

Millfields Primary School and Nursery

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 Primary School and Nursery
Number of pupils in school	205 233 including Nursery
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024 September 2025
Statement authorised by	Rob Parish
Pupil premium lead	Clare Swindley
Governor / Trustee lead	Andrew Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84,390
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,390

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

At Millfields Primary School and Nursery, we believe all children have the right to reach their full potential and we work tirelessly to ensure this happens. To achieve this goal, we ensure their mental health and wellbeing is strong, that they receive high quality teaching including interventions to combat gaps or to bridge the gap, and they experience a wide range of extra-curricular opportunities. In addition to this, we ensure their basic needs are met, their attendance is high and their parents are engaged with their learning. All of this is achieved through a range of strategies and approaches and through the careful expenditure of our Pupil Premium funding.

We believe that our curriculum is not only broad and balanced, but also inspires all of our children to develop a love of learning whilst also encouraging the key skills of independence, confidence and creativity. We have also carefully considered the individual needs of our disadvantaged pupils to ensure these are at the heart of our curriculum. These needs include developing mental health and well-being, developing self-worth and confidence, growth mindset as well as language skills and experiences both in and out of the classroom. We continually assess and review the needs of our disadvantaged children to ensure these approaches and strategies are effective and having the expected impact.

We all believe that a supportive and nurturing environment is one of the key foundations required for our pupils to flourish, therefore this is at the heart of everything that we do at Millfields. This is combined with our belief that high-quality teaching is paramount in meeting the needs of all pupils, especially as it has been proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting our non-disadvantaged pupils. Therefore, the delivery of quality teaching is the core focus for our school and a significant amount of time, support and resources are spent ensuring this is delivered for our children. This includes CPD both from within school and outside agencies for **all** staff, development of subject leaders to ensure high quality peer-to-peer support, as well as high level support and monitoring from the Senior Leadership Team. We also invest in good quality interventions which are for small groups or on a 1-1 basis, that are focused on targeting missing skills or understanding to support our children to meet their potential.

In addition, our disadvantaged pupils can also have poor attendance, poor language skills on entry and not have the same life experiences as those who are not disadvantaged. These key areas form the basis of our priority action list and are integral to the application of funding to target, combat and improve the outcomes of our children.

In order to ensure **all** of these needs are met, we believe that it is important to carefully monitor and track each child to ensure their individual needs are known and being met both in and out of the classroom. We believe that a focus on all these key areas leads to appropriate and effective use of our funding to support the children in our care.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils in receipt of PP funding struggle with positive learning behaviours, including readiness to learn, lack of self-belief, resilience, confidence and self-motivation.
2	Poor and underdeveloped language skills including a lack of exposure to a wide range of vocabulary, especially on entry in our younger pupils
3	Proportion of our disadvantaged children have limited life experiences beyond their home and immediate community.

4	Without support and careful monitoring, low attendance and higher rates of persistent absenteeism are often higher with our disadvantaged children
5	The percentage of Pupil Premium children achieving the Good Level of Development (GLD) goals in EYFS is significantly lower than their peers
6	Parental engagement and support with learning if their child is in receipt of funding. This includes a number of children who receive Pupil Premium and who are also on our safeguarding register. In addition, they face extreme difficulties within their home lives.
7	The % of disadvantaged children achieving Greater Depth is significantly lower than those who are not in receipt of funding

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
<p>All of our pupils are happy, settled and have a positive approach to learning, are ready to learn and have the confidence and self-belief to attempt and complete all tasks and activities presented to them, to a good standard.</p>	<p>All pupils have and use the Millfields' Mindset, enabling them to approach all tasks and activities positively and confidently</p> <p>PSHE and the Mind Gig curriculums are fully embedded across the school to support all pupils attitudes to learning and their self-belief.</p> <p>Mental well-being lead in place and supporting all staff and pupils to ensure all are happy and learning ready. Lead is supported by wellbeing team who are responsible for leading well-being, behaviour and Elsa across the school.</p> <p>Elsa is used effectively to support children who are struggling, with a particular focus on our disadvantaged children.</p> <p>Life Skills groups are used effectively to build self-esteem and ensure all children can successfully interact with those around them.</p>
<p>The language deficit for our disadvantaged pupils is diminished</p> <p>Throughout the school there is a love of reading, and all pupils read regularly for pleasure.</p>	<p>Baseline within Nursery and Reception, highlights key children. Long term and medium term planning altered in accordance to current needs.</p> <p>Word Aware fully implemented in EYFS, allowing all children to be exposed to a wider range of high-quality language</p> <p>Wellcomm is effectively used across EYFS to develop language and understanding of targeted children</p>

	<p>Targeted pupils receive additional speech and language therapy and intervention. Parents are supported in attendance as much as possible.</p> <p>Pupils read regularly at school and home. They have access to high quality books for individual, group and whole class reading, including electronically.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading</p> <p>High quality reading areas in KS1 and KS2</p> <p>Various strategies are used across the school to develop love of reading</p> <p>Children within KS2 are effectively supported to develop language further through all lessons and Knowledge Organisers</p>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and balanced curriculum.</p>	<p>The Millfields Pledge is fully implemented and all children have experienced a wide variety of experiences and activities.</p> <p>All staff ensure a wide range of visits, trips and events take place both in and out of school to inspire and enhance learning.</p> <p>The curriculum across the school is broad and balanced and all have access to it.</p> <p>All children are engaged and thoroughly enjoy their learning.</p> <p>All disadvantaged children attend trips, events and clubs</p> <p>Visitors are used to inspire and enhance learning regularly</p>
<p>All disadvantaged pupils will meet national expectations for attendance and persistent absence</p>	<p>Disadvantaged pupils will match, if not improve on, national percentages.</p> <p>Disadvantage pupils will be in line with non-disadvantaged pupils</p> <p>Careful monitoring of all pupils and action by attendance lead SLT and PP ensures any concerns are identified quickly, and are rectified.</p>
<p>Disadvantaged pupils at least meet their EOYT.</p> <p>% of disadvantaged children achieving expected level is in line with national</p>	<p>Pupils who are not on track to meet EOYT are clearly identified in Pupil Progress including possible barriers to learning, interventions and success</p>

<p>The gap is narrowed in the progress and attainment of PP and non-PP children in reading, writing and maths</p>	<p>Quality First teaching and support within classes meets the needs of all pupils, and where further support is needed interventions are used effectively</p> <p>Whole school inclusion map tracks support being provided to all disadvantaged pupils.</p> <p>Clear tracking grids show the gap is narrowing in both progress and attainment in reading, writing and maths across the school</p> <p>Clear aspirations for children to meet and excel their EOYT to ensure progress over time is high</p> <p>Monitoring of all pupils to track progress, ensuring action is taken when progress is not made</p> <p>Percentage of disadvantaged children working at the expected level in writing is at least 50% in all classes</p> <p>Percentage of children meeting their EOYT in maths is at least 80% in all year groups</p>
<p>Parents are supporting their child's learning, ensuring homework and reading is completed at home and they attend parent's evening to discuss progress of their child.</p>	<p>All parents are aware of their child's academic and personal needs and are able to support these at home.</p> <p>All parents know how to support their children</p> <p>All parents attend Parent's Evening and are aware of their child's progress and next steps</p> <p>Where parents are not engaging, there is clear support network and clear tracking of what support/activities have been put in place.</p>
<p>% of children achieving Greater Depth has increased and is more in line with national average</p>	<p>Children who are on track or have the potential to be GD clearly identified in Pupil Progress</p> <p>Children partake in targeted group work to develop necessary skills to achieve Greater Depth</p> <p>Children clearly supported within class to develop necessary skills to achieve Greater Depth</p> <p>Support and interventions enable pupils to reach GD</p>
<p>% of PP children in EYFS achieving the GLD goals is in line with national expectations</p>	<p>Percentage of disadvantaged children achieving GLD is at least 50%</p> <p>Early identification of children eligible for PP funding in EYFS to ensure they have early, targeted support.</p> <p>Targeted, small group support of PP children</p>

	<p>Support given to children within continuous provision to support all areas of development</p> <p>Increase levels of parental engagement and support in EYFS</p> <p>Improved opportunities to develop children's social, emotional and language skills before the age of three.</p> <p>Mini Millfields supports parents and children before they attend our school, to ensure they meet expectations in regards to Personal, Social and Emotional and Communication and Language</p> <p>To provide extra adult support within EYFS to allow further support in regards to Communication and Language and Personal, Social and emotional needs of our younger children, to allow more children to achieve ELG in these areas</p> <p>EYFS curriculum and provision reflects pupil needs, especially in regards to Communication and Language and Personal, Social and emotional areas</p>
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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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD for all staff based on QFT, First 4 Maths, behaviour management, Elsa, Subject Knowledge and subject leadership	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching mastery <i>Impact: 5 months</i></p> <p>Evidence from Education Endowment Foundation- Effective Professional Development Guide</p>	All
Role of Pupil Premium lead	Evidence from Education Endowment Foundation- Effective Professional Development Guide	All
Subject Leadership Time	Evidence from Education Endowment Foundation- A tiered approach to Spending	All
Clear succession planning for Pupil premium lead		All

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of targeted Interventions	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant interventions <i>Impact: +4 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Reading Comprehension strategies <i>Impact: +6 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Small group tuition <i>Impact: + 4 months</i></p>	1, 2, 5, 7
Employment of qualified teacher for 1/2 day to complete small group interventions and support	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: small group tuition <i>Impact: +4 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: + 4months</i></p>	1, 2, 5, 7
Implementation and use of accelerated reader both at home and school	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: homework <i>Impact: + 5 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Reading comprehension strategies <i>Impact: +6 months</i></p>	1, 2, 5, 7
Interventions based on reading, writing and maths run by Teaching Assistants either 1-1 or small group	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: small group tuition <i>Impact: 4 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions <i>Impact: +4 months</i></p>	All
Targeted support within the classroom, either by TA or Teacher to support learning	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Within class attainment grouping <i>Impact: +4 months</i></p>	All

Daily phonics lessons, run by teachers and teaching assistants in small groups	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Reducing class sizes <i>Impact: +2 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Phonics <i>Impact +5 months</i></p>	1, 2, 5, 7
Phonics intervention groups run by TA (Fast Track Tutoring)	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Phonics <i>Impact: +5 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: + 4 months</p>	1, 2, 5, 7
Use of Reading and Literacy programs, including Word Wasp and Toe-by-Toe	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: + 4 months</p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Phonics <i>Impact: +5 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4months</i></p>	1, 2, 5, 7
Use of Maths programs including Power of 1 and Power of 2	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: + 4 months</p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Mastery Learning <i>Impact: +5months</i></p>	1, 5
Use of Wellcomm within EYFS	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: + 4 months</p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4months</i></p>	1, 2, 5

Use of First 4 Maths curriculum which focuses on bridging the gap through targeting specific skills	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Mastery Learning <i>Impact: + 5 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Within Class Attainment <i>Impact: + 2 months</i></p>	5, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of attendance monitor in school	<p>Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending</p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Parental Engagement <i>Impact: + 4 months</i></p>	4, 5, 7
Employment of Well-being lead and Team	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Metacognition and self regulation <i>Impact: +7 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Social and Emotional <i>Impact: +4 months</i></p>	1, 3, 5
<p>Elsa</p> <ul style="list-style-type: none"> • TA directed time • Resources • Training • Dedicated area 	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Social and emotional learning <i>Impact + 4 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Metacognition and Self-regulation <i>Impact: + 7 months</i></p>	1,2,6
Daily support groups based on key life skills and well-being	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Metacognition and self regulation <i>Impact: +7 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Social and emotional <i>Impact: + 4 months</i></p>	1,3,5

Support given for purchase of school uniform and equipment	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	1, 2, 3, 5 ,
Support given with cost of trips and visits	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	1, 2, 3, 5
Support given to the cost of after school clubs 1 club free a term	Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Arts Participation <i>Impact: +3 months</i>	1, 2, 3, 5
Free places offered for holiday clubs that are held within school	Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Arts Participation <i>Impact: + 3 months</i>	1, 2, 3, 5
Payment of FSM	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	All
Early identification of pupils who are entitled to FSM/PP or who would benefited from extra support from funding	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	All
Development of EYFS provision to ensure meets the needs of all children. Resources and activates need to reflect children's needs	Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Socail and emotional <i>Impact: + 4 months</i>	1, 2, 3, 5, 7

Total budgeted cost: £ 83,000

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 2023 to 2024 academic year.

Desired Outcome	Impact (reviewed June 2024)
High quality Teaching and Learning at all times	
All of our pupils are happy, settled and have a positive approach to learning, are ready to learn and have the confidence and self-belief to attempt and complete all tasks and activities presented to them, to a good standard.	
The language deficit for our disadvantaged pupils is diminished Throughout the school there is a love of reading, and all pupils read regularly for pleasure.	
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad and balanced curriculum.	
All disadvantaged pupils will meet national expectations for attendance and persistent absence	
Disadvantaged pupils at least meet their EOYT, with a proportion of children exceeding this target Percentage of children working at expected level in writing is at least 50% in all classes Percentage of children meeting their EOYT in maths is at least 80% in all year groups Percent of disadvantaged pupils achieving expected level is in line with national	

<p>The gap is narrowed in the progress and attainment of PP and non-PP children in reading, writing and maths</p> <p>All pupils are confident, settled and happy in a place where they are ready to learn</p>	
% of children achieving Greater Depth has increased and is more in line with national average	
% of children in EYFS achieving there is in line with national (and at least 50%)	

	PP children	Non PP children
% achieving expected standard in reading		
% achieving expected standard in writing		
% achieving expected standard in Maths		

	PP children	Non PP children
% achieved EOYT in reading		
% achieved EOYT in writing		
% achieved EOYT in Maths		

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
Lexia	Lexia Learning
X Table Rockstars	TT Rockstars
Accelerated Reader	Renaissance
First 4 Maths	First 4 Maths
Fast track Tutoring	Read Write Inc

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Small group work based on reading, writing and writing with teacher and TA</p> <p>Skills groups focusing on self esteem and confidence</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Improved confidence and self-belief</p> <p>Achieved EOYT in reading, writing and maths</p> <p>Achieved expected level in reading and maths</p>