

## 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	Millbridge
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2022
Date this statement was published	Oct 2021
Date on which it will be reviewed	Jan 2022
Statement authorised by	
Pupil premium lead	Lauren McCaffrey
Governor / Trustee lead	Vic White

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,791
Recovery premium funding allocation this academic year	£17,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23,226
<b>Total budget for this academic year</b>	<b>£205,272</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our objective for our Pupil Premium children is to ensure they have as much chance as their non-PP peers to be successful across the curriculum. We aim to ensure that the gap between PP and non-PP pupils is as narrow as possible.

Our Pupil Premium strategy aims to unpick the pastoral and SEMH support our PP pupils need so that environmental/family barriers are removed/reduced.

A huge priority is to unpick the gaps in learning for PP pupils, that have been created by their past attitudes towards learning/education, persistent absence and/or disruptions caused by Covid 19.

We aim to use the strategy to provide our PP pupils with rich and varied curricular experiences so that they are inspired to achieve and develop ambition.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance/Persistent absenteeism.
2	Environmental factors: families who require multi-agency support, safeguarding incidents/concerns and limited/restricted experiences.
3	SEMH – pupils who lack resilience, self-esteem and struggle with coping mechanisms when faced with challenge/struggle.
4	Gaps in basic skills in both maths and English (i.e. times tables, number facts, punctuation use, phonics/spelling).
5	Limited vocabulary and low levels of literacy including speaking, listening and oracy, which can impact on learning across the curriculum.

## 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
Attendance for PP pupils increases and is broadly in-line with the national average.	<ul style="list-style-type: none"> <li>Attendance for PP pupils to increase from 91% to, at least, 95%</li> </ul>
Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.	<ul style="list-style-type: none"> <li>Persistent absenteeism to decrease significantly from 34%</li> <li>Successful prosecutions are achieved when supportive attendance measures fail</li> </ul>
SEMH for PP pupils who struggle is developed.	<ul style="list-style-type: none"> <li>Behaviour/well-being incidents for key individuals reduced</li> <li>Boxall scores increase (assessments taken when added to pastoral caseload and after intervention has taken place)</li> <li>SNAP profiling demonstrates progress with areas to develop.</li> </ul>
Progress in reading, writing and maths is good for PP pupils.	<ul style="list-style-type: none"> <li>Progress for PP pupils is + from baseline in R/W/M from Year 1 to 6</li> <li>Progress for PP pupils is not significantly different to Non-PP pupils</li> </ul>
Attainment of PP pupils in reading, writing and maths is good.	<ul style="list-style-type: none"> <li>Attainment for PP pupils in Y2 and Y6 in R/W/M is better than in 2019 (Y2: 43/14/50 and Y6: 36/44/52)</li> <li>Attainment for PP pupils is nearer to the 2019 national average in Y2 and Y6 for R/W/M (Y2: 75/69/76, Y6: 73/78/79)</li> <li>The gap between PP and non-PP attainment in Y2 and Y6 is reduced – particularly for Y2 (Y2 average attainment difference: 38%, Y6: 15%)</li> </ul>
PP pupils actively engage with and are challenged by the wider curriculum.	<ul style="list-style-type: none"> <li>PP premium books across the curriculum demonstrate challenge and engagement.</li> <li>More PP are working at an advancing level in Y1/Y3/Y5 and a deep level in Y2/Y4/Y6</li> <li>PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more</li> <li>All PP pupils attend trips and take part in in-house workshops.</li> </ul>

## Activity in this academic year

### Teaching

**Budgeted cost: £95,397**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher at end of to better support progress/catch-up in Y5 and Y6 <b>£39,562</b></p>	<p><i>EEF Teaching and Learning Toolkit – Smaller class sizes:</i></p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption – <i>this is the case in UKS2</i></p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>When a change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p>	<p>1,2,3,4,5</p>
<p>Use of resources to accelerate progress in English:</p> <ul style="list-style-type: none"> <li>• Accelerated Reader (reading comprehension) <b>£3,260</b></li> <li>• Oxford Owl (phonics and reading comprehension) <b>£375</b></li> <li>• MyOn (reading comprehension) <b>£2,500</b></li> <li>• Doodle English <b>£1,500</b></li> <li>• Class sets of books to allow access to the reading spine <b>£3,500</b></li> <li>• Phonics Tracker <b>£900</b></li> <li>• Phonics matched reading books <b>£2000</b></li> </ul>	<p><i>EEF Teaching and Learning Toolkit – Phonics:</i></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>EEF Teaching and Learning Toolkit – Reading Comprehension:</i></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><i>EEF Teaching and Learning Toolkit - Impact of homework:</i></p>	<p>4,5</p>

	<p>Homework (<i>in this case classroom work extended through RR, Doodle English/maths, TT Rockstars and Read Theory</i>) that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning – <i>a range of apps available to pupils intelligently extend learning from the classroom at levels appropriate to the individual – giving immediate feedback along the way.</i></p> <p><i>EEF Teaching and Learning Toolkit – Individualised learning:</i></p> <p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. <b>On average, individualised instruction approaches have an impact of 4 months’ additional progress.</b></p> <p>Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement – <i>this is the approach with the range of apps/digital books available and highlights the need for enough devices for regular pupil access.</i></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil’s attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p>	
<p>Use of resources to accelerate progress in maths:</p> <ul style="list-style-type: none"> <li>• Doodle Maths <b>£1,500</b></li> <li>• TT Rockstars <b>£100</b></li> </ul>	<p><i>See points above relating to individualised learning and homework.</i></p>	<p>4,5</p>

<p>CPD in maths:</p> <ul style="list-style-type: none"> <li>AET training and evaluation support <b>£1000</b></li> </ul>	<p>EEF Teaching and Learning Toolkit – Mastery Approach:</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other’s progress</p>	<p>4,5</p>
<p>Use of devices to allow access to the above apps/sites in school when engagement at home fails:</p> <ul style="list-style-type: none"> <li>iPads (including charge docks, cases, user licenses, cables) <b>£15,000</b></li> </ul>	<p><i>EEF Teaching and Learning Toolkit – Impact of homework:</i></p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils) – <i>we do this through the availability of devices to catch-up with digital tasks set for homework.</i></p> <p>See above point on ‘<i>Individualised Learning</i>’.</p>	<p>2,4,5</p>
<p>Use of resources/strategies to accelerate progress across the wider curriculum:</p> <ul style="list-style-type: none"> <li>Depth of learning <b>£485</b></li> <li>Kirklees Books Plus Package to allow access to resources/artefacts <b>£1,715</b></li> <li>Lego We Do (computing) <b>£1,000</b></li> <li>Curriculum linked resources linked to fact-files <b>£3000</b></li> <li>Subject Leadership time to develop standards/provision across the curriculum: <b>£2000</b></li> </ul>	<p>EEF Teaching and Learning Toolkit – Mastery Learning:</p> <p>Core components of the mastery approach that schools should be careful to implement include:</p> <ul style="list-style-type: none"> <li>Effective diagnostic assessment to identify areas of strength and weakness – <i>DoL does this</i></li> <li>Carefully sequencing topics so that they gradually build on foundational knowledge – <i>LTPs/Fact-files ensure this</i></li> <li>Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next – <i>DoL ensures this</i></li> <li>Additional support for pupils that struggle to master topic areas – <i>DoL unpicks gaps and fact-files plan to recover prior learning</i></li> </ul>	<p>2,4,5</p>
<p>Offset costs of trips and visits linked to the curriculum/long term plan:</p> <ul style="list-style-type: none"> <li>Cost of visitors to school to avoid additional requests for money from parents <b>£2,000</b></li> </ul>		<p>2,5</p>

<ul style="list-style-type: none"> <li>• Cost of trips out (including residential) when PP families need support to afford <b>£6,000</b></li> </ul>		
<p>Use of resources to develop continuous provision from EYFS into Y1 <b>£8,000</b> (already spent as part of beginning of year order – payback needed into general EdSup budget)</p>	<p><i>Piaget – 1952 (referenced by Early Excellence):</i> describes four distinct periods of development, ranging from birth through to adulthood. The preoperational stage runs from 2 – 6 years and is the period during which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences. It is not until around the age of 7 that major developmental changes take place.</p> <p>Provision in KS1 can be perceived as low level and lacking in challenge. However, when well-planned and linked not only to the interests of children but also carefully aligned to the demands of the National Curriculum, we can provide increasingly challenging and valuable learning opportunities throughout both Y1 and 2, enabling children to revisit and embed skills and knowledge whilst continuing to strengthen the effective learning behaviours they had when they left Reception.</p>	<p>3,4,5</p>

## Targeted academic support

**Budgeted cost: £38,697.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Academic Mentor x 2 (one already employed/eligibility for another): 5% of 19k salary + on-costs <b>£7,000 x 2 = £14,000</b></p>	<p><i>EEF Teaching and Learning Toolkit – Mentoring:</i> Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes – <i>Our mentor was recruited from the DfE Academic Mentoring Program – structure and training are key.</i></p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low</p>	<p>3,4,5</p>

	<p>expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Additional care should be given to the recruitment of reliable mentors when interventions are being used to support disadvantaged pupils – <i>we worked very closely with Randstad/Teach First to find the right fit for our pupils.</i></p>	
<p>Use of School-led tutoring (primarily UKS2 – Y5/Y6) £17,550: 13,162.50 DfE + <b>4,387.50 (25%contribution)</b> <b>1,400 (top-up to extend hours)</b></p>	<p><i>Small group tuition   EEF</i> (educationendowmentfoundation.org.uk)</p>	3,4,5
<p>SEND resourcing:</p> <ul style="list-style-type: none"> <li>• SNAP SpLD profiling and interventions <b>£205</b></li> <li>• Assessment tools/CPD <b>£1500</b></li> <li>• Pebbles <b>£125</b></li> <li>• Additional Ed Psych support <b>£3000</b></li> <li>• Additional SALT support <b>£2000</b></li> <li>• Play therapy <b>£3600</b></li> </ul>	<p><i>EEF SEN in mainstream schools – summary of recommendations:</i></p> <p>Create a positive and supportive environment for all pupils, without exception - ensure all pupils can access best teaching.</p> <p>Build an ongoing, holistic understanding of pupils and their needs – use the graduated response, and regular assessment. Make use of the information collected.</p> <p>Complement high quality teaching with carefully selected small-group and 1:1 intervention.</p>	4,5
<p>Use of the Lightning Squad (reading intervention) <b>£2500</b></p>	<p><i>EEF Teaching and Learning Toolkit – Small group tuition:</i></p>	4,5
<p>Use of SATs Companion – Y6 SATs support <b>£500</b></p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	
<p>Use of Pegs to Paper – pre-writing intervention <b>£480</b></p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p>	
<p>Exploration of other intervention packages/support (to be unpicked as more data is available/used as a contingency for variance with other plans): <b>£5000</b></p>	<p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	

## Wider strategies

**Budgeted cost: £71,146**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that the Pastoral Team are focussed on targeting key PP pupils with additional support and intervention to support their SEMH: Proportion of salary linked to PP pupils on caseload (80%) Head of Inclusion <b>£27,000</b> Learning Mentor <b>£19,000</b></p>	<p><i>EEF Teaching and Learning Toolkit – Social and emotional learning:</i> Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1,2,3,4</p>
<p>Use of resources to support provision for supporting SEMH needs: Pastoral resources:</p> <ul style="list-style-type: none"> <li>• Sensory resources <b>£2000</b></li> <li>• Resilience interventions - Books/journals (i.e. Hidden Chimp/You are Awesome) <b>£1000</b></li> <li>• SNAP behaviour profile/interventions <b>£205</b></li> </ul>	<p><i>EEF Teaching and Learning Toolkit – Impact of behaviour interventions:</i> The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>2,3,4</p>

<ul style="list-style-type: none"> <li>• Boxall user credits <b>£500</b></li> <li>• Gross/fine motor skills resources <b>£1000</b></li> <li>• Resources to revamp the pastoral space <b>£3000</b></li> <li>• Councillor support <b>£2000</b></li> </ul>		
<p>Support with attendance procedures given volume of caseload:</p> <ul style="list-style-type: none"> <li>• 1 day per week Band D Point 17 <b>£4,141</b></li> <li>• 1 day pay per week for admin support Band C Point 6 (temp adjustment) <b>£3,800</b></li> </ul>	<p><i>DfE Improving school attendance: support for schools and local authorities: principles underpinning an effective whole school strategy for attendance:</i></p> <ol style="list-style-type: none"> <li>1. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences.</li> <li>2. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.</li> <li>3. Every member of staff should know and understand their responsibilities for attendance.</li> <li>4. Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups.</li> <li>5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.</li> </ol>	1
<p>Continuation of the National Breakfast Program – funding for the Summer Term <b>£1000</b></p>	<p><i>Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology:</i></p> <p>The positive effects of breakfast consumption on cognitive function tended to be stronger in children who were undernourished. Habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast more regularly have better school grades and achievement</p>	2,3

	test scores. We also found a positive effect of breakfast on on-task behaviour in the classroom.	
Purchasing of Uniform/sports kit to offset costs for PP families who need support <b>£1,500</b>		2
Provision for wider experiences/treats: <ul style="list-style-type: none"> <li>• Discos/class parties <b>£3,500</b></li> <li>• Xmas pressie (book each) <b>£1,500</b></li> </ul>	A large proportion of our pupils do not own books, nor do they have the opportunity to host/attend parties/celebrations etc. We feel this is highly beneficial for their social/emotional development – and their happiness.	2

**Total budgeted cost: £95,397 + 38,697.50 + 71,146 = £205,240.50**

## 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.

#### **Behaviour for learning:**

Children are ready to learn in class without the need for intervention: learning walks, observations and deep dives found that pupils were calm, respectful and ready to learn. There was a small exception with a small group of Y6 boys. Passive learning was still evident on occasion.

Number of incidents of pupil escalation is reduced: serious behavioural incidents significantly reduced.

Surveys show that children are happy coming to school: children, when asked as part of pupil discussions during QA activities, said they felt safe and were happy in school.

#### **Reading:**

Star Reader demonstrates an increase in ZPD for PP pupils.

		Baseline	Year End
Y2	Reading age	6:06	7:04
	Scaled score	111	207
Y3	Reading age	7:03	8:01
	Scaled score	198	301
Y4	Reading age	7:07	8:06
	Scaled score	239	350
Y5	Reading age	8:07	9:04
	Scaled score	353	446
Y6	Reading age	9:01	9:07
	Scaled score	412	476

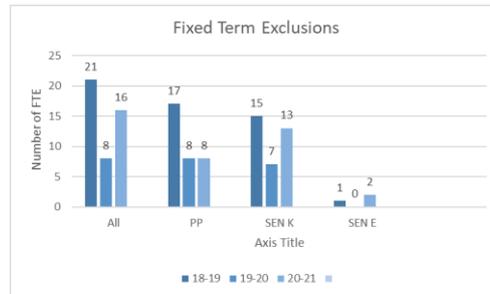
**Attendance:**

Absence – 8.1% down to 4.7% or less (national average 2019): 9%

Persistent absence - 41% down to 10.9% or less (national average 2019): 34%

**Exclusions:**

A significant reduction in the number of exclusions in total. A reduction in the % of exclusions being PP pupils (internal/fixed-term/PX).



**Attainment/progress:**

*The gap to narrow between the achievement (RWM) of PP pupils and non-PP pupils:*

- KS1 still a 38% difference between PP and non-PP on average across subjects
- KS2 15% difference between PP and non-PP pupils on average across subjects – this gap has narrowed.

Progress figures in RWM to be broadly in line with non-PP (school based data):

- PP pupils made more progress from baseline in RWM than non-PP in KS2
  - M = PP +42%, non-PP +19%
  - R = PP +40%, non-PP +33%

**Experiences:**

To ensure children are exposed to the world beyond their classroom, PP pupils in each year group to have experienced:

- **At least 2 curricular trips** – not possible due to Covid restrictions
- **At least 2 extra-curricular experiences** – digital Panto/virtual assemblies with outside agencies
- **All 'possibilities' (career/job links) mapped** out across the new curriculum are shared and children can talk confidently about these – these were a focus

Content in Fact Files is taught well and pupils know more and remember more: significant progress has been made with the intent and implementation of the curriculum.

At least 2 inspirational/aspirational visitors: Covid meant this was not possible.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*