadvantaged groups to ensure progress is at least in line with non-disadvantaged peers. | Achieve good and better progress and attainment at KS1 and KS2.  In school tracking data demonstrates evidence of disadvantaged pupils in being on-track to achieve outcomes in line with National.  Numbers of children needing a phonic intervention program will reduce. |
| Internal assessments indicate that writing attainment among pupil premium pupils at Key Stage One is below that of non-disadvantaged pupils. | Children to be targeted in time specific interventions, monitored half termly.  Disadvantaged pupils making at least typical rates of progress in line with non-disadvantaged peers in school (monitored through pupil progress reviews). |
| To continue to demonstrate a declining trend in persistent absenteeism and persistent lateness. | Declining rates in the % of children classed as persistent absentees/persistent latecomers monitored each half term.  Decrease in numbers of children on formal attendance stages.  Attendance rates in all year groups improve term on term. |
| To fund access to a wide a range of learning opportunities and experiences, including, after school clubs, music tuition and partially funded access to residential educational visits. | Increased % of children identified as disadvantaged/in receipt of PP funding accessing wider opportunities through extra-curricular after school clubs.  Use of funding to support a higher % of disadvantaged children to access residential educational visits.  Increased uptake in provision such as music and sports tuition by children in receipt of PP funding. |
| To continue to fund and offer a range of targeted support to positively impact the wellbeing and SEMH needs of children in light of continually growing wait lists from NHS mental health services. | Increased uptake of Place 2 Be interventions  Pupil/Parent/Staff questionnaire data  Increased uptake of support through Early Help Universal Plans/ DWP benefit clinics.  Increased % of positive data collection from Place 2 Be SDQ’s pre and post support. |
| To support disadvantaged children and families through the cost of living crisis by offering support in areas such as:  Uniform  breakfast and after school club provision  access to extra-curricular activities/enrichment activities. | Higher take up of free/affordable uniform.  Increased uptake of Breakfast and After school club provision by disadvantaged pupils.  Increased uptake of funded access to after school clubs (extra-curricular).  More families accessing Early Help support 1 x weekly in school as well as termly DWP clinic benefit checks. |
| To support the Physical health and wellbeing of pupils in relation to diet, nutrition and healthy weight. | Increased access to after school clubs supporting the outcomes through key stage one fitness club, sports clubs including dance and football and Early Years healthy cookery club. |

**Activity in this academic year**

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £ 31,670.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Teaching Assistant (level 3) employed to support reading and phonics teaching and intervention support across Key Stage One.** | EEF Research shows: *Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.*  To embed early reading and phonics skills across Key Stage One, to support targeted and time sensitive interventions and to accelerate progress in these areas. | **1** |
| **Moderation. Each class teacher to attend 3 moderation sessions per academic year for both English and Maths.** | *Moderation ensures that teachers have a confident and secure understanding of the standards which pupils are expected to achieve in their learning. The moderation process helps teachers make sound judgements about pupil progress and achievement.*  Cross moderation allows staff to quality assure judgments and share best practise to raise standards across the school. | **1** |
| **Ensure QFT across school and ensure this includes staff CPD** | *Providing feedback is well evidenced and has a high impact on learner outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies. It provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning.*  There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.  https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learningtoolkit/feedback | **1** |
| **Dedicated training for staff from English and Maths leads and external local authority advisors on new approaches and interventions in school.** | Continued training and support for staff leading to better outcomes for pupils, especially those who are disadvantaged, in core areas of Maths and English. | **1** |

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

**Budgeted cost: £12,660.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **DfE validated phonics scheme – Little Wandle – Big Cat Phonics**  Updates, training and CPD for staff | DfE validated programme to secure stronger phonic knowledge using a consistent approach in Early Years and Key Stage One leading to an increase in the % of children securing the phonics pass rate.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | **1** |
| **DfE validated phonics scheme – Little Wandle – Rapid Catch Up – 7+**  *Additional resources and books to support the second cycle of running the scheme in school* | <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics>  *Evidence shows that small group tuition is effective in narrowing the attainment gap.*  An increased % of children identified as disadvantaged have been highlighted as requiring additional intervention support to secure stronger phonic knowledge. | **1** |
| **Letters and Sounds Phase 2 – Reading Books.**  *Additional resources and books to support the second cycle of running the scheme in school* | Supporting reading across school continues to be an identified area of development on the English action plan.  Project X is a scheme that is aligned with DfE validated phonics schemes. | **1** |
| **Continued additional phonics sessions targeted at disadvantaged pupils**  **who require further**  **phonics support.** | EEF Research shows: *Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from*  *disadvantaged backgrounds.*  Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. | **1** |
| **Purchase of standardised diagnostic assessments and resources for use in school and at home – Subscriptions to Nessy, Times Table Rockstars, Ed Shed, Reading Plus.** | *Research shows that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.*  We have accessed a number of online intervention and support programmes that can be used both in school and as a tool for additional support at home so that children can practise tasks within intervention and at home. *Research shows that homework, especially that linked to class learning can have a significant impact on progress for a relatively low cost.* | **1, 3** |

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

**Budgeted Cost £66,286.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Place 2 Be:**   * **1:1 counselling blocks** * **Drop in (Place 2 Talk)** * **Family support (PIPT) – parent and child counselling together** * **Group counselling**   **Whole school, class and small group initiatives linked to wellbeing and mental health.** | Referrals to mental health services continue to increase and a large proportion of children in school classed as disadvantaged are accessing support in this area at different levels.  Child mental health and wellbeing has been identified as having an impact on attendance and punctuality issues.  The strain on national services led to longer than usual wait times for access to much needed support. Current wait times for support from CAMHS stands at 33 weeks.  Good mental health and wellbeing is a recognised precursor to good progress and productivity and work and school so it is vital to put in support in this area.  *According to the EEF’s research, the average impact of successful SEL interventions is an additional four months’ progress over the course of a year.* | **1, 2, 3, 5** |
| **Early Help:**  **Support for parents and young people on the edge of social care due to disadvantage and the impact of the cost of living crisis.**  **Access to in school support, universal Early Help Plans, signposting to support agencies. 1 day per week.** | The impact of the cost of living crisis has continued to be seen significantly in school post-covid and year on year we see an increased % of families who are accessing support for themselves and their children.  Familial support and access to services have been requested by families in our school community and led to the employment of an Early Help worker in the 2022/23 academic year.  Continued and growing access has led to school securing an additional SLA in school to support families and children.  This support includes holding level 1 plans in school, access to an Early Help worker on site one day per week, access to a DWP worker 1 x per term, access to HAF programmes during school holidays, signposting and advice as well as referrals to other services. | **1, 2, 3, 4, 5** |
| **To fund access to a wide a range of learning opportunities and experiences, including, after school clubs, music tuition and partially funded access to residential educational visits (cultural capital).** | EEF Research finds: *Children are given wider opportunities for learning outside of the classroom environment without the constraints of family financial difficulties. Funded opportunities lead to higher levels of engagement and progress in curriculum areas.*  *Evidence indicates that outdoor adventure learning may have positive impacts on motivation and teamwork.*  Residential visits form a rite of passage for many upper key stage 2 children and as such plays an important part of the wider school experience, especially for children whose levels of deprivation may mean that they would not usually have access to such experiences.  To increase engagement and therefore attainment through a range of curriculum enrichment activities including:   * educational visits, * residential visits (Y5 and Y6)   clubs outside of school hours including music tuition and access to sports camps. | **1, 2, 3, 4, 5, 6** |
| **To continue to achieve and sustain improved wellbeing, particularly in our disadvantaged children in order to continue to improve persistent absence and overall attendance.** | Research shows: ‘*There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance’.*  Attendance & persistent absence is at least in line or better than national data.  Access to A star Attendance tracking and Aim Higher attendance officer to make home visits, phone calls and support families to get children into school regularly and on time. | **1, 2, 3, 4, 5, 6** |

**Total budgeted cost: £109, 616. 70**

# 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 to 2022 academic year.

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| Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.  The following is based on statutory measures as well as summative teacher assessment.  **Phonics**  **Phonic Screen Results –** 83%  **End of KS1**  **Reading –** 78% Expected  **Writing –** 76% Expected  **Maths –** 76% Expected  **End of KS2**  **Reading –** 85% Expected  **Writing –** 70% Expected  **Maths –** 77% Expected  Higher percentage of children taking up support from Place 2 Be for both formal 1:1 and drop in counselling and wellbeing support.  Higher number of families taking up Place 2 Be PIPT work leading to increased support around families in school.  All children in receipt of Pupil Premium given the offer of subsidised educational and extra-curricular experiences leading to a greater uptake in activities such as music lessons for disadvantaged pupils. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Nessy Reading and Spelling programme | Nessy Learning |
| Reading Plus Online Reading programme | Reading Plus |
| TTRS online maths programme | Times Tables Rock Stars |
| Lexia structured literacy programme | Lexia |
| Spelling Shed | Education Shed |
| Little Wandle | Little Wandle - Letters and Sounds |
| Testbase | Testbase |
| Number Sense | Number Sense |
| Numbots | Numbots |