# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Primary Academy |
| Number of pupils in school | |
| Proportion (%) of pupil premium eligible pupils | 49.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024-2027 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | February 2026 |
| Statement authorised by | Lauren McCaffrey |
| Pupil premium lead | Rhona Pleasant |
| Governor / Trustee lead | Vic White |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £195652 + £31525 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | **£227,177** |

# Part A: Pupil premium strategy plan

## Statement of intent

At Millbridge, our intention is that all pupils, regardless of their background or the challenges they may face, make good progress and achieve well across the curriculum. We aim to support pupils who are experiencing disadvantage to progress well, including pupils who are already achieving well.

We have considered the challenges and barriers that our disadvantaged pupils are facing, including those families who are being supported by a social worker, pupils who struggle with attendance and punctuality, and pupils who struggle with SEMH needs.

Our pastoral team are a key driver in our strategy for pupil premium pupils. The team support teachers to develop pupils' (and families') emotional welfare, and to support families in accessing support with finances, basic provisions, housing, extra-curricular clubs, and health. The team are a real strength of the school and go 'above and beyond' for all of our families.

High quality teaching is at the heart of our strategy, and with a clear focus on this in previous years, our results for disadvantaged pupils (as well as non-disadvantaged pupils) have improved dramatically. We have focused heavily in previous years on closing the gaps in learning caused by the impact of COVID and have improved our school results significantly. We want to maintain these results, as well as make further improvements so the gap between disadvantaged and non-disadvantaged pupils decreases further. There will continue to be a clear focus on basic skills (phonics, basic numbers facts, letter formation and fluency) this year to support pupils in knowing more and remembering more.

Our strategy also focuses on improving pupil attendance, particularly those from disadvantaged backgrounds who are persistently absent. 33% of our disadvantaged pupils were persistently absent last year and we are focusing on improving this figure significantly.

## Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Persistent absenteeism is high, particularly for our disadvantaged pupils<br>The national average for persistent absenteeism is around 15% in primary schools – our PA figure for 23-24 was 24% - for DA pupils this increased to 33%. This was despite robust absence procedures and intensive high-quality family support. |
| 2 | Gaps in basic skills in both maths and English (i.e. times tables, number facts, punctuation use, phonics/spelling, letter formation) pose a barrier for some DA pupils.<br>Some children at the end of KS2 struggled to achieve the expected standard in writing due to gaps in basic skills – meaning that the combined figure was 59% - although DA pupils did better (combined = 63% the focus on basic skills will see DA pupils be even more successful.<br>There are challenges in LKS2 in relation to catching pupils up with the foundational building blocks in English and Maths. They need to make accelerated progress to be successful by the end of KS2. |
| 3 | SEMH pupils lack resilience, struggle with their self-esteem and struggle with coping mechanisms when faced with challenge/struggle.<br>Although behaviour incidents are few and suspensions are rare, over 75% of pastoral caseload is made up of DA pupils.<br>Over 80% of SG caseload are DA pupils. |
| 4 | There is limited vocabulary and low levels of literacy from starting points - including speaking, listening and oracy, which can impact on learning across the curriculum.<br>In EYFS, around 30% (13% DA) of pupils enter school with any mathematical understanding and only around 25% (0%) with any reading/writing ability. All pupils, particularly DA pupils, rapidly make progress, by their incredibly low starting points face teachers with significant challenge. |
| 5 | Environmental factors: Many DA families require multi-agency support, safeguarding incidents/concerns and limited/restricted experiences.<br>60% of families who require Early Help are DA<br>66% of families receiving CIN support are DA<br>100% of CP caseload are DA families |

## 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 |
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| Attendance for all pupils increases to be in line with National average figures. | • Attendance of disadvantaged pupils increased from 89.6% to 92%. |

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| Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average. | • Persistent absenteeism of disadvantaged pupils to decrease significantly from 33% to 25%.<br>• Disadvantaged punctuality figures improve from 6.8% to 4%. |
| Disadvantaged pupils' mental health improves, and they demonstrate higher levels of resilience and the use of coping mechanisms. | • Pupil surveys indicate that 70% of pupils agree with the statement 'My school encourages me to look after my emotional and mental health'.<br>• Staff surveys indicate that staff feel that 70% of pupils from disadvantaged background are using coping mechanisms when they are dysregulated.<br>• Suspensions and behavioural incidents involving crisis/dysregulation remain low as pupils are very well supported. |
| Outcomes for PP pupils in reading, writing and maths is good. | • Attainment for PP pupils in Y2 and Y6 in R/W/M is 50% combined.<br>• Y1 PSC score is in line with or above National figures (2023-79%). |
| PP pupils actively engage with and are challenged by the wider curriculum. | • At least 60% of students to agree that "I take part in school activities outside of lessons, like clubs, sports, music and art"<br>• 70% to agree "My school encourages me to look after my physical health." |

# Activity in this academic year

## Teaching

Budgeted cost: **£93,702.81**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional teacher at end of- to better support progress/catch-up in Y5 and Y6<br>**£44866.78** | *EEF Teaching and Learning Toolkit – Smaller class sizes:*<br>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 – *this is the case in UKS2* | 1,2,3,4 |

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| Additional coaching/mentor support for teachers across the curriculum –<br><br>2 x TLR2 – **£6,000**<br>1 x TLR3 - **£1,500**<br><br>TA/HLTA to support cover- 2 days HLTA cover (TA temporary uplift)- **£12,606.05**<br><br>Subject Leadership time cover- ½ day per subject per teacher per half term **£3000**<br><br>Cover for CPD/Coaching sessions **£3000** | *EEF Model of Implementation (2024)* – focuses on the need to create an action plan and then prepare for its delivery – we need additional leadership capacity to ensure that aims for accelerating pupil progress across the curriculum can be achieved.<br><br>*EEF Model of Implementation (2024) focuses on the needs to develop systems and structures that support implementation. In order for staff to be successful in their subject leadership, they need time to review their subject and create appropriate actions.* | 2, 3, 4 |
| Use of resources to accelerate progress in English:<br>• Accelerated Reader **£2605.08** *per year (for 3 years from Sept 2023)*<br>• Little Wandle- book top ups and annual subscription **£2000**<br>• Books to supplement library **£2000**<br>• Reading Cloud- **£603**<br>• Books to supplement whole class readers- **£1000**<br>• New Reading Spine books - **£5000**<br>• Testbase- **£391**<br>• Reading Cloud- **£524.60**<br>• Harper Collins online library- **£300** | *EEF Teaching and Learning Toolkit – Phonics:*<br>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.<br><br>*EEF Teaching and Learning Toolkit – Reading Comprehension:*<br>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. | 2,4,5 |
| Use of resources to accelerate progress in maths:<br>• Doodle Maths- **£2106** (renewal February 2024<br>• TT Rockstars- **£186** (renewal January 2024)<br>• White Rose Maths- **£412.80** | *As above.*<br>*EEF Teaching and Learning Toolkit - Impact of homework:*<br>Homework *(in this case classroom work extended through RR, Doodle English/maths, TT Rockstars and Read Theory)* that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning *– 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.* | 1,2,3,4,5 |

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| Use of resources/strategies to accelerate progress across the wider curriculum:<br>• Sing Up subscription- **£270**<br>• Kapow subscription- **£1292**<br>• Get Set 4 PE- **£525.50**<br>• Digi Maps- **£117** | EEF Teaching and Learning Toolkit – Mastery Learning:<br>Core components of the mastery approach that schools should be careful to implement include:<br>• Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next.<br>• Carefully sequencing topics so that they gradually build on foundational knowledge – *new LTP and MTPs ensure this.* | 2,3,4 |
| Offset costs of trips and visits linked to the curriculum/long term plan: **£3000**<br><br>Curriculum linked resources: **£4000** | | 2,5 |

## Targeted academic support

Budgeted cost: **£37548.64**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| SEND resourcing:<br>• SEND TA **£23715.07** (1:1 support/intervention)<br>• SNAP SpLD profiling and interventions **£219**<br>• Play therapy **£6000 (17 pupils 6 x week blocks.**<br>• SEND Widgit **£210.27**<br>• Dyslexia Screener- **£200.30**<br>• Wellcomm- **£204** | *EEF SEN in mainstream schools – summary of recommendations:*<br>Create a positive and supportive environment for all pupils, without exception - ensure all pupils can access best teaching.<br>Build an ongoing, holistic understanding of pupils and their needs – use the graduated response, and regular assessment. Make use of the information collected.<br>Complement high quality teaching with carefully selected small-group and 1:1 intervention. | 1,2,3,4,5 |

## Wider strategies

Budgeted cost: **£96,418.37**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Ensure that the Pastoral Team are focussed on targeting key PP pupils | *EEF Teaching and Learning Toolkit – Social and emotional learning:* | 1,3,5 |

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| with additional support and intervention to support their SEMH:<br>Proportion of salary linked to PP pupils on caseload (80%)<br>Head of Inclusion **£31656.60**<br>Pastoral Support Worker **£31495.70**<br>**Attendance support worker- £23715.07** | 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.<br>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.<br>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.<br>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.<br>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. | |
| Attendance rewards- **£1000**<br><br>Arbor Text Message service- **£2000** | *EEF Supporting School Attendance: build a culture of community and belonging for pupils.*<br>We are adopting a positive approach to 'hooking' pupils into school by creating a clear sense of belonging. Part of this is to reward good attendance and to create a sense of competition amongst the classes.<br><br>We want to extend this to parents as well by communicating frequently about the positive attendance trends and providing frequent prompts. | 1,3,5 |
| Use of resources to support provision for supporting SEMH needs:<br>Pastoral resources:<br>• Boxall user credits **£325**<br>• SNAP Behaviour **£200** (renewal February 2025)<br><br>CPD/other resources: **£7000** | *EEF Teaching and Learning Toolkit – Impact of behaviour interventions:*<br>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. | 1,3,5 |
| Continuation of the National Breakfast Program – funding for the Summer Term<br>**£1226** | *Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology:*<br>The positive effects of breakfast consumption on cognitive function tended | 1,2,3,4,5 |

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| | 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 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<br>**£1000** | A large proportion of our families need financial support with uniform and sports kits. | 1, 3, 5 |
| Provision for wider experiences/treats:<br>• Discos/class parties<br>• Xmas pressie (book each)<br>**£1000** | 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. | 1, 3, 5 |

## Total budgeted cost:

## = £226,669.92

**Teaching (£93,702.81) + Targeted Support (£36,548.64) + Wider Strategies (£96,418.37)**

# 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 2025-2026.

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| **Attendance for all pupils increases to be in line with National average figures.**<br>• **Attendance of disadvantaged pupils increased from 89.6% to 92%.**<br>Attendance figures for PP pupils for 25/26 is 92.73%, which is a huge increase from 89.71%.<br>National Disadvantaged figures for 25/26 was 89.13%.<br>• **Persistent absenteeism of disadvantaged pupils to decrease significantly from 33% to 25%.**<br>Disadvantaged PA last year was 19.15%.<br>**Disadvantaged punctuality figures improve from 6.8% to 4%.**<br>Disadvantaged lates 6.31%.<br>We have amended our roles and responsibilities around Golden Hour to ensure there is more impact for late pupils. Key families have had a meeting with SLT and expectations have been shared. |
| **Disadvantaged pupils' mental health improves, and they demonstrate higher levels of resilience and the use of coping mechanisms.**<br>• **Pupil surveys indicate that 70% of pupils agree with the statement 'My school encourages me to look after my emotional and mental health'.**<br>80% of pupils reported feeling happy at school. The pupil survey questions have changed.<br>• **Staff surveys indicate that staff feel that 70% of pupils from disadvantaged background are using coping mechanisms when they are dysregulated.**<br>90% of staff said that pupils are safe at this school<br>86% said school deals with behaviour effectively.<br>• **Suspensions and behavioural incidents involving crisis/dysregulation remain low as pupils are very well supported.**<br>Suspension rate 0.41. National is 11.31, 2.47 for Primary schools. |
| **Outcomes for PP pupils in reading, writing and maths is good.**<br>• **Attainment for PP pupils in Y2 and Y6 in R/W/M is 50% combined.**<br>PP Year 2 combined- 67%<br>PP Year 6 combined- 71%, this is above National figures.<br>• **Y1 PSC score is in line with or above National figures (2026-82%)**.<br>Year 1 phonics- 86%<br>PP Year 1 phonics- 88% |
| **PP pupils actively engage with and are challenged by the wider curriculum.**<br>• **At least 60% of students to agree that "I take part in school activities outside of lessons, like clubs, sports, music and art" .** |

80% of pupils agree with the statement. There has been a significant improvement in the offer of clubs in terms of quantity and quality.

- **70% to agree "My school encourages me to look after my physical health."**

95% of pupils agree with that statement. Behaviour and relationships are strong in school.

## Further information (optional)

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| *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.* |