

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	194
Proportion (%) of pupil premium eligible pupils	49% (95 pupils)
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	£109, 975
Recovery premium funding allocation this academic year	£10, 875
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	£120, 850

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 a ‘Catch Up’ Enhanced Teaching Assistant to 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 covid 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 cpm 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: £ 46,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT teacher to work within Year 6 as support for target children up to 4 hours a week for Autumn 1/ Spring 1 or 2 DHT -£18,030	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified target children who are identified per subject to get further attention and support.	2,3
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 Yr 3 targetted teacher Course costs + cover= £7750	EEF(+3) Maths learning journey Spelling HIAS training YR4-6 maths outcomes Yr 3 teacher get it write project Maths advisor- inset and 3 x a year English training for LSA Mr P use of ICT across the curriculum	2, 3

+ £80 per week staff meeting SENCo 1/2 a day= £6079 = £3120	Extra SEN support in school Staff meetings focused on improving teaching and accelerating progress of target pupils	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA intervention groups 5 LSAs x 10 hours a week= £2,783 £13,915	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. All year groups have LSA support targeted to at least 3 x week to deliver specific interventions and target time for the target children.	2,3
6 children to receive 1:1 catch up provision from NTP £700 per term=£2100 LSA in Year 6 am = £2783	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	2,3

	employed to facilitate individual activities and feedback. Group of children in yr4/5 (6) are allocated 1:1 maths support from Third space learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 55,131

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing Homework apps and support guides for parents £343 Homework books £300 Uniform support £2260	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. 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 after covid financially especially after a uniform change.	1, 3, 4 and 5
Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to 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	1, 3, 4 and 5

their management of their own behaviour. Targetted class Yr 2 TA full time cost + Thrive training and resources = £15,004 Additional TA to support 1:1 =£6990	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 2 class to have trained practitioner where there are 2 EHCPs, child will reduced timetable and cohort we have analysed have been most affected by covid both socially and academically.	
PDL conference and course (cost in courses) ELSA employed new 2021 after training. £ 5,639 ELSA area and resources purchased £438 FIEPS cost and social groups =2 x afternoon a week £5,639 Counsellor working all day Friday = £7020 Medical assistant to provide physio= £2000	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.	1, 3, 4 and 5
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 residentials and extra curricular opportunities	EEF (+3) Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as	3, 4, 5

M and M productions- £1099 x 2= 2198 Residentials- £2000 Pupil premium young voices- £1500 Year 6 incentive trips, revision guides etc =£2000	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.	
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Total budgeted cost: £ 120,859