

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
School name	Milldown CE Academy
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	July 2022
Date on which it will be reviewed	January 2023/July 2023
Statement authorised by	James Law
Pupil premium lead	James Tucker
Governor / Trustee lead	John Tanner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,880
Recovery premium funding allocation this academic year	£8,265
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	£97,145

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. For many of our pupil premium pupils, this involves us placing high expectations on them (and their families) ensuring equal access and opportunities to quality-first teaching. Gaps in learning are identified promptly and research-driven strategies used to address these. This was evident in the progress of reading following school closures, with the targeted children making an average 19 months gain in reading age from spring 2021-spring 2022 through a two-term/6 month project.

*Quality-first teaching to all enables the majority of our pupil premium children to attain and make progress in-line with their peers. This is shown in end of KS2 data over the last three years. 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. We follow the mantra of Dylan Wiliam: **"Every teacher needs to improve, not because they are not good enough, but because they can be even better."***

As well as ensuring that the quality of teaching is as good as it can be, our strategy also aims to break down barriers that many of our 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	Below-average starting points, particularly in language, vocabulary, reading, writing and maths.
2	Lack of opportunities to practise key-skills such as reading and spelling at home.
3	Lack of positive routines at home leading to absence and lateness and poor learning behaviours.
4	Reduced opportunity to access extra-curricular activities such as clubs and sports. This is often due to difficulties in funding and/or parental viewpoint of the importance of these opportunities.
5	Emotional and pastoral needs are high for many of our pupil premium pupils and is a barrier to learning.

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
All children to be reading fluently by the end of KS1 (Year 3 for current cohort based on school closures).	<ul style="list-style-type: none"> • Children at risk of not meeting this identified (YARC) • Specific gaps in learning identified • Research-based intervention put in place • Intervention reviewed half-termly and adjusted when necessary
Outcomes at the end of key-stage 2 to be at least in-line with national expectations.	<ul style="list-style-type: none"> • Children at risk of not meeting this identified • Specific gaps in learning identified • Research-based intervention put in place • Quality of learning behaviours seen in class is excellent (behaviours and routines taught, not told) • Quality-first teaching seen in all classes and teaching (short and long-term) responds to feedback
Exceed national expectations in those achieving Year 1 phonics check.	<ul style="list-style-type: none"> • Children at risk of not meeting this identified • Specific gaps in learning identified • Research-based intervention put in place & reviewed regularly • Excellent phonics teaching seen in all classes
Attendance to be at least 97% and persistent absenteeism to be zero.	<ul style="list-style-type: none"> • Children at risk of not meeting this identified • Pastoral worker to work alongside family - specific barriers identified & actions/support put in place • Children enjoy school and speak positively about it
All pupil premium pupils to have access to extra-curricular clubs and sports.	<ul style="list-style-type: none"> • Sports leads ensure that all children are prioritised for clubs/sports • Sports leads ensure the families are sign-posted to local clubs
All pupil premium pupils are fully engaged in learning.	<ul style="list-style-type: none"> • Behaviour for Learning Curriculum evident in all lessons • QFT ensures children are engaged and active in learning

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| | <ul style="list-style-type: none">• Pupil premium pupils understand the learning process and can describe lesson design – highlighting how this understanding helps their learning. |
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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: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All teaching staff to be trained in delivering Sounds~Write</i>	DfE approved synthetic linguistic phonics provider. EEF's Improving Literacy at KS1/KS2. Reducing the Reading Gap (Alex Quigley). Scarborough's Reading Rope.	1
<i>Planned and coherent evidence-based CPD that aims to build long-term learning for staff</i>	EEF Implementation guide and reports into effective literacy and mathematics; Teach Like a Champion (Lemov); Getting Better Faster (Bambrick & Santoyo); Why Don't Students Like School? (Willingham); work of Dylan Wiliam.	1
<i>Curriculum development</i>	Research and professional reading on creating a progressive and ambitious curriculum and ensuring it is delivered effectively: Why Don't Students Like School? (Willingham); work of Dylan Wiliam, Mary Myatt and ReseachEd. Research from Maths No Problem!, White Rose Maths hub, NCETM, Sounds~Write.	1
<i>Quality-first teaching – coaching programme</i>	EEF concluded that <i>'teaching is the most important lever schools have to improve outcomes for their pupils'</i> . Also highlighted in The Great Teaching Toolkit and work by Tharby & Allison (Making Every Lesson Count)	1
<i>Development of subjects leadership through use of 'Teacher Research Groups' focused on mastery teaching and learning</i>	Integrated leadership (including distributed leadership) has been shown to be the most effective form of leadership in developing staff and improving outcomes. Establishing our 'TRGs' has led to 4 of our teachers (36%) being made Trust Lead Teachers in 2019. EEF report recommendations shows mastery learning (+5 months progress) and metacognition & self-regulation (+7 months progress) have a significant impact on outcomes.	1 & 3
<i>Additional Year 6 teacher to allow for smaller classes in order for teaching to be more specific to group's needs, more focused and timely feedback, improved learning behaviours, and 1:1 pupil conferencing.</i>	EEF recommendation reports show targeting improved behaviour can have an average impact of +4 months progress; smaller classes can lead to +2 months additional progress; improved feedback = +6 months additional progress; small group tuition = +4 months additional progress	1, 3, 5

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
<i>Repeated Reader and Precision Teaching interventions</i>	Longitudinal studies and peer-reviewed papers show the effectiveness of these approaches. Success seen using these approaches in previous academic as part of an NPQH project. EEF's Improving Literacy at KS1/KS2. Reducing the Reading Gap (Alex Quigley). Scarborough's Reading Rope.	1
<i>ELSA/pastoral based interventions</i>	ELSA impact reports; In-school case studies based on attendance and academic outcomes; Paul Dix – When the Adult Changes Everything Changes	1, 5
<i>1st Class @ Number2</i>	EEF recommended intervention.	1
<i>Speech and Language support and training – use of WellComm to identify, target and close gaps in language</i>	Alex Quigley's Closing the Vocabulary/Reading Gap; Scarborough's Reading Rope; EEF's effective use of teaching assistants	1
<i>Year 6 .breakfast club; 1:1 / small group tutoring and targeted maths support via Complete Maths Tutor; targeted summer learning</i>	EEF recommendation reports show: improved feedback = +6 months progress small group tuition = +4 months Parental engagement = +4 months One to one tuition = +5 months	1, 2, 3, 5
<i>Use of additional teaching assistant to target pupils in KS1</i>	EEF recommendation reports show: improved feedback = +6 months progress small group tuition = +4 months One to one tuition = +5 months	1, 3

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

Budgeted cost: £ 18,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Create attendance plans to ensure excellent attendance (including regular monitoring of families at risk and the offer of breakfast and/or after-school club)</i>	Maslow's Hierarchy of Needs; Marc Rowland – The Pupil Premium; EEF – Using Pupil Premium	3
<i>All pupil premium pupils offered access to clubs/activities</i>	As above	4
<i>Work with individual families to ensure effective routines at home (to manage either behaviour and/or home-learning)</i>	EEF's Improving Literacy at KS1/KS2. Reducing the Reading Gap (Alex Quigley). Scarborough's Reading Rope.	2, 3, 5
<i>ELSA support</i>	ELSA impact reports; In-school case studies based on attendance and academic outcomes; Marc Rowland – The Pupil Premium; EEF – Using Pupil Premium	5
<i>Access to resources including uniform when needed</i>	Maslow's Hierarchy of Needs; Marc Rowland – The Pupil Premium; EEF – Using Pupil Premium	2, 4, 5

Total budgeted cost: £ 97,145

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.

End of Key Stage 2					
		% of pupils Expected or higher	% of pupils Above	% of pupils where progress from Y2 Sum SAT TA is expected or more	% of pupils where progress from Y2 Sum SAT TA is above expected
Reading	All Pupils	96%	40%	94%	29%
	PP	92%	17%	92%	25%
	Not PP	97%	47%	94%	31%
Writing	All Pupils	81%	19%	92%	17%
	PP	75%	8%	92%	8%
	Not PP	83%	22%	92%	19%
Maths	All Pupils	92%	13%	79%	15%
	PP	83%	0%	92%	0%
	Not PP	94%	17%	75%	19%
RWM Combined	All Pupils	79%	2%		
	PP	67%	0%		
	Not PP	83%	3%		

	Progress		Attainment	
	2021	2022	2021	2022
Pupil Premium - School			67% GLD	50% GLD
Pupil Premium National			TBC	TBC
National average – all pupils			75% GLD	65.2% GLD

Year 1 Phonics Check

	Attainment			
	2019	2020	2021	2022
Pupil Premium - School	80%	67% (78% inc absent pupil)	86%	67%
Pupil Premium National	70%	70% (2019)	70% (2019)	TBC
National Average	82%	82% (2019)	82% (2019)	75.7%

End of Key Stage 1

	2020				2021				2022			
	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
Pupil Premium - School	80% (40% GDS)	80% (40% GDS)	100% (20% GDS)	80% (20% GDS)	33%	33%	44%	22%	75%	75%	75% (13% GDS)	75%
Pupil Premium National (based on 2019 data)	62%	55%	62%						TBC	TBC	TBC	TBC
National average (based on 2019 data)	75%	69%	76%						TBC	TBC	TBC	53.6%

TARGETED INTERVENTIONS

Y2 Maths – 3 children made ave of 6.4 months progress in 3 months; other 3 achieved the expected standard in KS1 SATs.

Y3 maths – 5 children; average 13 months progress in 3 months; only one has moved to the expected standard and the others remain at WTS. Their standardised test scores have improved.

Y5 Maths – mixed impact; 3 children who impacted from it made 11 months progress on average in terms of their math age; 3 others had limited impact but improvement in standardised score of 12ss. All children remain as WTS and further support will be explored for 2022-2023. A bespoke, gaps-focussed tutor programme – Complete Maths – has been explored as a mechanism for closing gaps via in-school and home-learning based learning.

Y2 Reading – on average, children made 19 months progress in their reading age in one academic year.

Y3 Reading - 6/7 children have moved from WTS to EXS for reading; one remains as WTS and requires comprehension focused targeting.

2021-2022 Intended outcome	Success criteria
<p>All children to be reading fluently by the end of KS1 (Year 3 for current cohort based on school closures) – <i>10% pupils, all on SEND register – remain below year group expectations.</i></p>	<ul style="list-style-type: none"> • Children at risk of not meeting this identified (YARC) • Specific gaps in learning identified • Research-based intervention put in place • Intervention reviewed half-terminly and adjusted when necessary
<p>Outcomes at the end of key-stage 2 to be at least in-line with national expectations. <i>All outcomes greatly exceeded national expectations.</i></p>	<ul style="list-style-type: none"> • Children at risk of not meeting this identified • Specific gaps in learning identified • Research-based intervention put in place • Quality of learning behaviours seen in class is excellent (behaviours and routines taught, not told) • Quality-first teaching seen in all classes and teaching (short and long-term) responds to feedback
<p>Exceed national expectations in those achieving Year 1 phonics check. <i>Year 1 phonics check outcomes were just above national expectations.</i></p>	<ul style="list-style-type: none"> • Children at risk of not meeting this identified • Specific gaps in learning identified • Research-based intervention put in place & reviewed regularly • Excellent phonics teaching seen in all classes – <i>this was impacted by a new teacher joining in Jan 2022</i>

Attendance to be at least 97% and persistent absenteeism to be zero.	<ul style="list-style-type: none"> • Children at risk of not meeting this identified • Pastoral worker to work alongside family - specific barriers identified & actions/support put in place • Children enjoy school and speak positively about it
<p>All pupil premium pupils to have access to extra-curricular clubs and sports.</p> <p>All pupils took part in new extra-curricular activities and/or clubs.</p>	<ul style="list-style-type: none"> • Sports leads ensure that all children are prioritised for clubs/sports • Sports leads ensure the families are sign-posted to local clubs

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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.