# 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

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| Detail | Data |
| School name  | Mill Hill Primary School |
| Number of pupils in school  | 413 |
| Proportion (%) of pupil premium eligible pupils | 17.7% |
| Academic year/years that our current pupil premium strategy plan covers  | 2021/22 |
| Date this statement was published  | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Mrs L Errington |
| Pupil premium lead  | Miss J Gibson |
| Governor / Trustee lead  | Mr W Hamilton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | **£82,862.00** |
| Recovery premium funding allocation this academic year | **£8,700.00** |
| 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 | **£91,562.00** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding it is important to consider the context of the individual school and the subsequent challenges faced. 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 wide and varied.At Mill Hill Primary School we aim to ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.* We ensure that teaching and learning opportunities meet the needs of all the pupil.
* We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
* In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
* 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.

***School Context***Mill Hill Primary School is a two form entry, LA maintained school located in Sunderland, in the North East of England. ***Ultimate Objectives**** To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
* For all disadvantaged pupils in school to make at least typical rates of progress towards age related expectations.

***Challenges***The impact of COVID-19 national lockdowns on academic progressAttendance and Punctuality issuesParental engagementWider opportunities for learning (cultural capital)***Key principles of the strategy plan***The key principles of the plan are:To raise attainment and levels of progress through carefully planned and targeted support across school. To ensure that children in school attend regularly and punctually to maximise their chances of making good progress.To raise the cultural capital of children in school by providing a range of rich learning activities and experiences to enhance in school learning.To support children’s unmet emotional and SEMH needs. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | The impact of COVID-19 national lockdowns on academic progress |
| 2 | Attendance and Punctuality issues |
| 3 | Parental engagement |
| 4 | Wider opportunities for learning (cultural capital) |
| 5 | Unmet emotional and SEMH 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.

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| Intended outcome | Success criteria |
| To ensure that children are making at least typical rates of progress in line with national averages. | Achieve good and better progress and attainment at KS1 and KS2.Achieve strong internal evidence of disadvantaged pupils in being on-track to achieve outcomes in line with National. |
| To demonstrate a declining trend in persistent absenteeism and persistent lateness. | Declining rates in the % of children classed as persistent absentees/persistent latecomers.Attendance rates in all year groups improve term on term. |
| To increase parental engagement in learning and community endeavours. | Increased parental engagement in workshops/training across the school. |
| To increase the cultural capital of children in school by offering a range of learning opportunities and experiences. | Children are given wider opportunities for learning outside of the classroom environment without the constraints of family financial difficulties. Funded opportunities lead to higher levels of engagement and progress in curriculum areas. |
| To offer a range of supports and interventions to support the wellbeing and SEMH needs of children. | Increased uptake of Place 2 Be interventionsPupil/Parent/Staff questionnaire data |

**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: £ 52,000.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **DfE validated phonics scheme training accessed by all staff.** | To ensure that all staff are trained and consistent in an approach which will secure stronger phonic knowledge across the whole school. | **£1,000.00** |
| **Maths Counts CPD programme – EEF recommended.** | To support targeted intervention in maths catch up for identified pupils to ensure accelerated rates of progress. | **£1,000.00** |
| **Employment of a full time Teaching Assistant to support reading and phonics across Year One.** | To embed early reading and phonics skills and to accelerate progress in these areas | **£20,900.00** |
| **Employment of a supply Teaching Assistant to release staff for Maths intervention to run.** | To allow for release of in house Teaching Assistants to run the interventions as well as complete assessments and analysis to feed back into Quality First Teaching at the end of the intervention. | **£7,980.00** |
| **Moderation. Each class teacher to attend 3 moderation sessions per academic year for both English and Maths.** | Cross moderation allows staff to quality assure judgments and share best practise to raise standards across the school | **£2, 550.00** |
| **Recruitment of a supply teacher in Year 6 to target support on accelerated progress and raising attainment after the impact of COVID on standards.** | The impact of COVID on this year group has meant that there has been an identified need for additional academic support to increase attainment and accelerate progress for these children in preparation for secondary education. | **£18,450.00** |

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

**Budgeted cost: £3,132.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **DfE validated phonics scheme and associated reading books.** | DfE validated programme to secure stronger phonic knowledge using a consistent approach in Early Years and Key Stage One leading to an increase in the % of children securing the phonics pass rate. | **£2,832.00** |
| **Project X online materials.** | Supporting reading across school as an identified area of development in school.Project X is a scheme that is aligned with DfE validated phonics schemes. | **£250.00** |

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

**Budgeted cost: £36,430.00**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Place 2 Be – 1:1, drop in and family support and counselling as well as whole school and small group initiatives linked to wellbeing and mental health.** | Referrals to mental health services increased significantly over COVID-19 lockdowns. The strain on national services led to longer than usual wait times for access to much needed support. | **£15,000.00** |
| **Treetops Occupational Therapy – Full assessments, sensory diets, resources and CPD and development for staff.** | To support the sensory regulation needs of children in school leading to increased productivity and accelerated progress, in addition to ensuring well supported child wellbeing. | **£3,300.00** |
| **PIVOTAL Behaviour – CPD to staff.** | To embed a whole school ethos and to improve behaviour across the school. | **£2,000.00** |
| **Funded access to enrichment activities and visits to improve the cultural capital of the children in school.** | To increase engagement and therefore attainment through a range of curriculum enrichment activities such as educational visits, residential visits and clubs outside of school hours. | **£15,000.00** |
| **To achieve and sustain improved wellbeing, particularly in our disadvantaged children in order to improve persistent absence and overall attendance.** | Increased participation of disadvantaged children in enrichment activities. Increased access to wrap around care to support Attendance & persistent absence is at least in line or better than national data with rewards for  | **£1,130.00** |

**Total budgeted cost: £91,553.00**

# 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 academic year.

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| Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.The following is based on statutory measures as well as summative teacher assessment.**Phonics****Autumn 2020 –** 96.7%**End of KS1****Reading –** 80% Expected Greater Depth **Writing –** 69% Expected/Greater Depth**Maths –** 83% Expected/Greater Depth**End of KS2****Reading –** 85% Expected/Greater Depth**Writing –** 79% Expected/Greater Depth**Maths –** 83% Expected/Greater Depth |

## 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*

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| Programme | Provider |
| Nessy Reading and Spelling programme | Nessy Learning |
| Reading Plus Online Reading programme | Reading Plus |
| TTRS online maths programme | Times Tables Rock Stars |
| Lexia structured literacy programme | Lexia |