



Mill Hill Community Primary School

Pupil premium strategy statement

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	Mill Hill Community Primary School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	57.99%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rebecca Bainbridge, Headteacher
Pupil premium lead	Rebecca Bainbridge, Headteacher
Governor / Trustee lead	Sheila Sutton, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,857
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,052

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Demography and School Context

Mill Hill’s Catchment area (pupils do not necessarily attend for the nearest vicinity) is amongst the 30% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked 8880 out of 32,844-amongst the 30% most deprived neighbourhoods. In 2019 the LSOA was ranked 9448 out of 32,844 LSOAs in England.

http://dclgapps.communities.gov.uk/imd/iod_index.html#

The parents of pupils attending Mill Hill Primary School who are not entitled Pupil Premium have low paid part-time jobs which lift them just above the income support threshold. Therefore, our free school meals statistic (57.99%) does not fully demonstrate the real levels of deprivation in the community.

This strategy sets out the context for our approaches to meet the needs of vulnerable learners and significantly close achievement gaps. We aim to ensure there is a high-quality range of support and opportunities to enable vulnerable learners to become

confident individuals, effective communicators, successful and responsive citizens, to remain healthy and to achieve the educational and life outcomes which they deserve.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Increased adult ratios in classrooms thus improving opportunities for effective teaching and accelerating progress
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve above Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- A heavily subsidised breakfast club ensuring a healthy, calm start for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers - poor language and communication skills
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers - lack of fluency and enjoyment of reading
3	Internal assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. There is an on-entry gap between starting points and though this gap closes throughout their time at our school more needs to be done to accelerate progress - lack of fluency and enjoyment of reading
4	Our assessments and observations indicate that the education and well-being 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 maths.
5	Our assessments (including our GUINY survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure and lack of access to technology and educational materials. These challenges particularly affect disadvantaged pupils, including their attainment and in some cases their social and emotional health and well-being.

	100% of the pupils currently open to Social Services are Pupil Premium children.
6	<p>Our attendance data over the last 2 years (September 2020 – December 2021) indicates that attendance among disadvantaged pupils is 93.36% and for non-disadvantaged pupils 96.58%.</p> <p>In 2020 – 2021 – 13.04% of disadvantaged pupils have been ‘persistently absent’ compared to 5.26% of their peers and in Sept 2021 – Dec 2021 – 44% of disadvantaged pupils have been ‘persistently absent’ compared to 30% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

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 and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate 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.</p> <ul style="list-style-type: none"> • Whole school implementation of Little Wandle phonics • EY Lead to implement Launchpad for Literacy program. • Reading leads to continue mentoring staff in phonics • Improve provision for vocabulary from EYFS upwards.
Improved reading and Phonics attainment among disadvantaged pupils.	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Achieve national average and reach 95% of pupils passing Phonic Check by the end of Y1</p> <p>Achieve national average progress scores in KS2 Reading</p> <ul style="list-style-type: none"> • Reading for pleasure embedded in pupils. • Reading areas will promote a love of reading across the school. • All teachers will read class novels to expose pupils to the power of story. • All KS1 staff will use Little Wandle to continue to develop reading skills and the 3-part read. • Reading books will be matched to pupil’s phonic knowledge.

	<ul style="list-style-type: none"> • Lowest 20% read daily in school . • Each class will have a dedicated time to access the school library. • Reading books will be taken home. • Parents reading sessions lead by the class teacher, focussing on how to support children read at home. • Teachers and TA will implement phonic/reading interventions.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Our assessments and observations indicate that 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 knowledge gaps leading to pupils falling further behind age-related expectations.</p> <ul style="list-style-type: none"> • Understanding number and place value will be at the core of maths catch up provision across the school. • The school will work with the Bedale Maths hub to develop mastery. • All pupils will have access to resources and understand how using them can support their understanding of maths. •The school will use White Rose maths materials to ensure progression and catch up closing the knowledge gap • The NTP will be used in KS2 to individually assess children and find/fill gaps.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a further increase in participation in enrichment activities, particularly among disadvantaged pupils • development of the school's Imaginosity art and creativity project • development of Mill Hill as a Thrive school with a trained Thrive practitioner • subsidised breakfast club which is well attended to provided a healthy, calm start to the day
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. • the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils is on par with peers.

	<ul style="list-style-type: none">• All attendance will be tracked and monitored following NYCC guidance.• High needs families will be offered Early Help referrals.
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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: **£91,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> • Launchpad for literacy • NELI • Tales Toolkit 	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The school have chosen Little Wandle and are organising resources / training for a full launch in Sept 2022</p>	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Move to 'one form entry structure' to reduce class size and increase capacity to have a wider impact on the progress of disadvantaged and vulnerable groups.</p>	<p>Quality first teaching and strong leadership of provision for the disadvantaged has the most significant impact on outcomes for pupils.</p>	All
<p>Increase TA capacity in every year group reflecting focus on addressing gaps in learning for the disadvantaged and most vulnerable</p>	<p>Internal data evidences that our experienced TA team have a significant impact in addressing barriers to learning for our disadvantaged and most vulnerable students and their outcomes.</p>	All
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <ul style="list-style-type: none"> • Whole school approach to Attachment Trauma Response and Emotional Coaching. • Staff training in 'Thrive' • All classes benefit from weekly SEAL / PSHE sessions led by an experienced school practitioner • 1:1 talk time sessions 	5

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

Budgeted cost: **£27,285**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p> <ul style="list-style-type: none"> • NELI • Lauchpad to literacy 	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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 up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: **£21,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • Staff training in Thrive • Trained trainer in school for de-escalation / RPI • Imaginosity project 	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Parental Engagement Using</p> <ul style="list-style-type: none"> • IT to deliver phonic/spelling sessions / electronic reading books • Stay and Read sessions with parents, children sharing a love of reading with families • Reading for Pleasure project to bring quality texts / conversations from school to home 	<p>EEF (+4) By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	<p>3</p>
<p>Outdoor education-Visits, school visits, first hand experiences and the provision of a subsidised breakfast club (school readiness)</p>	<p>EEF-Outdoor learning involves collaborative experiences with a level of physical challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotions.</p> <p>EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4months impact</p> <p>Learning is contextualised in concrete experiences and language rich environments- Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. The</p>	<p>5</p>

	majority of pupils have limited opportunities to visits/experiences. School trips, for some children are the first time they have left their family and local community. Our pupils need a context for learning and a stimulus to trigger their interests. All trips are planned to enhance knowledge, skills or wellbeing.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £140,785

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during 2018/2020, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of our online Learning Platform – Purple Mash and online resources such as White Rose Maths, Classroom Secrets, Oak Academy, NCETM, and electronic reading books.

Overall attendance in 2020/21 was higher (96.24%) than the national average (91%). At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence 8% higher. These gaps are larger than in previous years.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
POBBLE	NYCC