

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	198
Proportion (%) of pupil premium eligible pupils	112- 56.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	February 2021 September 2022
Statement authorised by	Tracy Morgan
Pupil premium lead	Claire Branscombe/ Tracy Morgan
Governor / Trustee lead	Emma Charles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,855
Recovery premium funding allocation this academic year	£15, 479
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	£148,334

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 school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

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 varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ 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.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would -not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate extra hours where Teaching Assistants can work with KS2 Year Groups - providing small group work focussed on overcoming gaps in learning

- 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
- Additional learning support in all classrooms
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Thrive training for vulnerable pupils
- Wellbeing support by having a SPA referral system using ELSA (new role), FIEPS and counselling as a tiered approach.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading and key skills
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Children effected by lockdown and covid, poor mental health
4	Attendance and Punctuality issues.
5	Core class/ group of children having poor learning behaviour

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 new values/ expectations for homework/ PE kits

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: £ 46,266.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to work with target teachers to improve teaching. Autumn 2 and Spring 1 or 2 DHT -£18,030	EEF(+3) Staff coaching focused on improving teaching and accelerating progress of pupils.	2, 5
Specialist training for key teachers in school. Maths lead English lead Targetted teacher EY lead ECT lead Course costs + cover= £7750 + £80 per week staff meeting (80x36=£2880) SENCo ½ a day= £6079	EEF(+3) Maths learning journey Yr 3 teacher phonics programme Yr 1- phonics training Yr6/ English lead – fluency project English training for LSA Extra SEN support in school EY support in the environment and about the curriculum ECT mentor to work with ECT Staff meetings focused on improving teaching and accelerating progress of target pupils LSA training to focus on quality first teaching	2, 3

£3120		
4 points in the year for pupil progress to enable teachers to review progress and provision and make adaptations to meet individual needs £2,226,40 (cover) SENCo cover for cohort profiling (4 days) = £868.72 HT cost (x4 days/ 8 DHT)= £2656.04 Plus this time notes and preparation £2656.04	Data analysis, including capturing of finer points of progress.	

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

Budgeted cost: £ 31,143.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing High quality teaching: INSET days- Reading, Music, subject leadership, Phonics HIAS, LLP- £699 HIAS Music- £395.50 Phonics cost- £2,499	EEF's 'Effective Professional development'	2
LSA intervention groups 5 LSAs x 10 hours a week= £2,783 £13,915 6 children to receive 1:1 catch up provision from NTP	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2,3

£700 per term=£2100 LSA in Year 6 am = £2783 *	All year groups have LSA support targeted to at least 3 x week to deliver specific interventions and target time for the target children. EEF (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback. Group of children in yr4/6 (6) are allocated 1:1 maths support from Third space learning.	2,3
Regular supplementary reading for children through the use of phonics reading books £5000 £3,751.83	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading for disadvantaged pupils.	1, 2

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

Budgeted cost: £ 96,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing Homework apps and support guides for parents £343	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:	1, 3, 4 and 5

Homework books £300 Uniform support £2260 -Phone calls -Home collections -Home visits -School nurse referrals -Reduced timetables Home school link worker full time= £35,764	• 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. Purchasing of basic skills apps for children to do homework on. Covid showed that families had at least technology and internet via their phones. All these apps work on phones and tablets. Parents and support with key number facts. Supporting parents with key parts of uniform eg PE kits or coats.	
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. Targetted class Yr R/3 TA full time cost + Thrive training and resources = £15,004 Additional TA to support 1:1 =£6990	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. Year 3/R class to have trained practitioner where there are more vulnerable children. Both classes have been affected socially and academically. Mindfulness morning groups at 8.30am for children who need a softer start to the day.	1, 3, 4 and 5
ELSA employed new 2022 after training. £ 5,639 ELSA area and resources purchased £438	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	1, 3, 4 and 5

FIEPS cost and social groups = 2 x afternoon a week £5,639 Counsellor working all day Friday = £7020 Medical assistant to provide physio= £2000 Medical assistant to increase time= £2000 ELSA to provide check ins with children- £3,581	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.	
Targetted after school clubs for pupil premium children who do not get any academic or social support. £300 x 5 =£1,500	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.	5
Support for residential and extra curricular opportunities M and M productions- £1099 x 2= 2198 Residential- £2000 Pupil premium young voices- £1500 Year 6 incentive trips, revision guides etc =£2000	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.	3, 4, 5

Total budgeted cost: £ 163,823.33

