

Pupil premium strategy statement

Mill Hill Primary School

2025-26

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

Detail	Data
School name	Mill Hill Primary School
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs L Errington
Pupil premium lead	Mrs J Waine
Governor / Trustee lead	Mr W Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97, 870.00
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	£97,870.00

Part A: Pupil premium strategy plan:

Statement of intent:

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 are designed and implemented to meet the needs of all the pupils through quality first teaching, targeted intervention and specific support and challenge, including a bespoke curriculum offer for children who access The Windmill ASD provision.
- 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.

Our school aim is to maximise the potential and life chances of all our children. We aim to support them to have good maths, writing and reading skills to equip them for adulthood as well as the experiences and confidence to go out in the world.

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.

91.5% of pupils at Mill Hill Primary School have been with us since Reception. 15.6% of children are eligible for free school meals.

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. Currently, The Windmill is over capacity in agreement with Together for Children and school at 17 places.

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.
- To ensure that children identified as disadvantaged are given equal access to trips, clubs and extra-curricular activities as their non-disadvantaged peers.

Challenges

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) with robust equal opportunities for

Social, emotional and wellbeing of pupils across school

Continuing 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 raise the cultural capital of children in school by providing a range of rich learning activities and experiences to enhance in school learning.

To provide opportunities for extra-curricular learning targeted specifically at children in receipt of Pupil Premium funding.

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.

Challenge number	Detail of challenge
1	Academic progress of children classed as disadvantaged.
2	The impact of the cost of living crisis on pupils and families
3	Wider opportunities for learning (cultural capital)
4	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.

Intended outcome	Success criteria
To ensure that children are making at least typical rates of progress in line with national averages.	<p>Achieve good and better progress and attainment at KSI and KS2.</p> <p>Achieve strong internal evidence of disadvantaged pupils in being on-track to achieve outcomes in line with National.</p> <p>Data shows that children identified as Disadvantaged are performing lower than their non-disadvantaged peers in reading and Writing.</p>
To continue to increase the cultural capital of children in school by offering a range of learning opportunities and experiences.	<p>Children are given wider opportunities for learning outside of the classroom environment without the constraints of family financial difficulties.</p> <p>Funded opportunities lead to higher levels of engagement and progress in curriculum areas.</p> <p>Higher uptake of children accessing after school clubs (extra-curricular)</p>
To offer a range of targeted support to positively impact the wellbeing and SEMH needs of children.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Increased uptake of Place 2 Be interventions</p> <p>Pupil/Parent/Staff questionnaire data</p> <p>Increased uptake of support through Early Help Universal Plans.</p>
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.	<p>Higher take up of free/affordable uniform.</p> <p>Higher uptake of funded/partially funded places in after school club/breakfast club.</p> <p>Increased engagement from families for support from external services such as Early Help, Love, Amelia, Sunderland Community Food Bank.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of two Teaching Assistant apprentices 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, 4
Moderation. Each class teacher to attend 3 moderation sessions per academic year for both English and Maths to ensure that standards are consistently in line with or able local counterparts, to quality assure our own judgements and to secure improved standards.	Cross moderation allows staff to quality assure judgments and share best practise to raise standards across the school. Allowing staff the opportunity to be able to see what standards are like in cluster schools and beyond and to share best practise with colleagues across the locality.	1, 2
Enhance QFT so that approaches that emphasise the importance of spoken language and verbal interaction in the classroom are embedded across the school. Staff to model effective language and communication using a variety of approaches including shared reading, storytelling and explicitly extending children's vocabulary. CPD - Oracy - for all staff.	Evidence shows that pupils who are from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Quality First Teaching through a robust golden thread of Oracy running through the curriculum, plus access to specific interventions will help to narrow this gap. Oral language interventions EEF	1, 2

Ensuring effective and robust feedback after the delivery of Quality First Teaching in a way that empowers and supports all learners.	<p>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.</p> <p>Feedback EEF</p>	I

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and resources to support literacy skills from Early Years to Year six	<p>Release time for staff to observe "Early Talk Boost" language intervention, followed by training in leading the intervention.</p> <p>Release time for staff to access training from The Language and Learning Partnership on Colourful Semantics.</p> <p>AHT release time to coordinate the roll out of the programme across school.</p> <p>Purchase of resources and access to training for Early Talk Boost and Colourful Semantics to help to close the literacy gap between our disadvantaged and non-disadvantaged children.</p>	I
Small group support will be made	The average impact of the small group tuition is four additional months'	

available for disadvantaged pupils.	<p>progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF</p>	
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
SENDCo release to support the identification and escalation of the graduated response, where required. This will allow dedicated time to support, and develop, intervention strategies across the school with a focus on mental health /wellbeing where required.	<p>In-school assessments and observation over time have shown that some of our SEND pupils require high quality, structured, targeted interventions to make progress.</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	1, 4
Targeted phonics intervention and early reading support focussing on disadvantaged pupils who require further phonics support. Data monitoring and analysis, including	<p>Data demonstrates that disadvantaged pupils are not making the same rates of progress as their non-disadvantaged peers in reading. Security of phonics knowledge is therefore crucial in bridging that gap.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from</p>	1, 2

assessment data and raw phonics scores will show improved phonic ability. Numbers of children needing a phonic intervention program will reduce.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.	
--	---	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Place 2 Be:</u></p> <ul style="list-style-type: none"> • 1:1 counselling blocks • Drop in (Place 2 Talk) family support (PIPT) • Group counselling <p>Whole school, class and small group initiatives linked to wellbeing and mental health.</p>	<p>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.</p> <p>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.</p>	1, 2, 4.
<p><u>Early Help:</u></p> <p>Funding for a silver SLA package for support from an Early Help worker 1 day per week (term time) to support children and families get universal or more specialised support</p>	<p>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.</p> <p>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.</p> <p>This support includes holding level 1 and 2 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.</p> <p>Parental engagement EEF</p>	1, 3, 4.

<p><u>Lunchtime Nurture Club</u> - 3 x weekly.</p> <p>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 HT</p>	<p>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.</p> <p>This Nurture Club supports them in being able to access the classroom environment on afternoon sessions.</p> <p>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.</p> <p>Parental engagement EEF</p>	1, 3, 4
<p><u>Educational Psychology:</u></p> <p>Full assessments, Targets and recommendations, attendance at meetings, resources and CPD and development for staff.</p>	<p>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.</p>	1, 2, 3, 5
<p>Continued funded access to enrichment activities and visits to improve the cultural capital of the children in school.</p>	<p>To increase engagement and therefore attainment through a range of curriculum enrichment activities including:</p> <ul style="list-style-type: none"> • educational visits, • residential visits (Y5 and Y6) • clubs outside of school hours including music tuition and access to sports camps. • Extended day trips and residential stayovers, including partially funded trips to London (youth parliament) 	1, 2, 3, 4,
<p>To continue to achieve and sustain improved wellbeing, particularly in our disadvantaged children in order to continue to improve</p>	<p>Increased participation of disadvantaged children in enrichment activities.</p> <p>Additional funding allocated to improve after school clubs to target and support those children who are identified as disadvantaged.</p>	1, 2, 3, 4, 5

<p>persistent absence and overall attendance.</p>	<p>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.</p> <p>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.</p>	
---	---	--

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 2024 to 2025 academic year.

EYFS Good Level of Development - 77%

Year 1 Phonics screen - 89%

Year 4 MTC - 75%

End of KS1

Reading - 72%

Writing - 72%

Maths - 69%

End of KS2

Reading - 92%

Writing - 84%

Maths - 85%

Higher percentage of children taking up support from Place 2 Be for both formal 1:1 and drop in counselling and wellbeing support on a more informal basis.

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.

Specific and targeted offers of extra-curricular activities for the most disadvantaged pupils.

Support accessed to help families with kit for residential school visits through external services such as Love, Amelia.

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

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