

# Pupil premium strategy statement – Millhouse Primary School 2020/21

1. Summary information					
School	Millhouse Primary School				
Academic Year	2020-21	Total PP budget	£48,040	Date of most recent PP Review	
Total number of pupils	119 (October census 2020)	Number of pupils eligible for PP	28 (October census 2020)	Date for next internal review of this strategy	January 2021

2. Current attainment		
Key Stage 2 results 2018:	<i>Pupils eligible for PP (4 pupils-disadv)</i>	<i>All pupils nationally</i>
% achieving in reading, writing and maths	25%	64%
% achieving expected standard in reading	50%	75%
% achieving expected standard in writing	25%	78%
% achieving expected standard in maths	50%	75%
Key Stage 2 results 2019:	<i>Pupils eligible for PP (7 pupils-disadv)</i>	<i>All pupils nationally</i>
% achieving in reading, writing and maths	71%	64%
% achieving expected standard in reading	71%	75%
% achieving expected standard in writing	71%	78%
% achieving expected standard in maths	71%	75%
<b>No published data 2020 – Covid-19</b>		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills in Reception are historically lower on entry for pupils eligible for PP than for other pupils. This slows reading/ writing progress in subsequent years.
<b>B.</b>	Lower percentage of higher ability pupil premium children gained greater depth/ higher scaled scores at KS1 and KS2 compared to PP children nationally.
<b>C.</b>	PP children achieved lower than national results in reading (2019 data). Their progress score was lower than their non-disadvantaged peers in school. (2016 - 2018 data)
<b>D.</b>	PP children achieved lower than national results in writing. No disadvantaged pupils achieved greater depth in writing at KS1 or KS2 (2019 data).

<b>E.</b>	Need to develop resilience skills/ growth mindset approaches to boost attainment across school for all groups of pupils including PP children.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Attendance rates for pupils eligible for PP are below non PP pupils and below school target of 96.5%. This reduces their school hours and causes them to fall behind on average.	
<b>G.</b>	Consistent levels of parental engagement needed for all groups of pupils (including support with remote education).	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for PP in Reception class/ Year 1.	Pupils eligible for PP in Reception/ Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. Measured in internal assessments and end of Key Stage statutory assessments. PP pupils from different starting points make comparable progress to their non-disadvantaged peers.
<b>C.</b>	Improved attainment in reading for pupils eligible for PP funding.	Attainment in reading for PP pupils is in line with national. Progress of PP children matches progress of non-PP children in school.
<b>D.</b>	Improved attainment in writing for pupils eligible for PP funding.	Attainment in writing for PP pupils is in line with national. Progress of PP children matches progress of non-PP children in school.
<b>E.</b>	Improved learning behaviours impact positively on attainment for all pupils, including disadvantaged.	Raised attainment for PP children across school measured in internal assessments and end of Key Stage statutory assessments
<b>F.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to above school target 96.5%.
<b>G.</b>	Increased parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning.	Attendance of parents of PP pupils at school events matches non-PP family attendances. Consistent support with home learning reflected in pupil engagement/ completion of home learning tasks (including during any future self-isolation/ lock-down period).

## 5. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
Higher rates of progress across EYFS, KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.	<p>High quality staff CPD in order to improve access to outstanding teaching (inc. further reciprocal reading training/ phonics training/ further talk for writing training/ visits to other schools/ EYFS practice/ coaching – release of school staff to monitor and support teaching in key areas)</p> <p>Purchase of assessment resources to support accurate assessment for learning (includes tests, assessment system and test support materials) Staff release to evaluate and complete pupil premium provision mapping termly / participate in pupil progress meetings</p> <p>1:1 tutoring using catch up funding (topped up using pupil premium funding)</p>	<p>All pupils receive quality first teaching – research shows disadv. pupils benefit most.</p> <p>Important to monitor and evaluate PP pupils progress and attainment closely to ensure gaps are narrowing/ pupils are making comparable progress to their non-disadvantaged peers.</p> <p>EEF research highlights effective strategy. DFE funded approach to close gap in attainment formed during Covid-19 school closures.</p>	<p>Courses selected using evidence of effectiveness. Use INSET days/ staff meeting time to deliver training. Drop ins after CPD to ensure training embedded. Release time for staff to coach others.</p> <p>Termly monitoring of outcomes. Pupil progress meetings held – pp groups focused upon within these. Monitoring of provision maps reflect appropriate interventions based on assessments.</p> <p>Close working of tutor with teacher to ensure appropriate provision. More regular monitoring of outcomes (half-termly).</p>	<p>KG/MR</p> <p>SC – English JB – phonics/EYFS</p> <p>KG/MR</p> <p>KG/MR</p>	<p>EYFS – 2 disadvantaged pupils. Good progress from starting points. ½ (50%) achieved GLD. Phonics – 100% of all Y1 pupils achieved check in summer 2021 (school assessment using previous national check) – 3/3 disadvantaged pupils achieved check. (This will be conducted formally in December 2021 in line with DFE rescheduling). Dec 2020 rescheduled check – 94% passed – included 100% of disadvantaged pupils (3/3). Clear positive impact of phonics training. KS1 (based on internal assessments): Performance of disadvantaged (3 pupils/ 1 SEN) – below national (based on 2019 results). Clear progress based on starting points; progress particularly strong in reading. KS2 (based on internal assessments) Disadvantaged pupils (6 pupils – 3 SEN) performed slightly above national in reading at expected+ and in line at greater depth. They achieved below national in writing and maths at expected + (1 pupil). 0 disadvantaged pupils achieved greater depth in writing or maths.</p> <p><i>NB Not able to schedule external tutoring. No tutors available.</i></p>

Improved attainment in reading and writing for pupils eligible for PP funding.	<p>Reading – development of vocabulary through provision of age appropriate texts (purchase of new class readers/ reciprocal reading texts)</p> <p>Reading – extend library/ class provision to provide access to age appropriate texts</p> <p>Coaching– reciprocal reading / comprehension sessions/ Talk for writing (see above)</p> <p>Reading Comprehension skills – smaller class sizes (year group focus)</p> <p>Release of English lead to monitor reading and writing provision across school.</p> <p>Staff release to observe outstanding practice in teaching of reading and writing.</p>	<p>All pupils receive quality first teaching – research shows disadv. pupils benefit most.</p> <p>Analysis of KS2 outcomes 2016-18 showed vocabulary understanding key area to develop. Biggest gap in performance of disadvantaged compared to all pupils previously has been on vocabulary questions. Need to ensure pupils are exposed to high quality texts. 2019 – gap closed in this area but need to ensure focus remains. Also QLA showed focus on inference and summarising needed, particularly for disadvantaged pupils. Inference was only area in 2019 KS2 question level analysis where disadvantaged pupils performed below whole cohort.</p>	<p>Termly monitoring of assessment outcomes.</p> <p>Drop ins focused on guided reading.</p> <p>Monitoring of comprehension books/ reading journals.</p>	SC	<p>KS1 (based on internal assessments):</p> <p>Performance of disadvantaged (3 pupils/ 1 SEN) – below national (based on 2019 results). Clear progress based on starting points; progress particularly strong in reading.</p> <p>KS2 (based on internal assessments)</p> <p>Disadvantaged pupils (6 pupils – 3 SEN) performed slightly above national in reading at expected+ and in line at greater depth. They achieved below national in writing at expected + (1 pupil). 0 disadvantaged pupils achieved greater depth in writing.</p>
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**Total budgeted cost**    £12,000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation</b>
Improved oral language skills for pupils eligible for PP in Reception / Year 1/2.	Interventions for identified pupils using WELLCOMM resource. (TA led)	Research into progress of disadvantaged children in EYFS focuses on vocabulary development. Important to ensure disadvantaged pupils engage in quality, language rich interactions in order to ensure later progress.	CPD selected carefully. Resources used to identify need. Interventions with TAs monitored to ensure CPD has had impact.	JB/ SENCO	Positive impact (combined with NELI programme). Need continued focus on this aspect – joined Launchpad for Literacy LA project 2021-22.

Higher rates of progress across EYFS, KS1 and KS2 for all groups of disadvantaged pupils including high attaining pupils eligible for PP.	HLTA/TA Phonics and spelling interventions TA reading booster groups/ 1:1 reading programmes. Early interventions EYFS – HLTA TA led maths booster groups – focus on number skills SDI led by TAs (mastery approach) HLTA / TA 1:1 or small group support for Y2 and Y6 SATs preparation.	Some pupils need targeted support to catch up. Such programmes have been shown to be effective in research projects. Previous use in school of these interventions has had positive impact on pupil attainment.	Organise timetable to ensure staff delivering interventions have sufficient preparation and delivery time. TAs record progress each week. Progress reviewed regularly, Monitoring via provision maps.	JB – spelling/ phonics/ EYFS  SENCO MR – maths SC - English	Phonics 1:1 sessions – clear impact (see data above). Reading interventions – clear impact across school.  Staff produced catch up reports based on end of year assessments – need to use these to target individual pupils/ plan interventions.
Improved attainment in reading for pupils eligible for PP funding.	Catch Up reading – TA led (targeted pupils across school)  Training for additional TA in catch up reading and numeracy.	Some pupils need targeted support to catch up. Such programmes have been shown to be effective in research projects. Previous use in school of these interventions has had positive impact on pupil attainment.	Organise timetable to ensure staff delivering interventions have sufficient preparation and delivery time. TAs record progress each week. Progress reviewed regularly,	NB - HLTA	64% disadvantaged pupils across school achieved expected/above in reading. (80% of non-SEN disadvantaged pupils). Need continued focus.
<b>Total budgeted cost</b>					£27,000

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved learning behaviours impact positively on attainment	Embedding of building learning power approaches  Embedding of Thrive: <ul style="list-style-type: none"> <li>- Assessment of identified pupils</li> <li>- Interventions programmes designed and implemented (TA led)</li> <li>- Whole class screening</li> <li>- Release of Thrive Practitioners to support staff</li> <li>- CPD for Thrive</li> </ul>	Evidence/ research suggests meta-cognition/ growth mindset work has positive impact on pupil progress.  Evidence/ research suggests confident/ resilient children are more open to learning. Thrive's approach to understanding and working with children's social and emotional development has been developed in accordance with current findings in neuroscience.	Effective CPD: (follow up from 2018-19) Staff meetings dedicated to exploring and embedding approach. Further development of split-level teaching approaches. Use of drop-ins to monitor effectiveness.  Effective CPD. Whole school training session. Monitoring of impact by SENCO.	MR/ JB  SENCO	Positive impact noted. Needs to be further embedded. Continued focus 2021-2, as part of on-going recovery strategy.  Clear positive impact of Thrive work on identified PP pupils – see Thrive records.

	<p>Practitioners TA release for Lego Therapy/ social intervention programme</p> <p>Residential subsidy Access to school trips and extra – curricula clubs and activities. Provision of curriculum enrichment activities.</p>	<p>Effective social interactions/ collaboration skills are shown to have a positive impact on self-esteem and progress in learning. Positive impact noted of use of this intervention.</p> <p>First hand experiences provide rich learning opportunities for all pupils. Provide real purposes and contexts making learning more meaningful, increasing engagement.</p>	<p>SENCO monitoring of effectiveness of intervention programmes.</p> <p>High levels of involvement of PP pupils in trips/ residential visits/ XC clubs.</p>	<p>SENCO</p> <p>KG/ MR</p>	<p>Lego therapy record show positive impact. Continue strategy next year.</p> <p>Due to covid-19, not able to provide 2020-1 – ensure implemented in 2021-22.</p>
Increased attendance rates for pupils eligible for PP.	EWO involvement to raise attendance of identified pupils	Pupils need good attendance in order to access quality first teaching. NFER briefing for school leaders identifies addressing attendance as a key step.	<p>Tracking of attendance data. Regular visits of EWO to monitor attendance. Internal attendance panels held where issues identified with HT/EWO. Raising profile of attendance at whole school level through newsletters/ EWO assemblies/visits/ literature.</p>	KG	Pupil Premium pupils' attendance remains below non-pupil premium. Needs to be continued focus next year. (Non PP – 97.5 / PP- 95.34%)
Increased parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning.	<p>Continuation of INSPIRE project – to increase parental involvement</p> <p>Purchase pupil access to a number of electronic learning support websites to enhance engagement with out of school learning and promote family support eg studyladder, times table rockstars, purple mash.</p> <p>Staff monitoring of engagement with home learning. Follow up of non-engagement; support plan implemented.</p>	<p>Effective parental involvement can have positive impact on attainment (EEF research) although it is recognised to be a difficult area get right. Positive impact of INSPIRE project 2016-19/20.</p>	<p>Ensuring calendar of Inspire dates published well in advance (potentially spring term due to covid restrictions). Follow up of invitations with phone calls where needed to ensure high attendance. Introduction focused on relevant area of school development. Support for staff to ensure appropriate activities planned for. Parent evaluations monitored to ensure effectiveness of project.</p> <p>Details of available programs shared in newsletters/ homework books. Outside school use tracked. Rewards provided for pupil use.</p> <p>Following teacher intervention/ HT phonecalls. Explore wider range of remote learning strategies to increase engagement.</p>	<p>KG</p> <p>MR</p> <p>KG</p>	<p>Not able to host due to pandemic. Reinroduce 2021-22. Previous positive impact noted and 100% attendance of pupil premium pupils' family members 2019-20.</p> <p>Good use of electronic learning materials. Continue focus.</p> <p>Close liaison with staff and parents to support home learning took place. Staff provided alternative approaches (paper packs) where needed. Need continued focus on equipping parents with necessary skills to support own children. Ensure parents aware of catch up priorities for individual pupils.</p>
<b>Total budgeted cost</b>					£9,000

## 6. Additional detail

Context: School closure due to Covid-19. Need to ensure existing pupil premium funding used alongside catch-up funding to ensure any gaps formed are closed rapidly.

Evaluation – further school closure period January – March 2021.

