

Pupil premium strategy statement – Millhouse Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|------------------------|
| Number of pupils in school | 100 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025/2026 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Karen Gray |
| Pupil premium lead | Karen Gray |
| Governor / Trustee lead | Matthew Morton |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £36,165 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £36,165 |

Part A: Pupil premium strategy plan

Statement of intent

At Millhouse Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Develop children's fluency skills within mathematics to support their application to reasoning and problem solving.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school and is in line with national rates for all pupils
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Support transition from primary to secondary and transition internally and into EYFS.
- Support the funding of specialist learning software.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific interventions and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | 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. Assessments, observations and discussions with pupils show oral language skills and vocabulary knowledge are generally lower for disadvantaged pupils throughout EYFS, Key Stage 1 and Key stage 2. |
| 2 | Historically lower percentage of pupil premium children gained greater depth/ higher scaled scores at KS1 and KS2 compared to PP children nationally. No disadvantaged pupils attained greater depth at KS1 in reading, writing, maths and writing and maths at KS2 in 2022. No disadvantaged pupils gained greater depth in reading, writing or maths at KS1 and KS2 in 2023. No disadvantaged pupils gained greater depth at KS1 in reading, writing or maths in 2024 or in writing and maths at KS2. No disadvantaged pupils gained greater depth at KS1 in reading, writing or maths in 2025 although disadvantaged pupils did achieve greater depth in all areas at KS2. |
| 3 | PP children have previously achieved lower than national results in reading (2019 and 2022 data). Their progress score was lower than their non-disadvantaged peers in school (2022 and 2023 data). PP pupils achieved lower than national results in reading at expected+ in 2024 (and lower than their non-disadvantaged peers in school). Improved results in 2025 with disadvantaged pupil performance above national disadvantaged at exp+ but needs to remain a focus to ensure maintained. |
| 4 | PP children have achieved lower than national results in writing in recent years (2022 results). No disadvantaged pupils achieved greater depth in writing at KS1 or KS2 (2019, 2022, 2023 data). Their progress score was lower than their non-disadvantaged peers in school (2022 and 2023) and lower than national counterparts (2022 data). PP pupils achieved lower than national results in writing at expected+ in 2024 (and lower than their non-disadvantaged peers in school). Improved results in 2025 with disadvantaged pupil performance above national disadvantaged at exp+ but needs to remain a focus to ensure maintained. |
| 5 | PP children achieved lower than national results in maths. No disadvantaged pupils achieved greater depth in maths at KS1 or KS2 (2019/2022/2023 data). Their progress score was lower than their non-disadvantaged peers in school (2022/ 2023) and lower than national counterparts (2022 data). In 2024, disadvantaged pupils achieved in line with national at expected + but lower than non-disadvantaged peers in school. No |

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| | disadvantaged pupils achieved greater depth in maths in 2024. Improved results in 2025 with disadvantaged pupil performance above national disadvantaged at exp+. Disadvantaged pupils' attainment at greater depth was lower than non-disadvantaged peers. |
| 6 | Some pupils who qualify for Pupil Premium funding have specific SEND needs. |
| 7 | Need to embed resilience skills/ growth mindset approaches to boost attainment across school for all groups of pupils including PP children. |
| 8 | Attendance rates for pupils eligible for PP are below non PP pupils and below school target of 97%. This reduces their school hours and impacts attainment. |
| 9 | Consistent levels of parental engagement needed for all groups of pupils, particularly pupil premium pupils. |
| 10 | Pupils' emotional well-being, social and behavioural needs impacting children being in a position to able to make progress and their readiness to learn. |

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 |
|--|--|
| 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. |
| Higher rates of progress across KS1 and KS2 for all groups of disadvantaged pupils including SEN pupils and 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. |
| 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. |
| 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. |
| Improved attainment in maths for pupils eligible for PP funding. | Attainment in maths for PP pupils is in line with national. Progress of PP children matches progress of non-PP children in school. |
| 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 |
| Increased attendance rates for pupils eligible for PP. | Reduction in the number of persistent absentees among pupils eligible for PP. Close gap between PP attendance and non-PP attendance. Attendance of disadvantaged pupils above national counterparts. |
| To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning. | Children's well-being needs are met and supported to ensure they are attending school and able to access high quality teaching and targeted interventions where needed to support them in making progress. |
| 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. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,515

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>High quality staff CPD in order to improve access to outstanding teaching: Phonics support via internal CPD/ coaching of staff by phonics lead Oracy CPD (led by English lead) Maths Mastery training – Y4 mastering number (Maths Hub) LA reading comprehension CPD programme LA training events Visits to others schools - staff release to observe outstanding practice in teaching of reading, writing and maths and wider curriculum.</p> | <p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> | 2,3,4,5 |
| <p>Coaching by English, phonics and maths leads: -whole class reading - comprehension sessions - Talk for writing - spelling - oracy -maths mastery</p> | <p>EEF research suggests follow up of training with coaching is effective for ensuring CPD transfers to classroom practice.</p> | 2,3,4,5 |
| <p>Reading Comprehension skills – year group weekly lessons</p> | <p>See EEF toolkit – Development of Reading comprehension strategies - Very high impact for very low cost based on extensive evidence</p> | 2,3 |
| <p>Phonics – smaller group teaching focussed on needs</p> | <p>See EEF toolkit – Phonics - High impact for very low cost based on very extensive evidence</p> | 3,4 |
| <p>Develop SEN provision using the guidance: ‘Special Educational Needs in Mainstream,’ and LA SEN training 2024-25 (Led by SENCO – release time).</p> | <p>See EEF research guidance report: Special Educational Needs in Mainstream School: <i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and</i></p> | 6 |

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| New SENCo attend LA training to ensure confident in role. | <i>enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i> | |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 2,3,4,5 |

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,414

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Speech and language interventions for identified pupils using Infant language link/ Launchpad for Literacy/ specific SALT programmes. (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. EEF toolkit – oral language interventions have very high impact for very low cost based on extensive evidence. | 1 |
| TA Phonics and spelling interventions | Some pupils need targeted support to catch up. Such programmes have been shown to be effective in research projects. Phonics teaching in EEF toolkit – high impact v low cost. Previous use in school of these interventions has had positive impact on pupil attainment. | 2,3,4 |
| TA/ teacher led reading booster groups/ 1:1 reading programmes. (targeted 1:1/ small group support) | EEF toolkit shows benefit of 1:1 and small group targeted support on pupil progress. 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.' | 2,3 |
| TA led maths booster groups – focus on number skills | EEF research guidance (use of TAS): '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'. | 2,5 |

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| <p>Purchase of assessment tracker for analysis of summative assessment data and to identify the children who require catch up and more targeted intervention. Closely monitored by AHT and HT</p> <ul style="list-style-type: none"> - Pupil progress meetings termly - Regular monitoring of targeted interventions | <p>EEF school planning support : targeted academic support: 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p> | <p>2,3,4,5</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7406

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding of building learning power approaches</p> | <p>Evidence/ research (EEF toolkit) suggests meta-cognition/ growth mindset work has positive impact on pupil progress.</p> | <p>7</p> |
| <p>Embedding of Thrive:</p> <ul style="list-style-type: none"> -Assessment of identified pupils -Interventions programmes designed and implemented (TA led) -Release of Thrive Practitioner to support staff -CPD for Thrive Practitioner | <p>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. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>7, 10</p> |
| <p>Lunchtime/ Playtime support and nurture interventions</p> | <p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> | <p>10</p> |
| <p>TA release for Lego Therapy/ social intervention programme</p> | <p>Effective social interactions/ collaboration skills (EEF toolkit – collaborative tasks) are shown to have a positive impact on self-esteem and progress in learning. Positive impact noted of use of this intervention in school.</p> | <p>7, 10</p> |
| <p>Residential subsidy/ Support fund for school trips and extra – curricular clubs and activities. Provision of curriculum enrichment activities.</p> | <p>First hand experiences provide rich learning opportunities for all pupils. Provide real purposes and contexts making learning more meaningful, increasing engagement. Limited evidence via research recorded at moment (EEF toolkit). (EEF toolkit - Unclear impact for moderate cost based on insufficient evidence.)</p> | <p>7,2,3,4,5</p> |

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| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Staff training to ensure effective practice.</p> <p>Personalised communication re attendance.</p> | <p>Pupils need good attendance in order to access quality first teaching. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>(DfE's guidance: https://www.gov.uk/government/publications/working-together-to-improve-school-attendanceadvice)</p> | 8 |
| <p>Continuation of INSPIRE project – to increase parental involvement</p> | <p>Effective parental involvement can have positive impact on attainment (EEF toolkit) although it is recognised to be a difficult area get right. 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</p> <p>Positive impact of INSPIRE project previously.</p> | 9 |
| <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 times table rock-stars, numbot, spelling frame.</p> <p>Staff monitoring of engagement with home learning. Follow up of non-engagement; support plan implemented.</p> | <p>Technology offers ways to improve the impact of pupil practice (EEF Digital Technology research report)</p> | 9 |

Total budgeted cost: £ 36,335

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 (non-statutory) and KS2 performance data, phonics check results and our own internal assessments. It should be noted that some cohorts are very small, impacting on percentages. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level, as well as comparing them with previous years' school level performance data.

Overall positive impact of PP strategy is evident over previous years.

2024 -25 Impact:

2024/25 – 1 disadvantaged pupil within Reception cohort – did not achieve GLD.

0 disadvantaged pupils in Year 1 cohort. Disadvantaged pupil who did not achieve check at end of Y1, achieved at end of Y2.

KS1 – performance of disadvantaged pupils (3) in reading and maths above national disadvantaged results, approximately in line with non-disadvantaged pupils in school (67%(each pupil is 33%) v 73%).

In writing, performance of disadvantaged pupils above disadvantaged pupils nationally and approximately in line with school non-disadvantaged pupils (67% v 60%).

Y4 multiplication check – 57% of disadvantaged pupils achieved 21-25 (7 disadvantaged pupils; 3 of these pupils SEN). This was close to national performance for disadvantaged pupils. Average score for disadvantaged pupils was lower than national – 18.6 v 19.4. Although improvement from previous year, this remains an area to focus upon.

KS2 – Performance of disadvantaged pupils (6 pupils) above performance of disadvantaged pupils nationally in all areas – reading, writing, maths, GPS – at expected + and greater depth. Performance approximately in line with non-disadvantaged peers in school at expected +. Below school non-disadvantaged performance in maths and GPS at greater depth but above in reading greater depth.

2023-24

Within some areas in 2023/24 performance was lower than national outcomes – this is linked to SEN.

Progress of pupils can be evidenced via internal tracking/ work scrutiny.

Phonics - Disadvantaged (2) – 50% achieved check. Pupil not achieving check on SEN register – clear progress evident in internal tracking. 100% - 2/2 Y3 achieved re-check (Both pupils SEN+PP) (Not reportable beyond Y2).

KS1 – 1 disadvantaged pupil. Achieved expected standard in reading, writing and maths.

Y4 Multiplication check – 66.7% disadvantaged pupils achieved 21-25 in 2022. This was significantly above national comparison (48.8%). In 2023 (4 pupils), 50% pupils achieved check – this was still above national levels (47%). In 2024 (4 pupils – 3 SEN), 25% achieved check (non-SEN disadvantaged pupil)– this was below national and LA levels.

KS2 results: 7 disadvantaged pupils in cohort (of these 5 SEN). Reading - 43% expected + 14% greater depth/ Writing - 43% Expected+ 0% Greater depth Maths - 57% Expected+ 0% Greater depth. Maths in line with performance of disadvantaged pupils nationally. Reading and writing performance below national counterparts. (NB In 2022-23, KS2 outcomes for disadvantaged pupils at expected + were above national).

Attendance

Pupil premium attendance remains below non-pupil premium but improvement seen over recent years.

(In 2022/3 Non PP attendance – 95.05% / PP- 92.21% Gap – 2.84%. In 2023/4 Non PP attendance – 96.3% / PP- 94.9% Gap – 1.4% . Same pattern in 2024/25 – PP 94.9% attendance remains below non - FSM (96.3) – Gap 1.4% however PP attendance is in top 10-20% of schools nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------------------|--|
| Thrive | Thethriveapproach.com |
| TT Rockstars | play.ttrockstars.com |
| Floppy Phonics online | Oxford |
| Spelling Frame | spellingframe.co.uk/ |