

# Millfield Primary School **Pupil Premium Strategy Statement** - published December 2021

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	Millfield Primary School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 2022 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Deborah Hannaford
Pupil premium lead	Deborah Hannaford
Governor / Trustee lead	Jem Shuttleworth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,805
Recovery premium funding allocation this academic year	£ 12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 34,048
<b>Total budget for this academic year</b>	£156,323
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 vast majority of our children are from white working class backgrounds, with 7% speaking English as an additional language. 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. 23% 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 Early Help 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). 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.
- 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
- Deepen all staff's awareness and understanding of attachment and therapeutic behaviours
- Support parents with advice from the School's Family Support Adviser eg gaining support for their own health needs, parenting, financial support, housing, food banks, family learning
- 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 significant 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 (eg 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 2021/21 indicated that 11% of disadvantaged children had <b>Persistent Absence</b> which was significantly higher than the whole school PA of 7%. 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 2023, 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 2023, 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 2023, 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 2023, 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 behavior 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)

Budgeted cost: £60,000

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)	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)  EEF toolkit – conclude that mastery can have a high impact on pupil outcomes (as yet limited evidence)	1, 2, 3
Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. 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	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	1, 4

	teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	
Embedding dialogic activities across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary. Purchase Vocabulary Programme to enhance teaching of language and vocabulary across the School	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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Purchase of a DfE validated Systematic Synthetic Phonics Programme and supporting resources	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: <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 phonics knowledge	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: <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)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged children who require further phonics support	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> <p>One to One tuition/EEF</p> <p>Small group tuition/toolkit strand/EEF</p>	2, 4, 5, 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

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 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="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 7
Staffing and resources to support parents eg Circle of Security Therapeutic Approach to Parenting, on-to-one support for parents eg own health needs, finance, housing, parenting, support with the Family Learning Programme	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	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	7, 8

	<p>they function at home, school or in the community.” Kessler, R. C., Berglund, P., Demler, O., et al.</p> <p>Both targeted interventions and universal approaches can have positive overall effects EEF toolkit</p>	
Funding to enable children from disadvantaged backgrounds to engage fully in the wider curriculum		
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	

**Total budgeted cost: £155,000**

## 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 2020 to 2021 academic year.

In years prior to 20/21, 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 full gaps in their knowledge and understanding, to provide Draw and Talk Therapy. This was supported by the school's last Ofsted when this was recognised as a significant strength of the school. However school data at the end of July 2021 indicated that a gap between disadvantaged and non-disadvantaged children. This was the case for all of reading, writing and maths. Attendance has always been a strength of the school. Overall whole school attendance, despite the pandemic, was strong at 96.6%. However 11% of disadvantaged children had persistent absence compared with 7% of the whole school population.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. As evidenced in all schools across the country, school closure did have a detrimental effect on our disadvantaged and vulnerable children. They were not able to benefit from our pupil premium funded improvements to teaching and target interventions in the way we had intended.

Whilst the school had a high number of disadvantaged and vulnerable children who did attend school when others were expected to learn from home, for many, the quality of the provision in school was not what it would be usually eg teachers and teaching assistants needing to be rota-ed in and out of the class to provide classroom provision and home learning, inflexibility in groupings due to bubbles, reduced staff actually in school to teach children face-to-face. We found that where disadvantaged children were living in challenging home environments, these became magnified during the pandemic and had greater impact on the children - whether they were in school or their parents had chosen to keep them at home eg parents who didn't engage with home learning and who wouldn't send their children to school when the place was offered.

When all children returned to school in March 2021, assessments and observations indicated that pupil behaviour, mental health and well-being were significantly impacted- particularly for disadvantaged children. Pupil premium was used to support disadvantaged children through small group activities and as a consequence many children made rapid progress and improvements in this area. Attainment in reading, writing and maths was generally very low (evidenced by internal school data) and whilst children made surprising progress in the summer term once they were all in receipt of good quality first teaching, this was not enough time to catch up what had been lost. Interventions could take place but only to a limited extent as classes had to work in bubbles. Pupil premium funding was used to release the class teacher, or have the use of an additionally employed teacher to work with children 1:1 or in

very small groups, to identify and then fill gaps in their knowledge and understanding. This worked well and had high impact so is an approach that has been rolled forward into this academic year.

The impact of therapies such as Draw and Talk was significant and meant highly vulnerable children, who were also disadvantaged, were well supported. This has led the School to look to widening its offer with training from 21/22 Pupil Premium for a Play Therapist and a parenting programme Circle of Security.

During the pandemic, the School's Family Support Adviser, supported very many parents in terms of their own mental health needs. This meant she built a good relationship with them and is in a strong position to support them further this academic year eg Circle of Security. December

## 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?	

## Further information (optional)

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