



Pupil premium strategy statement: Millbrook CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	20/12/2024
Date on which it will be reviewed	20/09/2025
Statement authorised by	Local Governing Body
Pupil premium lead	J. Frith
Governor / Trustee lead	J. Jeffries

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,167
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£33,167



Part A: Pupil premium strategy plan

Statement of intent

Whatever you bring, we will nurture it!

*Through our **BRING IT** vision, we promote the values of
Courage, Creativity and Friendship*

Our aim is to inspire a lifetime of adventure.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The provision outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. 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 and progress will also be further improved alongside that of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

In order to achieve this, we will adopt a tiered approach* to Pupil Premium spending, which allows the school to focus on a series of targeted strategies which will have the greatest impact, many of which are directly referenced and recommended within EEF's



recent publications “Moving forwards, making a difference: A planning guide for schools 2022–23” and “The EEF Guide to Pupil Premium”:

https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1652815834

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151>

*Education Endowment Foundation: Using Your Pupil Premium Fund Effectively

1. High Quality Teaching: At the forefront of our approach is investment into maintaining outstanding teaching, the deployment of team teachers and high-quality teaching support (i.e. TAs and HLTAs) across all classes, while also providing quality professional development opportunities, including action research, for all staff. Ensuring an effective teacher is in front of every class, every day and that every teacher is well supported with additional staff, so that we have the capacity and capability to keep improving and growing together, is a key ingredient to the success of our provision and is therefore the top priority for our Pupil Premium spending.

2. Targeted Academic Support: Evidence consistently demonstrates the positive impact that timely, targeted academic support can have. We use a carefully selected, evidence based range of support mechanisms, sometimes 1:1, in small groups or in-class intervention strategies, which do not remove children from the classroom unnecessarily. This is a key component to sit alongside ongoing quality first teaching.

3. Wider Strategies: The final element of our approach is to provide support in tackling the most significant, non-academic barriers to success at school, including attendance, behaviour and social, emotional support, so that our pupils develop their physical and mental health and well-being, alongside developing their future aspirations.

Challenges

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

Challenge number	Detail of challenge
1	ATTENDANCE <i>Our attendance data indicates that attendance among disadvantaged pupils is an improving picture (Decile 1 0-10% of schools)with 12% persistently absent</i>



	<i>children. However, the whole school is in decile 6, the bottom 40-50 % as of 19/12/2024 and therefore remains a priority with 11.3 % persistently absent.</i>
2	CORE SKILLS Assessment, observations and discussions with pupils indicate a poor attitude and limited exposure to high quality experiences beyond the immediate school environment. This is evident from Reception through KS1 and KS2 and, in general, is more prevalent among our disadvantaged pupils than their peers.
3	SOCIAL & EMOTIONAL WELL-BEING Assessments, observations and discussions with pupils and families have identified social and emotional issues for many of pupils, including the most disadvantaged, notably resulting in poor self-regulation and emotional resilience strategies, and the subsequent impact this has on behaviour and general readiness to learn.
4	LIFE OPPORTUNITIES Our disadvantaged children typically have had fewer experiences outside of school given the cost of living crisis and availability of resources. This has had an impact on their cultural capital.

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
<i>1)For the school attendance of pupil premium children to be at least in-line with National expectations.</i>	Daily attendance is actively monitored and acted upon Class teachers plan celebration events Weekly 'Attendance trophy' presented in the celebration assembly 'Attendance' highlighted on the weekly newsletter to parents Targeted support meetings for persistently absent and severely absent pupils Parents signposted to Early help hub if required Weekly & Termly support meeting with MAT Attendance officer Termly support meeting with County advisor.
2)For pupil premium children to make accelerated progress in reading, maths &	PP children targeted as a 'daily reader' Disadvantaged pupils' engagement with reading at home will be further developed



<p>spelling to be at least inline with national expectations.</p>	<p>and evidenced through weekly tracking of reading records</p> <p>Class teachers monitor 'Accelerated Reader' progress and reward and promote success.</p> <p>Children can talk about texts and stories they read and show enthusiasm for reading.</p> <p>Children make progress on the class reading spine books.</p> <p>Intervention programmes: RWInc and Lightning Squad to 'close the gap'.</p> <p>Times Table progress monitored and interventions in place for targeted focus children</p>
<p>3) For pupil premium children to feel happy at school</p>	<p>School Mental Health Lead in Place with a plan to develop and improve mental health practices.</p> <p>'Mental Health Support Team' supporting targeted PP individuals. parents and groups to promote self-esteem, friendships and develop resilience.</p> <p>School trained 'Mental health lead'</p> <p>Good or improved attendance</p> <p>Targeted children with a support plan in place and staff timetabled to deliver package.</p> <p>Regular monitoring of emotional well-being</p>
<p>4) For pupil premium children to have the same opportunities as their peers. E.g through access to trips, residential, school uniform and other life experiences.</p>	<p>All PP children can ride a bike through the 'Learn to learn' scheme.</p> <p>All PP children have access to a bike</p> <p>PP children are prioritised and financially supported to attend residential and other school trips and sporting opportunities.</p> <p>Support to purchase school uniform.</p> <p>PP children are prioritised to access swimming lessons and 'additional lessons' to ensure that they can meet the NC requirements by the end of year 6.</p> <p>Priority access and financial support to our breakfast and wrap around provision.</p>



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** (2024) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing and Teaching: Sustain roles of dedicated KS1, KS2 and EYFS teachers.</p> <p>Sustain role of teaching SENDCo and allow for 1 day non-teaching.</p> <p>Sustain roles of TA and HLTAs and target their support accordingly.</p> <p>Quality First Teaching support from MAT</p> <p>High attendance at MAT well-planned whole CPD schedule for all teaching staff.</p> <p>Full staff attendance at INSET training days.</p> <p>School centered & Individual CPD opportunities focused on school priorities.</p>	<p>EEF’s Support for Schools, School Planning Support 2022-23 report: “High Quality Teaching”: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-highquality-teaching</p> <p>EEF’s “Making Effective Use of Teaching Assistants” guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants</p> <p>EEF’s “Effective Professional Development” guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effectiveprofessional-development#nav-downloads</p> <p>EEF’s Quality Assurance of Teachers Continuing Professional Development report: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuingprofessional-development</p> <p>EEF’s “Teacher Feedback to Improve Pupil Learning” guidance report : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Chartered College article on “Assessment as Learning: The Role of</p>	<p>1-4</p>



<p><i>Termly pupil progress meetings</i></p> <p><i>Pupil conferencing</i></p> <p><i>Support from Phase leads based on school priorities and teacher support</i></p>	<p>Retrieval Practice”: https://impact.chartered.college/article/firt-hassessment-as-learning-role-of-retrieval-practicein-classroom/</p> <p>Importance of Rosenshine’s Principles: https://teacherhead.com/2018/06/10/exploring-barakrosenshines-seminal-principles-of-instruction-why-it-isthe-must-read-for-all-teachers/</p> <p>EEF’s Education Evidence, Teaching and Learning Toolkit, “Mastery Learning” report: 10 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/masterylearning</p>	
<p>Core Skills: <i>CPD and monitoring - including leadership support for coaching and induction - focussing on the top five strategies for teaching and learning:</i></p> <ul style="list-style-type: none"> ● <i>Feedback/Informal assessments</i> ● <i>Metacognition and Self Regulation</i> ● <i>Peer Tutoring</i> ● <i>Collaboration</i> ● <i>Mastery Approaches (including the purchase of Power Maths textbooks)</i> <p><i>Further develop dialogic classroom opportunities across the school, to support pupils to articulate key ideas, consolidate understanding and</i></p>	<p>In order to ensure consistency of approach and embedding of new initiatives, regular monitoring and coaching are key. These key aspects of teaching and learning have been written into our school policy for Teaching and Learning.</p> <p>Feedback /Informal assessments+2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months?utm_source=/news/real-time-knowledge-can-boost-pupils-grades-by-two-months&utm_medium=search&utm_campaign=sit_e_search&search_term=regular%20monitoring</p> <p><i>SATS BOOTCAMP with Teacher & HLTA</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>2,4</p>



extend their vocabulary and oracy abilities
 Further develop targeted speech and language teaching opportunities within the Early Years
 Develop the exposure to -and the specific teaching of- disciplinary vocabulary across all subjects

Further develop Read, Write Inc. practice across the school, including the quality and impact of targeted intervention opportunities to include the NELI programme

Further develop reading opportunities for all children across the school, throughout both exposure to taught reading comprehension opportunities (e.g. guided reading lessons; across curriculum subject lessons), and also within opportunities for pupils to consistently engage with high quality texts within their home reading.

Ensure that pupils across the school more consistently have the opportunity to read authentic disciplinary texts across a range of curriculum subjects

Extending school time

Moderate impact for moderate cost based on limited evidence



Focus on promotion of Oral language in the classroom.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

Oral language interventions

Very high impact for very low cost based on extensive evidence



Small group tuition

Moderate impact for low cost based on moderate evidence



<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

Reading comprehension strategies

Very high impact for very low cost based on extensive evidence



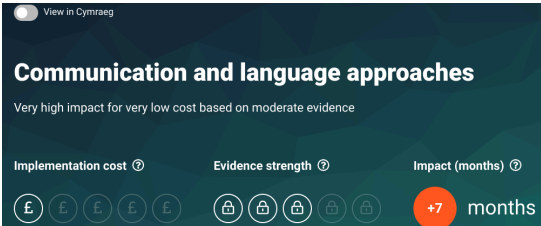
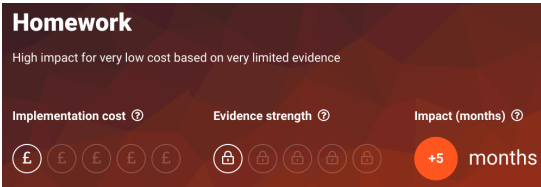
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>

Early literacy approaches

Moderate impact for very low cost based on extensive evidence





<p><i>Homework & Flipped and blended learning opportunities</i></p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p>  <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>EEF's 'Improving Literacy in Key Stage 1' Guidance Report:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1670403623</p> <p>EEF's 'Improving Literacy in Key Stage 2' Guidance Report:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1670402762</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> 	
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<p>Practitioner with ring-fenced time each week.</p> <p>Construction club/Lego</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges?utm_source=/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges&utm_medium=search&utm_campaign=site_search&search_term=transitions</p>	
<p>Life opportunities:</p> <p><i>Permaculture group</i></p> <p><i>Attendance at school trips and residentials</i></p> <p><i>Plus priority to attend 'wider sporting and adventurous and cultural activities'.</i></p>	<div data-bbox="528 712 1066 891"> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> </div> <div data-bbox="528 1093 1066 1272"> <p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +7 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> </div> <div data-bbox="528 1473 1066 1653"> <p>Arts participation</p> <p>Moderate impact for very low cost based on moderate evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> </div>	<p>1,2,3,4</p>



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Phonics Programme and NELI	<p>Phonics High impact for very low cost based on very extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
FFT :Lightning Squad	<p>Individualised instruction Moderate impact for very low cost based on limited evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide Chromebooks for children with no IT access to support flipped and blending learning</i>	The school will utilise devices provided by the DfE to improve the remote learning offer and provide opportunities for children to engage with learning at home as part of our additional learning offer. The school will purchase further devices to ensure that each child has a chrome book to take home each day and bring back to school to consolidate and further learning opportunities.	1,3
<i>Use of FFT to inform attendance figures.</i>	EEF attendance & parental engagement	2



<p><i>Payment of breakfast club and after school club fees to promote positive attendance.</i></p>	<p>An improvement in attendance will lead to enhanced outcomes. Persistent absence will continue to decrease. Families will be supported by the Headteacher and Admin Team to continue to promote good attendance.</p> <p>The school will invest in incentives and rewards that will promote good attendance across the school. This will be widely publicised and share in our weekly Celebration Assembly.</p>	<p>1</p>
<p><i>50% reduction in the cost of residential visits to ensure equity of opportunity for all.</i></p>	<p>Attendance of all pupils at residential and out of school paid activities.</p> <p>Purchase of swimming lessons for PP children to ensure equity of opportunity.</p>	<p>4</p>
<p><i>Assistance with the purchase of school uniform.</i></p>	<p>Children will wear the same uniform as everyone else and will feel equal. Including PE kit and sports kits for sporting events.</p>	<p>4</p>
<p><i>Support from MAT Attendance Officer</i></p> <p><i>Increased parental Engagement .</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Attendance support, SENCO signposting to various support available.</p> <div data-bbox="523 1435 1070 1615" style="background-color: #4a4a4a; color: white; padding: 5px;"> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ ⓘ ⓘ ⓘ ⓘ ⓘ +4 months</p> </div> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4</p>

Total budgeted cost: £ 33,167



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.

2023-2024 Outcomes

****Please note that the Year 6 cohort was very small: 7 pupils in total with 2 pupil premium children. Their average standardised scores were:**

Reading: 101.5 Writing: 103 Maths: 94.5

- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Whilst our Pupil premium children did not attain the 'National average' in Maths, they had made good progress.

-Other wider issues played a part in the Pupil Premium children not achieving as well as they might.

- Information from summative and formative assessments the school has undertaken.

2024 Summer Term Teacher Assessments based on Pira,Puma, Gaps and No more Marking assessments

There were 23.08% Pupil premium children in the school

	Reading	Maths	GAPS	Writing
Year 1	50%	0%	50%	25%
Year 2	50%	50%	50%	50%
Year 3	100%	100%	100%	67%
Year 4	100%	100%	50%	100%



Year 5	67%	83%	100%	83%
Year 6	50%	0%	50%	25%

- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

Attendance of our pupil premium children is an area to focus on in 2024-2025.

Externally provided programmes

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

Programme	Provider
Times Table Rock Stars	https://trockstars.com/about-us/
Read Write Ink	https://www.ruthmiskin.com/programmes/phonics/

