



PUPIL PREMIUM 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	Millfields Community School
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Betsworth
Pupil Premium Lead	Jane Betsworth
Governor Lead	Ben McMullen

Funding Overview

1	Detail	2	Amount
	Pupil premium funding allocation this academic year		£190,990
	Recovery premium funding allocation this academic year		£21,223
	Pupil premium funding carried forward from previous years		£0
	Total budget for this academic year		£212,213

Pupil Premium strategy plan

Statement of intent

- We ensure that teaching and learning opportunities meet the needs of and actively include all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to reducing class/group sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil Premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap for socially disadvantaged pupils.



Challenges

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils.
2	Ensuring that the quality of teaching in all phases is excellent.
3	Ensuring that interventions are having a direct and sustained impact.
4	Ensuring that strategies to manage behaviour, attendance and punctuality are impacting well on vulnerable families.
5	Addressing the impact of COVID 19. The loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standards.
6	Supporting parents of some of our disadvantaged pupils who lack the confidence to support their children with learning at home.
7	Organising specialist provision for pupils in receipt of the Pupil Premium Grant who have low self-confidence and difficulty in regulating their emotions as this acts as a barrier to their educational success.
8	Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

Whole school key priorities:

1. To ensure that all children are given appropriate and positive opportunities to develop and enhance their learning in an inclusive environment, with a particular focus on children who have English as an additional language (EAL)
2. To better develop oral communication for all learners, so that all pupils can demonstrate understanding, express feelings and ask questions
3. To further develop staff pedagogy around differentiation and embed strategies within whole class teaching and small group teaching, to ensure that all learners have every opportunity to succeed
4. To enhance the organisation and provision of phonics and reading for pupils in EY and KS1 in order to secure excellent progress and outcome and to develop a rigorous CPD programme for staff
5. To address areas for development in Maths learning, particularly maths journaling, tackling mis-conceptions, understanding prior knowledge and providing appropriate challenge
6. To further develop the intent, implementation and impact of additional support and interventions and develop appropriate and effective systems for tracking the progress of SEND pupils overtime so that leaders can show the impact of the enhanced and additional provision
7. To continue to review the intent, implementation and impact of the curriculum provision, to ensure cultural competence and capital, experiential opportunities, outdoor learning experiences, educational visits and the creative arts are embedded
8. To ensure the PSHE curriculum is developed to include the specific teaching of mental health and first aid and the programme is timetabled and organised to clarify coverage and expectations

Intended outcome	Success criteria
Attainment of disadvantaged pupils is at least in line with and in many cases exceeds national averages	<ul style="list-style-type: none"> ● % of pupils reaching expected standard in comparison to other pupils nationally. Achievement of disadvantaged pupils across school in comparison to all pupils nationally. ● Progress of identified disadvantaged pupils reaching the higher standard because of intervention ● Phonics check data for disadvantaged pupils is above that of all pupils nationally. ● Multiplication tables check data for disadvantaged pupils is above that of all pupils nationally
Improved attendance Reduced persistent absence	<ul style="list-style-type: none"> ● Reduction in persistent absence for PPG and/or SEND group ● Attendance data analysis at half-termly pastoral meetings shows figures for disadvantaged pupils above 96%
Emotional wellbeing being of pupils in receipt of the pupil premium grant is supported using in-school therapeutic services	<ul style="list-style-type: none"> ● Good progress for target groups in reading, writing and maths ● S&L therapy reports indicate impact. ● Therapy reports indicate impact. ● Feedback reports from ELSA measuring intervention and impact
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language and communication.	<ul style="list-style-type: none"> ● Experiences and visitors planned for all pupils across the year ● Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate experiences that are not provided within the home environment
To ensure a high degree of engagement and opportunity for parents through workshops, enrichment and school oracy/social projects.	<ul style="list-style-type: none"> ● Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching

Budgeted cost: £ 86,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A language rich environment and improved oracy</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021).</p> <p>Within the school context, the specific investment of training Teaching & Learning Assistants to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need</p>	<p>1, 5, 6, 8</p>
<p>Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEND, EAL and More Able</p> <p>Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points</p>	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).</p>	<p>1, 2, 3, 4 , 5, 6, 7, 8</p>
<p>Daily reading -class teaching and interventions that lead to rapid progress</p>	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p>	<p>1,2, 5, 7</p>
<p>All appropriate staff trained in whole school approach to phonics</p>	<p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report 2011)</p>	<p>1, 2, 3, 4, 7, 8</p>

Teaching & Learning Assistant training programme to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021	1, 2, 3, 5
Home reading books and topic book resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).	1, 2, 3
Online learning programmes including: Maths Whizz – Maths, TT Rock Stars -Maths; LanguageNut -vocabulary, *programme/intervention for PPG pupils -home learning access (across the school)	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Evaluation of the impact of home learning access during closure/partial closures, demonstrated an uptake of, on average, 90% across an 8 -12 week period.	1, 3, 5, 6

Targeted academic support (e.g. tutoring, one-to-one support structured interventions)

Budgeted cost: £ 57,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF reports that this can have an impact of 4 months across a year, (EEF 2021).	1, 2, 3, 4

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

Budgeted cost: £ 68,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic services to support vulnerable pupils with their emotional well-being.</p> <ul style="list-style-type: none"> • <i>group-based therapy sessions</i> • <i>social skills group therapy sessions</i> <p><i>Therapy services</i></p> <ul style="list-style-type: none"> • <i>1:1 weekly therapy session</i> 	<p>Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).</p>	<p>3, 5, 6, 7</p>
<p>Enrichment activities.</p> <p><i>Workshops, trips and outings to enhance the curriculum including Residential trip</i></p>	<p>The EEF, consider evidence based research unpicking the ‘enriching’ of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.</p>	<p>7, 8</p>
<p>Continue to increase parental engagement and therefore improved attendance</p>	<p>Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance.</p> <p>Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015).</p>	<p>6, 8</p>
<p>Lead behaviour Professional work</p> <ul style="list-style-type: none"> • <i>playground mentoring e.g. peer mediators and Peace Corps</i> • <i>transition support</i> • <i>parental engagement</i> • <i>mentoring sessions</i> • <i>Boys’ group</i> • <i>Social skills group</i> 	<p>Learning mentors/Lead Behaviour Professionals are effective in promoting pupil motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons (UoC, 2017).</p> <p>EEF Improving Behaviour in Schools identifies 3 months plus of behaviour interventions are effective and benefit all pupils in the classroom by ensuring a maintained purposeful learn</p>	<p>1, 5, 7</p>

Parent workshops and drop-ins	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).	6, 8
Re-engagement Unit to support vulnerable pupils with their emotional well-being and to reduce exclusions.	The Re-engagement Unit team supports school staff -individuals and the whole team, so support children with emotional and behavioural issues that are preventing their learning. The aim is to equip the child with strategies to manage their own behaviour and engage with their learning.	1, 5, 7
Part funded After-school Club and Breakfast Club for pupils on FSM	Improved “school readiness” for all PPG pupils. Pupils fed and ready for learning through Breakfast Club attendance monitoring. Improvement in punctuality for targeted pupils. Improvement in social skills	7, 8
Additional Music tutor hours to support children on FSM	Monitor numbers of PP pupils offered the opportunity and the take up of music tuition. An increase in the number of PP pupils learning to play a musical instrument and have access to playing in an ensemble in school.	7, 8

Total budgeted cost: £ 212,213

Additional work & projects



We are also lucky to be part of an amazing creative project funded and organised by advertising agency [Wieden and Kennedy](#) and [Self Space](#) that aims to to enrich and enhance the wider curriculum offer for pupils in receipt of pupil premium grant in Years 4-6. ‘Forever Curious’ helps foster creativity where it is most needed - in some of our most vulnerable children.

'Forever Curious' is a three-year programme that matches W+K staff and school children to develop creativity and human connection. 'Forever Curious' develops confidence, celebrates creativity and promotes human connection. It marries schools and the creative industry in an authentic and meaningful way.

Every child works with a buddy from the agency, who is equally engaged in the creative process. Each phase has a school assembly, a workshop day full of creative activities and exciting experiences and the work is curated and celebrated in a public exhibition. The process shows everyone involved that they matter and what they produce is valuable.

Project Aims

- To share creative thinking and ideas between children and adults in creative industries in a safe, structured way
- To excite and develop participants curiosity and appetite for creativity
- To learn from each other through sharing workshops that are creative, inspiring, fun and collaborative
- To develop a learning tool for schools, families and creative industries that is unique and useful in inspiring Creativity

Learning Outcomes

- Enhanced Creative thinking
- Teamwork skills nurtured
- Confidence and Self Esteem raised
- learning from each other whilst engaging in a range of creatively broad activities that develop learning and awareness on many levels
- Validation of Creative ideas and thinking
- Speaking and listening skills enhanced
- Thinking, planning and executing skills developed
- Monitoring & evaluating skills enhanced



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.

Due to COVID 19 partial school closures, statutory data submissions for 2020 - 2021 are not available. The changes to educational provision during this year means our use of the funding has been adapted to meet pupil needs whilst maintaining the principles outlined in the plan. During the partial closure, steps were taken to ensure that barriers to learning continued to be a focus including vulnerable pupils, and in particular those with SEND and other additional needs attending school; and ensuring accessibility to home learning resources and family support through twice weekly contact either via telephone, online call or home visit, for those identified as highly vulnerable.

In specific identified groups, case study monitoring is in place with identified interventions to ensure pupils catch up quickly.

Typically, children receiving small group intervention made the expected progress in the core subjects. Focussed, in person and online booster sessions/ interventions for disadvantaged pupils resulted in good or better end of year outcomes.

Therapeutic support sessions provided by in school and online services have been accessed by disadvantaged pupils including play or art therapy, talk time sessions, occupational therapy and

additional speech and language support. Families have benefitted from advice and support through additional workshops and interventions organised by the school, resulting in continued engagement with school despite partial closures. This is demonstrated by attendance at virtual drop in sessions, technology support and homework coaching.

A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context including cross curricular library books, chess lessons, WOW trips and online learning platforms e.g. Maths Whizz

Attendance for all pupils for the year 2020-21 was higher than the national average at 96.6% for the year, and PPG pupils attendance was 95.1%.

**Data collection, analysis and evidence of progress and attainment from internal assessments, for specific identified individuals and groups of pupils, will be added in due course.*

