

Pupil Premium Statement 2023/24



Millfields CE Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Millfields CE Primary
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Michelle Holford, Headteacher
Pupil premium lead	Gemma Fox Deputy Headteacher
Governor lead	Jackie Grannell, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,950
Recovery premium funding allocation this academic year	£8,563
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	£119,513

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Millfields C of E Primary School, 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have 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 will be sustained and improved alongside progress for 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

Challenges

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

Challenge number	Detail of challenge
1 Oral language skills and vocab gap	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peer.

	<p>Over the past two years, our F2 baseline data shows that 80-90% come into school off-track on their WellComm screening. Out of these, 37.5% children are pupil premium. We therefore, must ensure that early language intervention is embedded upon entry into school to diminish the gap transferring into KS2 and beyond.</p>
2 Phonics and reading	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Our most recent phonics tracking data shows that in year 1, 33.3% of pupil premium children passed the phonics test in comparison to 73% of non-pupil premium children. In year 2, 71.4% of pupil premium children passed the phonics test in comparison to 92.8%. We therefore, must ensure high-quality phonics teaching across all year groups.</p>
3 School closures COVID	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in core subjects.</p> <p>The gaps between Pupil Premium and Non-Pupil Premium children achieving Age Related Expectations in all three areas are on an upward incline. Quality First Teaching must be evident in all classrooms to impact upon combined scores.</p>
4 Social and Emotional learning	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>In the last two years, 21 children/families have received mental health support from the MHST and CAMHS .Out of these children and families, 66% of them have been Pupil Premium children.</p> <p>We need to provide an environment that focuses on the well-being and happiness of our children.</p>
5 Attendance	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 6% lower than for non-disadvantaged pupils.</p> <p>23.72% of our pupils who are classed as 'persistently absent' are disadvantaged compared to 11.02% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>We need to ensure that our children are in school, learning every day.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of additional resources to support Little Wandle phonics programme (extra sets of books) to secure stronger phonics teaching for all pupils.</p> <p>Further training for staff to ensure the phonics programme is delivered correctly across the school in small groups.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Improve the quality of writing and reading across the school.</p> <p>Fund teacher release time to access English CPD for the teaching of reading and writing.</p> <p>Fund release time for the English subject lead to support all staff in delivering the read to write scheme effectively and continue to develop reading across the school.</p>	<p>Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p>	<p>2,3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchase of My Happy Mind and training for our ELSA to run Roots of Empathy program.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Curriculum support</p> <p>Fund release time for staff to develop curriculum plans clearly setting out the knowledge and skills that needs to be learnt. Plans will allow all children to learn more and remember more</p>	<p>Gov.uk click here</p>	<p>1,3</p>

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Increase oral language skills and close the vocabulary gap.</p> <p>Access to a Speech and language therapist - Accelerated progress of PP pupils in receipt of support from external professionals.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Accessing the Johnston Foundation for additional reading opportunities for our pupil premium children.</p> <p>Purchasing dyslexia gold and number stacks.</p> <p>Training for teaching assistants to deliver the above as small group support. +</p> <p>Funding cover to release a teacher to boost year 6 students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>

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

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Incentives to improve attendance, punctuality and reduce persistent absence across all vulnerable groups and contribute to a rise in the whole school attendance figure. PP attendance will increase compared to last year.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues. Subsidising clubs and trips. Wrap around care keeps children safe, provides extended learning opportunities and ensures children have access to year round provision</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £110, 950

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 2022 to 2023 academic year.

Measuring the impact of PPG spending

-The whole school curriculum is now well developed, It clearly sets out the knowledge and skills that needs to be learnt and allows all children (including pupil premium children) to learn more and remember more and make better progress.

-Feedback from pupil premium children shows that pupils are much more confident to engage in whole class learning as a result of small group support and are therefore making better progress.

- Feedback from pupil premium children and teachers shows that following support with our ELSA ,CAMHS and MHST children now have a bank of strategies which is helping them to more quickly regulate their emotions and reengage back into lessons meaning they are missing less learning and making better progress.

- All Pupil premium children have attended all school trips e.g. the zoo, pantomime and visits to local areas.

- Additional wrap around provision has been provided when needed.

-The 2023 end of year data shows that there is an upward trend in KS2 PP children achieving EXS from 2022.

-The 2023 end of year data for the year 1 phonics screening test shows an upward trend from 2022.

--Interventions in Y2 have been successful in raising phonics attainment. 86% of children passed the phonics screening test by the end of year 2.

Attainment of Pupil Premium eligible pupils (% of the cohort) – end of Key Stage 2 (2023)

	Reading %	Writing %	Maths %
Attainment - EXS	46.7	26.7	33.3
Attainment - GDS	0	0	7.1
Progress	-3.9	-4.04	-2.58
Scaled Score	97.1	-	96.2

Attainment of Pupil Premium eligible pupils (% of the cohort) – end of Key Stage 1 (2023)

	Reading %	Writing %	Maths %
Attainment - EXS	30	0	30
Attainment - GDS	0	0	0

Phonics Screening Check – Year 1

50% of Pupil Premium pupils met the expected standard in the screening check which is below all pupils nationally.

Overall attendance in 2023/24 is still significantly lower than the national average at 90.6%. This is why attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
My Happy Mind	My Happy Mind
Nurturing Empathy before Transition	Roots of Empathy

Service pupil premium funding (N/A)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.