

# Millfield Primary School Pupil Premium Strategy Statement 2024/27

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

Detail	Data
School name	Millfield Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027 (24/25, 25/26, 26/27)
Date this statement was published	December 2024 for academic year 24/25
Date on which it will be reviewed	July 2027
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	95,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	95770

## Part A: Pupil premium strategy plan

### Statement of intent

At Millfield Primary School, our intention is for all pupils irrespective of their background or the challenges they face, to reach their full potential and achieve high attainment across all subject areas. In particular, we strive to ensure pupil premium children achieve national expectations or higher in reading, writing and maths making accelerated progress and closing the gap between them and their peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

We make use of the EEF research and guidance, and our knowledge of the needs of our pupils, to support the schools strategy.

Quality First Teaching remains the most important strategy in ensuring children make rapid progress. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils. The outcomes detailed below will ensure non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also focuses on targeted academic support for pupils highlighted as not making good progress or disproportionately impacted by the pandemic.

Wider strategies related to non-academic challenges faced by the school including attendance, behaviour and social and emotional support are integral to the strategy. All of these areas can negatively impact academic progress and attainment of our pupils. Our pastoral team plays a pivotal role in provisioning support to both children and their families. Ensuring children are happy, safe and secure is paramount.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils have underdeveloped oral language skills and vocabulary gaps. Additionally, the access to high quality texts out of school is limited.
2	The majority of Pupil Premium children are attaining a lower level in reading, writing and mathematics as non Pupil Premium children. This includes children not achieving in Phonics.
3	Deprivation varies across Littleport, with many children living in an area of high social deprivation which brings challenges for families. This can affect their ability to meet their basic needs including not always receiving breakfast and quality food, school uniforms, books and resources, electrical devices to support learning at home, payment of school trips, engagement with school and parental support at home.
4	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in Reading, writing and maths.
5	Attendance and punctuality - attendance shows a difference of approximately 4% between pupil premium and non pupil premium children. There is a 24% difference between persistent absence.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and poor resilience in the classroom. These challenges particularly affect disadvantaged pupils, including their attainment. Some children struggle to regulate their emotions, manage the expectations of school and as a result can exhibit challenging behaviours.
7	Aspirations of children are low, children do not have the access to additional opportunities or experiences outside the town of Littleport which are needed to provide a rounded education and to support their learning outside the classroom.

## 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
To improve oral language skills and vocabulary among disadvantaged pupils	Language is visible and considered through teaching and environments. Significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To improve reading, writing and maths attainment among disadvantaged pupils at the end of KS2	KS2 outcomes of disadvantaged pupils will meet the expected standard in 2024/25 and in line with national averages for all pupils. Published results year on year will show significant improvements, closing the attainment gap.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>● basic needs being met</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> </ul> The percentage of all pupils who are persistently absent reduced significantly.

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and implementation of Talk Boost	Talk boost gives all children the opportunity to engage in discussions, explore vocabulary and articulation. The EEF states 'on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress'. <a href="#">Oral Language intervention</a> (EEF research)	1, 2, 4
Engage with the New Wave English Hub to ensure effective teaching of phonics (Unlocking Letters and Sounds)	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">EEF - Phonics</a>	1, 2, 4
Training and implementation of Reading for Pleasure strategy (Open University) Train new staff in RfP project and embed recommendation of the Reading Framework	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) <a href="#">Reading for Pleasure - DFE Research</a> <a href="#">DFE Reading Framework</a>	1, 2, 4, 6
Purchase of quality texts to support writing using the Literacy Tree programme for Guided Reading and Writing	Research shows that it is essential for school staff to have a good knowledge of children's literature and that children are exposed to high quality texts. <a href="#">Reading for Pleasure - DFE Research</a>	1, 2, 3, 4, 6

	<a href="#">Reading for Pleasure OU study</a>	
Training and implementation of the Literacy Tree programme for writing and handwriting	<p>Research explains that literacy is complex. It encompasses both reading and writing as well as relying on oral language and cognitive processes that underpin use of the written word. We should teach writing strategies through modelling and supported practice, and that fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2, 4
Recruit and train support staff so they can have maximum impact in the classroom	<p>Research on TAs delivering targeted interventions 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</p> <p><a href="#">Making best use of teaching assistants</a> <a href="#">teaching assistant interventions</a></p>	2, 4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Protective Behaviours approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training staff and support with implementation of new PSHE units of work.</p> <p>Wellbeing For Education Return Programme training (Mental Health Competency Training) Staff CPD and training.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Children's understanding of learning, willingness to learn but also emotional readiness to learn have all been found to impact on progress</p> <p><a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF - Meta - cognition and self regulations</a></p> <p><a href="#">Protective Behaviours</a> <a href="#">pshecbridgeshire</a></p>	2, 4, 6

<p>Enhancement of our teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to attend training, mentor and embed key elements of the Mastering Number EYFS and KS1 in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611117/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/~/media/EEF/Research/Improving_Maths_EYFS_and_KS1_-_EEF_research.pdf">Improving Maths EYFS and KS1 - EEF research</a></p> <p>NCETM MAstering Number at Reception and KS1 Project:  <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1</a></p>	<p>2, 4</p>
<p>Subscriptions for comprehensive plans and resources for specialist subjects including music, DT, RE, PSHE, Art, Computing,</p>	<p>The use of websites to support planning and resources for quality first teaching of all pupils, especially in subjects which are more specialist.  <a href="https://www.accessart.org.uk/">https://www.accessart.org.uk/</a></p>	<p>2, 4, 6, 7</p>



## 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
Targeted 1-1 and group support focus on social and emotional needs to include interventions and provision such as Lego Therapy, zones of regulations - delivered by designated SEND TAs (EYFS/KS1) and (KS2)	1:1 and small group support with social and emotional programmes improve classroom behaviour, motivation and self esteem which all have a positive impact on outcomes of pupils. Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year <a href="#">Special educational needs in mainstream schools</a> <a href="#">Social and emotional learning EEF research</a>	2, 3, 4, 5, 6, 7
Targeted small group English and maths interventions (Reception, Yr1 and 2 - ULS) (R and KS1 Mastering Number)	Targeted intervention with small groups of pupils are tailored for the specific needs of the pupils. As found by the EEF, this leads to accelerated progressive time. <a href="#">Making Best Use Of Teaching Assistants</a> <a href="#">Small group tuition EEF research</a>	1, 2, 4, 6, 7
TA interventions: <ul style="list-style-type: none"> <li>- 1:1 small group oral language interventions</li> <li>- Attention Autism</li> <li>- Talk Boost</li> <li>- speech and language support</li> <li>- targeted reading and book discussions</li> </ul>	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 4

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

Approximate Budgeted cost: £35,770

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 and to support staff to better support children with complex social and emotional needs	Both targeted interventions and universal approaches can have positive overall effects: <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
To implement Cambridgeshire Therapeutic Approach to behaviour	This approach focuses on developing valued behaviours and is based on the philosophy 'You can't teach children to behave better by making them feel worse. When children feel better, they behave better.' Pam Leo. Targeted interventions are used to analysis and support behaviour choices <a href="#">Behaviour Interventions EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a> <a href="#">EEF - Meta - cognition and self regulations</a>	6
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 Supporting attendance	Providing children with opportunities to develop social intervention, with adult support. Activities will be planned to allow children to understand and manage their social and emotional regulation At Breakfast Club children will be offered healthy breakfast to ensure they start the day not hungry. <a href="#">Improving Social and Emotional learning in schools</a> <a href="#">Maslow's Hierarchy of Need</a> Sue Palmer's book 'Toxic Childhood' : Orion 2015 devotes its opening chapter to the importance of access to a good quality,	6

	<p>nutritionally balanced diet as being a key aspect of children's healthy life.</p> <p><a href="#">Improving School Attendance</a></p>	
<p>Community Boxes: Fair Share linked project to supply weekly food (and some toiletries) boxes/bags to vulnerable families</p>	<p>Research indicates that more than 1 in 4 children in the UK now live in poverty, with millions facing the risk of going hungry. Living in poverty can mean a child is living in cold homes, going hungry or without everyday essentials. Growing up in poverty can harm children's life chances, limiting their opportunities, holding them back in education or learning to worse physical and mental outcomes.</p> <p>We will provide families with the community boxes and educational resources to support every day living and help parents to engage in learning activities:</p> <p><a href="#">Cost of living research report - Barnardo's</a></p> <p><a href="#">Parental Engagement - EEF</a></p>	3, 4, 5, 6
<p>To enhance the experiences and enrichment opportunities (arts, music, school trips, visitors, residential trips) which will motivate and inspire children in their learning and support a broad and balanced curriculum.</p> <p>Fund staff to attend training, deliver in house training and support (or coaching/mentoring) to positively engage in the Creativity Collaborative Project and Royal Opera House Create and Design projects</p>	<p>Research shows that developing a child's cultural capital is essential to help them prepare for their future success.</p> <p>Engagement in enrichment activities are found to often have a positive impact on well being, confidence and also other academic areas.</p> <p><a href="#">School trips research</a></p> <p><a href="#">Arts Participation - EEF Research</a></p>	3, 5, 6, 7
<p>Contingency fund for acute issues e.g. to fund specific support for individual pupils or small groups</p>	<p>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.</p>	7, 8

**Approximate Total budgeted cost: £95, 770**

## 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 2023/24 academic year. 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?	