# Pupil premium strategy statement

**Mill Hill Primary School**

**2024 - 2025**

## 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  | 427 |
| Proportion (%) of pupil premium eligible pupils | 17.4% |
| Academic year/years that our current pupil premium strategy plan covers  | 2024/25 |
| Date this statement was published  | October 2024 |
| Date on which it will be reviewed | October 2025 |
| 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 |  |
| 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 |  |

# Part A: Pupil premium strategy plan:

## Statement of intent:

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| When making decisions about using Pupil Premium funding it is important to consider the context of the individual school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are wide and varied.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.* We ensure that teaching and learning opportunities meet the needs of all the pupils through quality first teaching, targeted intervention and specific support and challenge.
* We ensure that appropriate provision is made 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.
* We also recognise 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.The Windmill at Mill Hill Primary School is an Additional Resource Provision for Autism which opened in September 2024. The Windmill offers 16 places which are commissioned by Together for Children.***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 towards age related expectations.

***Challenges***Attendance and Punctuality issues – linked largely to term time holidays.The continuing cost of living crisis and impact on children and families within our school community.Wider opportunities for learning outside of the classroom (cultural capital)Social, emotional and wellbeing of pupils across schoolContinuing support for those children identified as SEN and accessing additional provision in school to meet all needs.***Key principles of the strategy plan***The key principles of the plan are:To raise attainment and levels of progress through carefully planned and targeted support across school. To ensure that children in school attend regularly and punctually to maximise their chances of making good progress.To raise the cultural capital of children in school by providing a range of rich learning activities and experiences to enhance in school learning.To support children’s unmet emotional and SEMH needs. |

## 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 | The impact of the cost of living crisis on pupils and families |
| 4 | Wider opportunities for learning (cultural capital) |
| 5 | The impact of unmet emotional and SEMH needs |

## 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 ensure that children are making at least typical rates of progress in line with national averages. | Achieve good and better progress and attainment at KS1 and KS2.Achieve strong internal evidence of disadvantaged pupils in being on-track to achieve outcomes in line with National. |
| 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.Attendance rates in all year groups improve term on term. |
| To continue to increase the cultural capital of children in school by offering a range of learning opportunities and experiences. | 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. |
| To offer a range of targeted support to positively impact the wellbeing and SEMH needs of children. | Increased uptake of Place 2 Be interventionsPupil/Parent/Staff questionnaire dataIncreased uptake of support through Early Help Universal Plans. |
| 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. | Higher take up of free/affordable uniform.Increased uptake of Breakfast and After school club provision by disadvantaged pupils. |

**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)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Employment of a full time Teaching Assistant to support progress across school including The Windmill provision.** | 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. To support the progress of children within The Windmill to support them into mainstream learning. | **1, 2** |
| **Moderation. Each class teacher to attend 3 moderation sessions per academic year for both English and Maths.** | Cross moderation allows staff to quality assure judgments and share best practise to raise standards across the school. | **1, 2** |
| **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, 2** |
| **Dedicated training for staff from English and Maths leads and external local authority advisors on new approaches and interventions in school.** | Training and support for staff leading to better outcomes for pupils, especially those who are disadvantaged, in core areas of Maths and English. | **1, 2** |
| **Purchase of standardised diagnostic assessments (Test Base, Little Wandle****Phonics Assessments).** **Training for staff to ensure assessments are interpreted and administered correctly.** | 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: |  |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **DfE validated phonics scheme – Little Wandle – Big Cat Phonics** | 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. | **1, 2** |
| **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.** | DfE validated programme to secure stronger phonic knowledge for children identified as needing specific and targeted catch up in order to bridge gaps and make progress in line with their age-related peers. | **1, 2** |
| **Letters and Sounds Phase 2 – Reading Books.** | Supporting reading across school as an identified area of development in school.Project X is a scheme that is aligned with DfE validated phonics schemes. | **1, 2** |
| **Continued additional phonics sessions targeted at disadvantaged pupils** **who require further****phonics support.** **Data monitoring and analysis, including****assessment data and raw phonics scores will show improved phonic ability. Numbers of children needing a phonic intervention program will reduce.** | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly fromdisadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. | **1, 2**  |

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

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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)**
* **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. This also 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. 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. | **1, 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 been seen significantly in school, as a result, we have more families than ever before who are accessing additional support due to disadvantage.Familial support an access to services have been requested by families in our school community and led to the employment of an Early Help worker.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 including DWP clinic, Love, Amelia, etc. | **1, 3, 4, 5** |
| **Lunchtime Nurture Club – 3 x weekly.****Support for children with social, emotional difficulties to give them a safe space to talk, play and decompress before going back into the classroom environment – led by TA** | Children accessing Place 2 Be also need a place to be supported on the days that our project manager and counsellors are not in school. This Nurture Club supports them in being able to access the classroom environment on afternoon sessions.The Nurture Club will support children between 12.30-1pm, after they have eaten and will include access to games, crafts and an opportunity to talk. Children will be supported in building healthy relationships with others through the activities being led. | **1, 3, 5** |
| **Educational Psychology:****Full assessments, Targets and recommendations, attendance at meetings, resources and CPD and development for staff.** | To support staff in having a full scale understanding of the academic needs of pupils and to support in developing intervention support and programmes to help to support accelerated progress. | **1, 2, 3, 5** |
| **Funded access to enrichment activities and visits to improve the cultural capital of the children in school.** | 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.
* Extended day trips, including partially funded trips to London (youth parliament)
 | **1, 2, 3, 4, 5** |
| **To continue to achieve and sustain improved wellbeing, particularly in our disadvantaged children in order to continue to improve persistent absence and overall attendance.** | Increased participation of disadvantaged children in enrichment activities. Increased access to wrap around care – Breakfast and After School Club to support 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** |

# 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 2023 to 2024 academic year.

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| **Year 1 Phonics screen – 93%****End of KS1****Reading –** 81%**Writing –** 76%**Maths –** 83%**End of KS2****Reading –** 85%**Writing –** 82%**Maths –** 88%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, subsidised residential trips and extended days. Support accessed to help families with kit for residentials. |

## 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 |