

# Millfield Primary School **Pupil Premium Strategy Statement** - published December 2023

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 effect that last year's spending of pupil premium had within our school.

## School overview 877

| Detail  | Data                                      |
|---|---|
| School name   | Millfield Primary School                  |
| Number of pupils in school  | 370                                       |
| Proportion (%) of pupil premium eligible pupils   | 19.11%                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2022<br>2022 - 2023<br>2023 - 2024 |
| Date this statement was published   | December 2023                             |
| Date on which it will be reviewed   | December 2024                             |
| Statement authorised by   | Wendy Lee                                 |
| Pupil premium lead  | Wendy Lee                                 |
| Governor / Trustee lead   | Jem Shuttleworth                          |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £109,125 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b>  | £109,125 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |          |

## Part A: Pupil premium strategy plan

### Statement of intent

#### Context

Millfield is a larger than average primary school in the rural Fenland village of Littleport. The majority of our children are from white working class backgrounds, with 16.4% speaking English as an additional language. It's a mixed community - there are generations of families who have lived in Littleport all their lives, and those who have moved into the new housing estates, many who commute for work and some children whose families work on the airbase. We also have a few traveller families who have settled. We have had an increase in the last 2 years in minorities moving into the community, including from Ghana, Bangladesh, India, Zimbabwe, Nigeria. Prior to that, minorities have included from Eastern Europe e.g. Poland, Lithuania, Romania. A high proportion of our families work in industries such as service industries, care homes and food production; this was evident during school closure due to the pandemic, when approximately two-thirds of children were taught in school. 18.9% of our children attract the Pupil Premium; however this figure does not accurately represent the level of need within the local community and the high level of additional support that many of our working families need. Littleport is identified within the region as an area of high rural deprivation. Alongside this, local services such as Children's Social Care and the LA SEND Service find themselves significantly underfunded and under-staffed.

High quality teaching is at the heart of our approach for all children, with a focus on areas in which disadvantaged children require the most support- research indicates this benefits all children whilst having the greatest impact on closing the disadvantage attainment gap. We aim to ensure that our children are not educationally disadvantaged as a result of their parents' socio-economic status; nor that any SEMH needs of family members and/or home environmental factors, impact negatively on the children's capacity to positively and successfully engage in learning and all that education has to offer. We have high expectations for every child at Millfield and aim for our disadvantaged children to gain as much from education as their peers and that they and their families value and understand the impact education has on life chances. Staff use robust diagnostic assessment, not assumptions about the impact of disadvantage. Where children are already higher attainers, it is important that they continue to make good progress and their learning is enriched through wider opportunities.

Within this Strategy we will also consider challenges faced by our vulnerable children; this may include those supported by other services such as Social Care or at Targeted Support but it also includes those we know about who are not supported directly by another service (for example

children who are young carers, who have experienced domestic violence, drug or alcohol misuse, or have parents/carers who have poor mental/physical health or learning needs). Activities outlined in this Strategy are intended to support their needs, regardless of whether they are disadvantaged or not.

The success of our Strategy will be measured by:

1. High attendance and punctuality for all
2. Progress and outcomes for all children compare more favourably to local and national data
3. Children taking advantage of the extra-curricular/ wider opportunities that the school offers to support cultural capital and interest in the world, and a love of learning.
4. Improved well-being in terms of children's social, emotional and health needs
5. The strong relationship the school has with parents, including parents of our disadvantaged pupils.

In order to achieve our intentions we will:

- Ensure all children experience good or better quality first teaching, through a programme of high quality CPD which is bespoke to the needs of our school and our Teachers.
- Provide targeted intervention and support in a timely manner to address identified gaps in knowledge and understanding and so accelerate progress.
- Support full attendance for all pupils through a number of initiatives for example: one to one check-ins, free Breakfast Club and/or Stay and Play, regular attendance meetings led by the Headteacher/Family Support and Mental Health Lead.
- Ensure classrooms and areas for learning are rich learning environments which promote and support high levels of engagement eg Reading for Pleasure
- Further develop the range of specific therapeutic approaches available to identified children and their families eg Draw and Talk, Play Therapy, Circle of Security, Mental Health Support Team, SEND Services, AATI Project
- Deepen all staff's awareness and understanding of attachment and therapeutic behaviours through the AATI project and behaviour approach
- Support parents with advice from the School's Family Support and Mental Health Lead eg gaining support for their own health needs, parenting, financial support, housing, food banks,
- Target disadvantaged pupils to attend extracurricular activities - monitor involvement and impact.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Discussions with teachers in the early stages of their career indicate that, due to the restrictions imposed as a response to Covid-19, additional CPD is needed to support the use of research based practices within their classrooms. This will <b>improve the quality first teaching</b> for all children in their classes, which has been evidenced to impact attainment and progress of disadvantaged children.             |
| 2                | A proportion of <b>children do not see the value of reading or of reading for pleasure</b> and are not well supported at home to improve their reading skills and develop a love for reading. This is particularly the case for disadvantaged and vulnerable children - evidence from reading records, pupil/parent surveys and pupil voice discussions   |
| 3                | <b>Staff knowledge and understanding of the varieties of texts</b> that will engage children in Reading for Pleasure is patchy. Surveys and discussion indicate significantly less adult confidence around poetry, graphic novels and texts linked to equality, diversity and heritage.   |
| 4                | <b>Underdeveloped language skills that particularly impact on both reading and writing</b> - observations and assessments evidence this from Reception to the end of Year 6. Data for writing outcomes indicates disadvantaged and vulnerable children in all years groups do not attain as well as their non-disadvantaged peers.  |
| 5                | Assessments, observations and discussions with pupils suggest that disadvantaged and vulnerable children have greater <b>difficulties with phonics</b> than their peers. This negatively impacts their development as readers, particularly into Key Stage 2  |
| 6                | Assessments and observations suggest that disadvantaged children have <b>gaps in their mathematical knowledge and understanding and lack the fluency skills</b> needed to achieve the expected standard and greater depth.  |
| 7                | Observations, assessments (e.g. Leuven Scale) and discussions with children and families, as well as involvement in multi-disciplinary discussions, indicate a significant number of children have <b>social and emotional issues</b> of their own and/or those of other family members are impacting their home environment. These challenges particularly affect disadvantaged pupils and their capacity to engage in learning. |
| 8                | Attendance data for 2022/23 indicated that 29% of disadvantaged children had <b>Persistent Absence</b> which was significantly higher than the whole school PA of 6.38%. Evidence indicates that this is negatively impacting disadvantaged children's progress.  |

## 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 Attainment and Progress in Reading | <ul style="list-style-type: none"> <li>● By July 2024, across the School the percentage of disadvantaged children achieving the EXS in Reading will be within 5% of that for non-disadvantaged children. Percentage of disadvantaged children achieving the GDS increases and becomes closer to the national average</li> <li>● Targets for EXS for disadvantaged children will be met</li> <li>● % of children engaging in Reading for Pleasure increases significantly- surveys, discussions with pupils</li> <li>● Increased Staff confidence in terms of knowledge of poetry, graphic novels and texts linked to equality, diversity and heritage- discussions and survey</li> </ul> |
| Improved Attainment and Progress in Writing | <ul style="list-style-type: none"> <li>● By July 2024, across the School the percentage of disadvantaged children achieving the EXS in Writing will be within 10% of that for non-disadvantaged children. Percentage of disadvantaged children achieving the GDS increases and becomes closer to the national average.</li> <li>● Targets for EXS for disadvantaged children will be met</li> </ul>  |
| Improved Attainment and Progress in Maths   | <ul style="list-style-type: none"> <li>● By July 2024, across the School the percentage of disadvantaged children achieving the EXS in Maths will be within 5% of that for non-disadvantaged children. Percentage of disadvantaged children achieving the GDS increases and becomes closer to the national average.</li> <li>● Targets for EXS for disadvantaged children will be met</li> </ul>   |
| Phonics                                     | <ul style="list-style-type: none"> <li>● By July 2024, 90% of PP pupils will achieve national standard by end of KS1</li> </ul>  |
| Improved Attendance and School Culture      | <ul style="list-style-type: none"> <li>● Attendance of pupils in receipt of PP is aligned to that of their non-disadvantaged peers</li> <li>● Behaviour Records indicate a decline in the number of incidents of inappropriate behaviour for disadvantaged children</li> </ul>   |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Approximate Budgeted cost: £30,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide a bespoke package of support for all teachers who are early in their careers, which supports the CPD for ECTs from Best Practice Network  | Quality first teaching has the greatest impact on pupil outcomes and that teacher expectation of student learning may be more important in influencing student progress than pupils abilities (The Education Hub)<br>Induction package for new staff to school to ensure high expectations and QFT.                     | 1                             |
| Ensure that the School has the expertise and resources to support and develop priorities in Reading and ensure using current research effectively – English Leader to work with Trust to develop Reading for Pleasure Initiative  | Quality first teaching has the greatest impact on pupil outcomes and teacher expectation of student learning may be more important in influencing student progress than pupils’ abilities (The Education Hub)<br>EEF toolkit – conclude that mastery can have a high impact on pupil outcomes (as yet limited evidence) | 1, 2, 3                       |
| Purchase a writing framework tool (Literacy Tree) to support the planning and teaching of writing across the school. Writing framework to promote the use of high quality texts. Staff Leads in school to continue with LA writing moderator roles. English Lead to develop | Quality first teaching has the greatest impact on pupil outcomes and teacher expectation of student learning may be more important in influencing student progress than pupils’ abilities (The Education Hub)   | 3, 4                          |

|   |   |      |
|---|---|------|
| writing across the Trust. Provide high quality CPD for staff.   |   |      |
| Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.<br>Fund teacher /leader release to embed key elements of guidance in school and to access Maths Hub resources, CPD and work with LA Maths adviser including Teaching for Mastery and GDS                                 | The DfE non-statutory guidance has been produced in conjunction with NCETM, drawing on evidence based approaches: (Maths_guidance_KS_1and_2.pdf)  | 1, 6 |
| Purchase diagnostic assessments to identify next steps for those children with speech and language difficulties and/or those who are EAL e.g. Nessy for dyslexia  | 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:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1, 4 |
| Embedding dialogic activities across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary.  | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 4 |
| Embed the DfE validated Systematic Synthetic Phonics Programme (Unlocking Letters and Sounds) and provide supporting resources including training<br>Ensure new staff receive appropriate training<br>Work with the New Wave English Hub and the ULS Lead to support the improvement of reading, writing and phonics. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 5    |
| Purchase diagnostic assessments to identify next steps teaching phonics and to identify gaps in children's phonics knowledge. Make use of the DfE validated SSP assessments and interventions.  | 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:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1, 5 |



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

Approximate Budgeted cost: £20,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged children who require further phonics support - use of the DfE validated SSP assessments and interventions.  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: (Phonics/Toolkit Strand/EEF)         | 4, 5,                         |
| <p>A blend of:</p> <ul style="list-style-type: none"> <li>- additional individual and small group tuition</li> <li>- mentoring and</li> <li>- school led tutoring</li> </ul> <p>for pupils whose education has been most impacted by the pandemic and who have gaps in their knowledge and understanding in any or all of reading, writing and maths. A significant proportion of the pupils who receive the tutoring will be disadvantaged, including those who are, or should be, higher attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one- to- one and in small groups:</p> <ul style="list-style-type: none"> <li>One to One tuition/EEF</li> <li>Small group tuition/toolkit strand/EEF</li> </ul> | 2, 4, 5, 6                    |

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

Approximate Budgeted cost: £60,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on therapeutic approaches to behaviour management to develop the School ethos further an to support staff to better support children with complex social and emotional needs   | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>   | 1, 7                          |
| Staffing and resources to support parents eg Mental Health Support Team parent cafes, one-to-one support for parents eg own health needs, finance, housing, parenting,  | A Practical Guide to Pupil Premium NET 2014 Children with parents who take an active interest in their children make greater progress than other children  | 7, 8                          |
| Specific training and resources to increase/widen the School's offer to support children and families eg Draw and Talk, Play Therapy, AATI, Step On Training, Mental Health Lead training   | Addressing mental health needs in school is critically important because 1 in 5 children and youths have a diagnosable emotional, behavioural or mental health disorder and 1 in 10 young people have a mental health challenge that is severe enough to impair how they function at home, school or in the community.” Kessler, R. C., Berglund, P., Demler, O., et al.<br><br>Both targeted interventions and universal approaches can have positive overall effects EEF toolkit | 7, 8                          |
| Funding to enable children from disadvantaged backgrounds to engage fully in the wider curriculum - subsidise extra curricular clubs and extended hours provision e.g. Breakfast Club and Stay and Play, school trips and residential trips |  | 7, 8                          |
| Community Boxes: Fair Share linked project to supply weekly food (and some toiletries) boxes/bags to vulnerable families  | During COVID a significant number of our pupil premium families (vulnerable families) accepted the food parcels supplied to support during the challenges of COVID. Given the continued financial constraints many of our families are under, our Trust, TEFAT, made strong links with Rackets Cubed to help our most vulnerable   | 7, 8                          |

|                                   |  |      |
|-----------------------------------|--|------|
|                                   | families with cost of living challenges and provide our children with a nutritious diet.   |      |
| Contingency fund for acute issues | Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified e.g. school trip funding, free breakfast club, free stay and play, donation towards residential trips etc. | 7, 8 |

**Approximate Total budgeted cost: £110,000**

## 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 2022/23 academic year.

In years prior to 22/23, the in-school data indicated that, on the whole children, who attract the Pupil Premium attain in line with their peers. This is because of the whole school emphasis on highly effective quality first teaching for ALL pupils, with then additional support, provision and targeted intervention for disadvantaged children eg. to fill gaps in their knowledge and understanding, to provide Draw and Talk and Play Therapy. This was supported by the school's last Ofsted when this was recognised as a significant strength of the school.

In 22/23 data concluded that generally across writing and maths, attainment for pupil premium children was lower than the whole school data. In reading, pupil premium children were more in line with the whole school data. In maths and reading, pupil premium children were in line with the rest of the school in terms of those achieving the greater depth standard.

School attendance, from Reception to Y6, has always been higher or in line with the National average and for 22/23 was 94.77%. Attendance for SEND children was slightly lower than the school figure, at 93.59%. Attendance for one significant child in Y2 caused the data to fall and he was given a place at a specialist provision in the Spring of 22/23. Another in Y6, who had significant and complex SEND including medical, had a lower attendance figure and again this impacted on the whole school SEND attendance. She has now been given a specialist placement for the year 23/24.

Pupil Premium attendance for 22/23 was 92.34% significantly lower than the school average. A number of the PP families also sit within the Social Care process and are regarded as some of our most vulnerable pupils. School worked closely with Social Care e.g. Targeted support and family workers as well as Social Workers, to ensure we were proactive in getting these children into school, carrying out a number of safe and well checks and home visits, and keeping Social Care updated with the circumstances of these few families. This ensured that the attendance did not continue to drop significantly across the year.

In 22/23, attendance was an important element of the Pupil Welfare meetings with DSLs using information from Scholarpack MIS to monitor, identify and ensure actions were put in place to support families with attendance. The Attendance Officer and Headteacher met regularly to identify and meet with families whose attendance slipped below 90%. In 23/24, being proactive and identifying concerns quickly will ensure we can put in that early help as required. Meetings will take place fortnightly between the AO, HT and the Family Support and Mental Health Lead, and the FSMHL will meet with parents in the first instance to offer support.

Pupil Premium continues to support vulnerable and disadvantaged children and families in many ways:

Family Support and Mental Health Lead:

- Draw and Talk sessions
- Play Therapy for highly vulnerable pupils
- Group play therapy sessions
- Lunch club supported SEMH vulnerable pupils
- Mental Health support in collaboration with Mental Health Support Team to include parent cafes, meetings and referrals for individual children

Improving phonics and reading at EYFS and KS1 (including R4P project):

- purchase of SSP Unlocking Letters and Sounds programme
- support from SSP - Literacy Success Day, audits
- training for staff in use of SSP resource
- purchase of books linked to UL&S
- purchase of additional R4P books for cultural heritage and diversity
- joining the New Wave English Hub - audits/success days
- transition work across EYFS and Y1 to support development of phonics
- EYFS Lead - regional work across the Trust
- pupil progress meetings
- observations
- mentoring/coaching

Improving the planning and teaching of writing across the school:

- investment in a new writing framework tool Literacy Tree
- support from New Wave English Hub
- CPD for staff in using the writing framework tool
- purchase of high quality texts for use with the writing framework tools
- English Lead to be part of a working group developing writing across the Trust
- Leads in school as LA writing moderators at KS1 and KS2
- pupil progress meetings

- observations
- mentoring/coaching

#### Pupil welfare meetings:

- fortnightly Pupil welfare meetings were held ensuring all vulnerable and disadvantaged pupils were monitored and supported as appropriate

#### AATI: (led by FSMHL and SENDCo)

- purchase of calm boxes for classrooms
- training for staff
- Recovery discussions introduced
- Risk Assessments and Risk Reduction Plans put in place
- Training for new staff
- Presentation at Virtual Schools Conference

#### Breakfast Club and Stay and Play:

- support given to vulnerable and disadvantaged pupils ensuring they received adequate breakfast in the mornings, and after school care if required
- targeted families for Breakfast Club and Stay and Play provision

#### Additional opportunities:

- School choir, extra curricular activities, assemblies, artsmark
- Witchford School Partnership - sports events, competitions and festivals
- Royal Opera House projects
- Ely Tigers Rugby collaboration
- Visitors to school to promote cultural diversity/British Values/empathy - e.g. Canine Assisted Therapy Dog, parent visitor Black History Month assembly, Woodgreen Animal Shelter Pet Club for Y5
- Forest school - Y1, 3, 5
- Mothers Union Charity - free holidays for some of our most vulnerable/disadvantaged families
- PGL residential trip for Y6, camping for Y4
- Variety of School trips to enhance the wider curriculum opportunities e.g. Y1/2 to Ely Museum, Y5/6 to West Stow Anglo Saxon Village, Y4 Viking Day,

- Subsiding of after school clubs to support activities for all children
- PC Chris McCloughlin visited Y5/6 - Anti-Social Behaviour workshops
- NSPCC Stay Safe, Speak Out project
- Young Carers Group expanded - regular fortnightly activities

Statutory assessments 22/23:

EYFS 73% achieved a Good Level of Development: met our aspirational target

Y1 Phonics Screening: 63% achieved the expected standard (new programme, ULS, introduced in 22/23)

|                       | Reading | Writing | Maths | Combined |
|-----------------------|---------|---------|-------|----------|
| Y2 Teacher Assessment | 68.6%   | 58.8%   | 66.7% | 47%      |
| Y6 Teacher Assessment | 69%     | 52%     | 71%   | 52%      |

Y6- Cohort of 52, 12 i.e. 23% joined in KS2 and 8 of these within Y5 or Y6. Many with significant SEN/SEMH needs, EAL, little formal school experience or new to the country. SEN 17.3% of cohort, 3 EHCPs

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
| n/a       |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure   | Details |
|---|---------|
| How did you spend your service pupil premium allocation last academic year? |         |

|  |  |
|--|--|
| What was the impact of that spending on service pupil premium eligible pupils? |  |
|--|--|