

Pupil premium strategy statement

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	189
Proportion (%) of pupil premium eligible pupils	98 – 52%, 54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	February 2025 September 2025 February 2026 September 2026 February 2027
Statement authorised by	Tracy Morgan
Pupil premium lead	Tracy Morgan
Governor / Trustee lead	Emma Charles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142, 445
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	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	£142, 445

Part A: Pupil premium strategy plan

Statement of intent

At Mill Hill our core values are compassion, respect, commitment and success.

Therefore, we aim to develop responsible, self-regulated and self-motivated children. Our aim is to use the pupil premium funding to ensure that all disadvantaged children progressively acquire the broad range of knowledge and skills required to enable them to problem-solve and satisfy enquiries they have about the world in which they live. Thus sustaining positive outcomes.

Although the strategy is focussed on the needs of disadvantaged children and our aim is to:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

It will benefit all pupils in our school where funding is spent on whole school approaches. We aim to do this through:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to narrow the gap
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support including providing alternative curriculums for individuals
- Thrive support for vulnerable pupils
- Wellbeing support by having a SPA referral system using ELSA, TALA and counselling as a tiered approach.
- Lunchtime support for the vulnerable
- Wider enrichment opportunities for all
- Outdoor provision for some children

Challenges

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

Challenge number	Detail of challenge
1	Children with more complex needs attending a mainstream school
2	Behaviour of high needs children
3	Mental health needs of the school
4	Parental understanding of learning and their children's 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
Progress in Reading	Achieve national average progress scores in KS2 Reading KS1 close to national data
Progress in Writing	Achieve national average progress scores in KS2 Writing KS1 close to national data
Progress in Mathematics	Achieve national average progress scores in KS2 Maths KS1 close to national data
Other	Ensure attendance of disadvantaged pupils is above 95% and PA's gap narrows of this group of children
Improved attitudes to learning	Reduction of behavioural incidents on cpoms system. Less children on reduced timetables
Improved parent involvement	More parents attending events and aware of the support their child requires

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: £54,563.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist training for key teachers in school. DHT time £10,863.84 HIAS- £4674.00 £1548.00- cover DHT time- £13,579.80	EEF(+3) Monster phonics update for staff HIAS Maths support PBS Support Riverside support Extra SEN support in school Courses and time to monitor key curriculum focus areas eg Assessment, neuro diversity Working with teachers on teaching and learning LSA training to focus on quality first teaching and bespoke training	1, 4
4 points in the year for pupil progress to enable teachers to review progress and provision and make adaptations to meet individual needs Plus this time notes and preparation £4990.40	Data analysis, including capturing of finer points of progress.	1, 4
Wellbeing team £18,907	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include :	3

	specialised programmes which are targeted at students with particular social or emotional needs.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,421.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing High quality teaching: INSET days Specific trauma led course Nov 2025- £400 DHT lead- £2587.78	EEF's 'Effective Professional development'	1
Alternative provision using the outdoors Lunchtime club support LSA costings ELSA 5 hours a week and Lunchtime 5 hours a week £3305+ £4,242 Outdoor £2377, 44	EEF (+ 4 months) Schools have positive overall effects Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	1, 2, 3
Support for children with a high level of needs £12,206 £1730 Oaks provision am Lunchtime staff 30 mins x 5 £1188.72 £1384.50	EEF (+ 4 months) Schools have positive overall effects Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	1, 2, 4

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

Budgeted cost: £70,526.05z

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing Homework apps and support guides for parents- My HappyMind -Phone calls -Home collections -Home visits -School nurse referrals -Reduced timetables Home school link worker full time= £36, 369	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	3, 4
Behaviour analysis meetings to discuss plans and next steps £6082.05	EEF (+4) For classroom-based approaches, it appears that the role of the teacher may become more managerial, with the increased need for organising and monitoring learning activities leaving less time for high quality pedagogical interaction. Because of this, individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement.	2
Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways	2, 3

TA full time cost =£23 138	in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. Mindfulness morning groups and sensory circuits at 8.30am for children who need a softer start to the day.	
As above in ELSA work, Thrive and TALA support	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	2, 3
Support for residential and extra curricular opportunities M and M productions- £1499 Residential- £500 Pupil premium young voices- £500 Year 6 incentive trips, revision guides etc =£1000 Homework to support parent- £450, £190 and £798	EEF (+3) Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.	2, 4

Total budgeted cost: £ 154,510.53

