

School overview

Detail	Data
School name	Milldown CE Academy
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	January 2026/July 2026
Statement authorised by	James Law
Pupil premium lead	Laura King
Governor / Trustee lead	Laura Whittaker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73200 (Service children: £680)
Recovery premium funding allocation this academic year	£0
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	£73200

Part A: Pupil premium strategy plan

Statement of Intent

The main aim of our pupil strategy is to ensure that all of our disadvantaged pupils flourish and achieve the best they can. Ultimately, they live out our school vision of 'Inspire-Believe-Achieve' and are able to make a difference to the world around them.

We recognise that quality-first teaching will help to enable our pupil premium children to attain and make progress in-line with their peers. Our funding allocation helps to ensure that evidence-based practice is fully embedded and improved upon year on year and that our curriculum is coherently progressive and ambitious. A further focus on language acquisition and early reading, writing and maths skills, alongside gaps in learning being identified promptly with research-driven strategies then used to address these, will help to enable them to access the the broad curriculum we offer.

As well as ensuring that the quality of teaching is as good as it can be and that all children reach their full academic potential, our strategy also aims to break down barriers that many of our children (and their families) face such as attendance, emotional resilience, positive routines and access to extra-curricular opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Starting points: children not secure in their acquisition of their early phonics, reading, spelling, handwriting and maths skills which impacts on their ability to access the curriculum
2	Communication difficulties: limited vocabulary and speech and language problems are a barrier to learning.
3	Readiness to learn: emotional and pastoral needs are high for many of our pupil premium pupils and this is a barrier to learning.
4	Attendance: poor attendance has a negative impact on the children's academic success and social wellbeing.
5	Parental engagement: limited support with home-learning and engagement in extra-curricular activities such as clubs and sports.

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
Quality first teaching and effective, focused interventions enable disadvantaged children who are working below or falling behind to keep up with their peers.	- All disadvantaged children gain fluency in reading and number to be able to access all aspects of our curriculum. - Early assessment indicates area of need and facilitates rapid curriculum adaptation. - In Year 1, 80% of PP children pass Y1 phonics test. - In Year 2, 86% of PP children achieve ARE+ in reading and 100% in maths. - In Year 4, 70% of PP children pass the Multiplication Timestable Check. - In Year 6, 88% of PP children achieve ARE+ in reading and 75% in maths. - Across the school, 65% achieve ARE+ in RWM combined.
Deficits in vocabulary, language and speaking and listening skills are identified so that they can be addressed, or the curriculum adapted as needed.	- Speech and language intervention is used effectively to make a difference and close gaps. - Spoken language curriculum supports disadvantaged children to become confident, speakers who are able to successfully communicate and present in a range of circumstances. - Essential vocabulary being taught and then used by children throughout the curriculum.
Children are able to explain their feelings and have self-regulation strategies that they can use in and out of school.	- Pastoral interventions are used to support pupils identified as at risk to develop emotional literacy and to build resilience. - School works alongside families, using external support as required, to meet the needs of learners and their families. - There is a reduction in children being dysregulated within the classroom and during less structured times of the day.
Parents and carers value the importance of making sure their children attend school every day so that there is no gap between disadvantaged pupils attendance and non- disadvantaged attendance.	- Children/families of concern are supported by the Family Liaison Officer which leads to improved attendance. - Pupil attendance is 95%+ for all pupils.
Parents and carers are involved with their child's learning and support/encourage involvement in extra-curricular activities.	- All parents attend both parent-teacher consultations. - All pupils complete home-learning. - Increased participation in extra-curricular activities.

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: £ 14200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned and coherent evidence-based CPL that aims to build long-term learning for staff - Mastery lesson design and teacher toolkit - Assessment and feedback - Subject specific (e.g. including DSAT writing deficit curriculum) - Coaching (including team teaching and observations) - Forum hub monitoring focus on two target children in each class - Training for TAs leading interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Walkthrus Great Teaching Toolkit (EEF, 2020) Effective Professional Development (EEF)	1, 2
Curriculum development - Number Sense - Deficit writing curriculum - Spoken language - Essential knowledge identified and informing planning, teaching and assessment in all subjects	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Improving Literacy in KS1 Guidance Report (EEF) Improving Literacy in KS2 Guidance Report (EEF) Improving Mathematics in Early Years and KS1 Guidance Report (EEF) Improving Mathematics in KS2 and KS3 Guidance Report (EEF)	1, 2
Establish links with pre-schools - regular visits to pre-schools (e.g. to read a story, share resources and practice) - regular opportunities for pre-schools (children and/or staff) to come to Milldown	Early Years Toolkit (EEF) Schools Transition Tool (EEF)	1, 2, 3

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

Budgeted cost: £32'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language and vocabulary development - Key vocabulary identified and taught in lessons - WellCom intervention - SALT - Enrichment opportunities are planned and followed up with discussion and language development	Closing the Vocabulary Gap (Alex Quiggly) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Targeted interventions in place for any PP children falling behind age related expectations in reading/maths/spelling/phonics/handwriting.	Special Educational Needs in Mainstream Schools Guidance Report (EEF, 2021)	1, 2
Pastoral based interventions and support - ELSA - School dog - Forest School - Personalised plans	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

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

Budgeted cost: £27'000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of experiences and opportunities to build cultural capital - Planned opportunities within and beyond the curriculum - PP children prioritised - Free/subsidised places on trips, visits and residential and at after school clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5

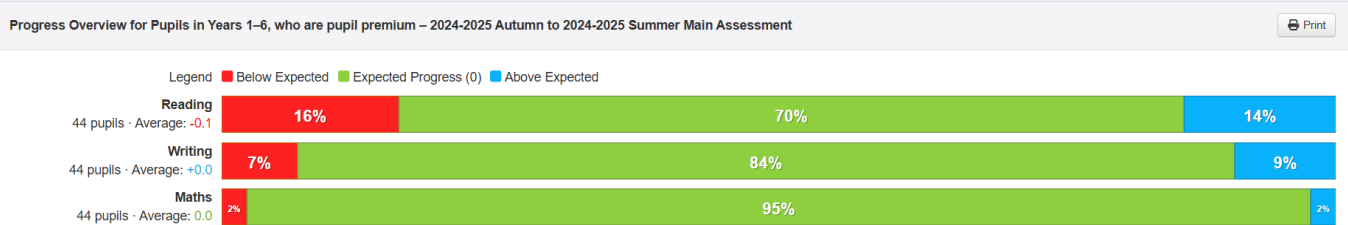
- Subsidised instrumental lessons		
Develop parental engagement - regular communication - recorded tutorials (for example, on how to support with learning) used to reach all parents - opportunities to come in to school to share their child's learning - non-attendance at parent-teacher consultations followed up	Working with Parents to Support Children's Learning Guidance Report (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 5
Clear monitoring and response systems for low attendance - Graduated response - Focus monitoring and same day calling - Discussed as part of weekly safeguarding meetings - Subsidised places at breakfast and after school clubs	Working Together to Improve School Attendance (DfE, 2024)	4
SENCO/FLO to support individual families to help overcome barriers and difficulties they are facing - TAFs - Signposting to Early Help and other intervention/support packages - Workshops - Coffee mornings - School uniform provided - EBSA program for parents to support emotional based school avoidance	Maslow's Hierarchy of Needs Working with Parents to Support Children's Learning Guidance Report (EEF)	3, 4, 5

Total budgeted cost: £ 73200

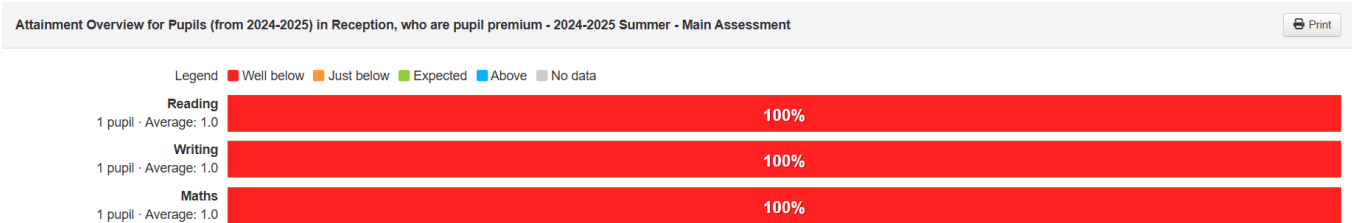
Part B: Review of outcomes in the previous academic year - Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

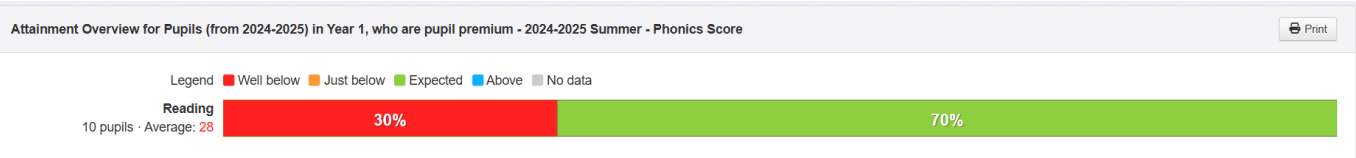
Progress



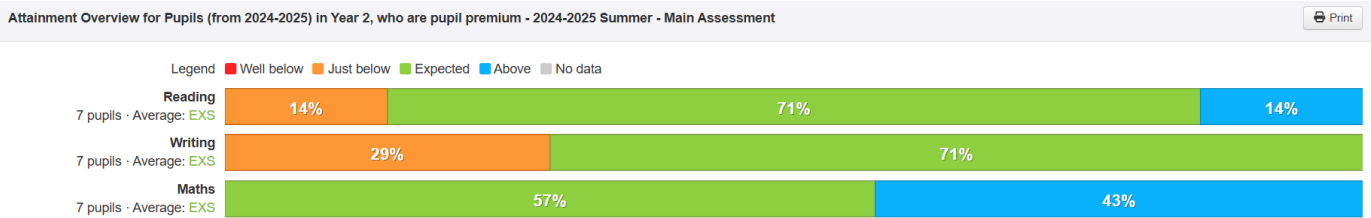
EYFS



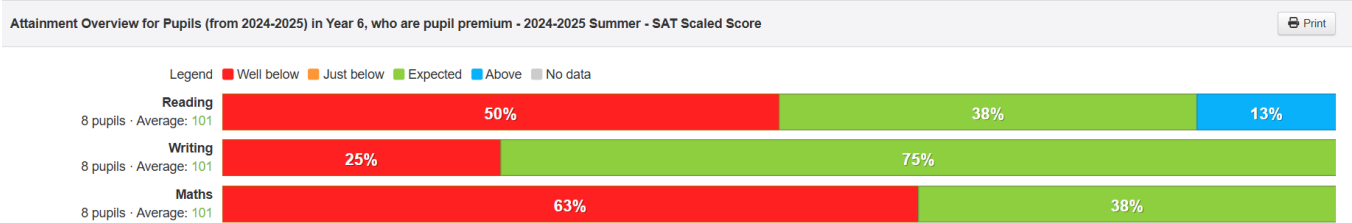
Year 1 Phonics Check



End of Key Stage 1



End of Key Stage 2



Attendance

	Pupil premium	Non-pupil premium
Statutory attendance	92.9%	94.32%
Authorised absence	6.34%	4.44%
Unauthorised absence	1.37%	1.23%
Persistent absentees	24.07%	13.13%

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
TTRS and Numbots
Spelling Shed
Number Sense

Further information

Our whole-school curriculum themes aim to challenge disadvantage and inequality and give children the feeling of having the power to do something positive to overcome this. Our themes, when built upon from EYFS to the end of KS2, aim to create children that have the desire to go out to the world and make a difference. We want to overcome social norms that may be ingrained and instil hope and high aspirations in our children.