

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
Millfields First School	
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	17.5%
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	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Lisa Montandon
Pupil premium lead	Mrs Laura Haines
Governor / Trustee lead	Mr Adam Hamflett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,355
Recovery premium funding allocation this academic year	£9,700
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	£89,055

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding provided to schools by the National Government. It is awarded to the school to help us 'narrow the gap' in performance that exists nationally between vulnerable pupils and their peers. At Millfields First School our objectives are:

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

When planning the provision required to meet the above objectives, research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

At Millfields we aim to achieve our objectives by offering the following provision:

- Ensuring all children are accessing teaching which is of a high quality.
- Each class to have equivalent of a full time Teaching Assistant. Class based Teaching Assistants are able to support accelerate progress by offering in lesson targeted support and individualised instruction for identified individuals.
- Small group daily 'catch up/post teach' interventions where marking of the children's work shows that gaps remain led by the Teacher or Class based Teaching Assistant.
- 1:1 daily reading opportunities
- Access to high quality 1:1 coaching programmes
- Extension of the school day for children accessing the Early Literacy Support Programme.
- High quality Speech and Language intervention offered by Ekklan trained teaching assistant.
- Service level agreement with Attendance intervention co-ordinator who will support with the attendance of persistent absentees, many of whom are PP.
- Member of Senior Leadership Team to attend training to become a Trauma Informed School Practitioner
- Member of Senior Leadership Team to attend training to become a Senior Mental Health Lead.

- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges: When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. At Millfields we have identified the following barriers:

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged children and all in Reading and writing all year groups.
2	Attainment gap between disadvantaged children and all in Maths in all year groups.
3	High number of disadvantaged children requiring Speech and Language interventions.
4	Concerns over emotional well-being for some disadvantaged children.
5	Attendance and punctuality issues.

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
The attainment of disadvantaged children to be broadly in line with all in Reading.	<ul style="list-style-type: none"> Baseline data used to identify children requiring additional support. Children to be reading the correct levelled book. Children to be heard read by an adult daily. Children to make at least expected progress from their starting point. Children to reach age expectations or above.
The attainment of disadvantaged children to be broadly in line with all in Writing.	<ul style="list-style-type: none"> Baseline data to be used to identify children requiring additional support. Tracker to be updated to identify gaps in learning. Interventions used to close the gap. Children to make at least expected progress from their starting point. Children to reach age expectations or above.

<p>The attainment of disadvantaged children to be broadly in line with all Maths.</p>	<p>Baseline data to be used to identify children requiring additional support. PUMA information to be entered Rising Stars Mark Analysis. Interventions planned to close the gaps. Children to make at least expected progress from their starting point. Children to reach age expectations or above.</p>
<p>Children to be achieving their individual SALT targets.</p>	<p>WELLCOMM and EYFS induction for early identification. Timely interventions using recommended programmes: Language for thinking, Learning Language Concepts and ELKLAN resources. Referral to Therapist when necessary. Liaison between Therapist, SENDCO and class teacher</p>
<p>Appropriate and timely support improves the emotional well-being of identified pupils resulting in increased engagement and motivation including those displaying signs of dysregulation.</p>	<p>Appoint a Senior Mental Health Lead. Raise the knowledge of identified staff through high quality CPD to include Trauma informed school practitioner, Mental Health First Aid and Promoting Positive self-esteem and mental health in Early Years. In house staff CPD sessions. Use pupil voice strategies to identify areas of need in school. Timely interventions and support offered and reviewed. Access to our sensory room and reflection room as appropriate for need Referrals to other agencies where necessary.</p>
<p>The attendance of disadvantaged children to be at least 96%.</p>	<p>Attendance to be checked daily with parents phoned if no reason given for absence. SLT to attend the course: Addressing Pupil Absence Attendance monitoring and letters sent out in line with policy. Attendance Intervention Co-ordinator support to be accessed in a timely manner. High levels of praise for children with expected attendance. Attendance of disadvantaged children rises to at least 96%.</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
Acquisition of Phonics knowledge to be prioritised by providing 2 whole class sessions a day and a catch up session for any children falling behind.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
Focus on tier 2 vocabulary and expectation that children use this higher vocabulary in their speaking and writing	Having a low vocabulary can trap children in a vicious circle, since children who cannot read more advanced texts miss out on opportunities to extend their vocabulary (Fisher and Blachnowicz, 2005) and are also less successful in using strategies for word learning (Blachnowicz and Fisher, 2000). Cunningham and Stanovich (1997) reported that spoken assessment of vocabulary levels in pupils aged 6 accounted for 30% of reading comprehension variance at age 16, whilst Becker (1977) identified poor vocabulary knowledge as the primary cause of academic failure of disadvantaged students. This means that children with low vocabularies need to be targeted early, since catching up is very difficult.	1

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach taken from the EEF Toolkit	Challenge number(s) addressed
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Class based TA's for the large majority of the week to offer pre-teach, post teach, small group support and individualised instruction.	Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties are deployed to provide targeted interventions. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1 & 2
1:1 reading for disadvantaged children.	This is an oral language approach. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
Small group and 1:1 speech and language interventions.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	3
1:1 Maths coaching programme led by intervention TAs	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	2
1:1 Phonics programme led by intervention TAs		1
1:1 individualised spelling support using Nessy led by intervention TAs		1
Small group Early Literacy Programme at the start of the day led by intervention TAs.	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Small group tuition has an average impact of four months' additional progress over the course of a year.	1

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a trained Senior Mental Health Lead to take the lead on developing a strategic whole school approach to Mental Health and Well-being.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4
Member of SLT to attend training to qualify as a Trauma Informed School Practitioner		4
Develop a system to collect and analyse data to gain Pupil Voice on well-being.	PHE: Formally defining need informs decisions for schools.	4
Develop the role of mental health champions to create a Mental Health Action Group (MHAG)	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4
A member of SLT to be non-class based in order to offer timely pastoral support to parents.		4 & 5
Access to lunch club run by TAs		4
Parental engagement through workshops to include emotion coaching and anxiety awareness.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	4
Close liaison with the Attendance Intervention Co-ordinator to improve attendance.	Certain school characteristics have a strong relationship with disadvantaged pupils' performance. For example, lower performance was associated with higher absence levels and lower proportions of disadvantaged pupils. Schools' typical pathways to improvement take around three to five years. Beginning with a focus on attendance.	5

	(Supporting the attainment of disadvantaged pupils (NFER))	
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Total budgeted cost: £ 90,000

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 2020 to 2021

Area of Spend	Review
Full Time Class Based TAs	<ul style="list-style-type: none"> All classes had a TA for the large majority of the time. TA's were able to offer timely interventions to close the gap. Progress for disadvantaged learners was in line with progress for all in Reading, Writing and Maths in most Year Groups. PP children were heard read daily. Individualised instruction was able to be offered. Small group in class interventions were able to take place.
Intervention TA's	<ul style="list-style-type: none"> Identified learners made progress on their individual targets through accessing the 1:1 coaching programmes.
Speech and Language Therapy Teaching Assistant.	<ul style="list-style-type: none"> High Quality Speech and Language interventions took place Effective liaison with Class Teachers allowed this support to continue in Class Effective liaison with the Speech and Language Therapist (SALT) meant that children were set new targets/activities in a timely manner. Effective liaison with the SENDCO led to early identification of need
Early Literacy Support Programme	Class Teachers data evidenced that for the children who attended regularly, they made at least expected progress.
Nuffield Early Literacy Programme	Not completed due to a second national lockdown meaning that the timescale for the intervention could not be met.
Specialist outside agency support	<ul style="list-style-type: none"> SALT reviews continued and new targets were able to be set. Outside agency support allowed teachers to target support for individuals as part of an effective APDR cycle. <p>Where appropriate referrals for further support and assessment were made.</p>
AHT release time	<ul style="list-style-type: none"> Referral made in a timely manner.

	<ul style="list-style-type: none"> Discussions with parents resulted in the appropriate support being offered.
NESSY	NESSY accessed as appropriate.
EWO support/ attendance officer	<ul style="list-style-type: none"> Safe and Well checks completed as appropriate. Attendance letters sent out. A large majority of children improved their attendance following receiving the initial letter of concern.

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	Nessy
Language for thinking	Routledge Publisher
TT Rockstars	
Purple Mash	2 Simple