



# Mill Hill Community Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 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 Primary School
Number of pupils in school	224 (inc nursery)
Proportion (%) of pupil premium eligible pupils	53.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Rebecca Bainbridge, Headteacher
Pupil premium lead	Rebecca Bainbridge, Headteacher
Governor / Trustee lead	Sheila Sutton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172 200
Recovery premium funding allocation this academic year	£0
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	£180 000

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing the gap' between vulnerable pupils and their peers, the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

The Local Governing Body reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

It is the responsibility of the school to explain pupil premium expenditure to parents in the form of an annual statement. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding.

### **Demography and School Context**

There is a mismatch between our catchment area and where pupils come from to attend - pupils do not necessarily attend for the nearest vicinity. 53.1% of our children are disadvantaged (2<sup>nd</sup> highest in North Yorkshire). Our IMD (index of multiple deprivation) score is, however, 4.1 and our IMD decile is 10 which does not reflect our cohort.

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 (53.1%) 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.

## 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 Nursery/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 National Lockdowns 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 and writing.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities 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.
6	Our attendance data 2023-2024 indicates that attendance among disadvantaged pupils is 94.05% and for non-disadvantaged pupils 96.21%. The gap is wider for persistent absentees at 17.19% for disadvantaged pupils and 10.89% for non-disadvantaged.  In 2022 – 2023 – 12.15% of disadvantaged pupils have been 'persistently absent' compared to 1.35% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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 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"> <li>• Whole school implementation/development of Little Wandle phonics</li> <li>• EY Lead to implement language specific intentions to planning and activities</li> <li>• Reading leads to continue mentoring staff in phonics</li> <li>• Improve provision for vocabulary from EYFS upwards</li> </ul>
Improved reading and Phonics attainment among disadvantaged pupils leading to improved writing levels.	<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 80% 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"> <li>• Reading for pleasure embedded in pupils – class libraries / high quality texts</li> <li>• 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</li> <li>• All KS1 staff will use Little Wandle to continue to develop reading skills and the 3-part read matching books to pupil's phonic knowledge.</li> <li>• Lowest 20% read daily in school. EYFS/Y1/Y2 – minimum 3 reading in school (reading books will be taken home)</li> <li>• Parents phonics/reading sessions lead by the class teacher, focussing on how to support children read at home</li> <li>• Teachers and TA will implement phonic/reading/writing interventions</li> </ul>
Improved writing 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 lockdowns to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in writing stamina and accuracy falling further behind age-related expectations.</p> <ul style="list-style-type: none"> <li>• Whole school use of Literacy Tree resources – linking spelling, reading and writing with a high-quality text.</li> <li>• Through KS2 basic expectations will be established that all staff follow – in school moderation activities as well as cluster / North Yorkshire</li> </ul>

	<ul style="list-style-type: none"> <li>• Spelling and Grammar to be a focus through KS2 and spelling accuracy looked for in writing not just standalone activities.</li> </ul>
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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a further increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• further development of the school's Imaginosity art and creativity project</li> <li>• development of Mill Hill as a Thrive school with a trained Thrive practitioner</li> <li>• introduction of training for Emotional Coaching to be established through school</li> <li>• subsidised breakfast club / nursery which is well attended to provided a healthy, calm start to the day</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 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%.</li> <li>• the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils is on par with peers.</li> <li>• All attendance will be tracked and monitored following NYCC guidance.</li> <li>• High needs families will be offered Early Help referrals.</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: **£115 000**

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>1, 2, 3, 4</p>
<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <ul style="list-style-type: none"> <li>• Little Wandle</li> <li>• Literacy Tree</li> <li>• Mighty Writer</li> </ul>	<p>1</p>
<p>Purchase further resources to supplement our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The school chosen Little Wandle and are embedding the use of this. We are also looking at how this can be expanded across KS2.</p>	<p>2</p>
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and</p>	<p>Writing accuracy and stamina through school needs to be improved. To support this we have invested in Literacy Tree resources which systematically</p>	<p>4</p>

EEF guidance (Improving literacy in KS2). We will fund teacher release time to embed key elements of Literacy Tree monitoring / CPD / cross school monitoring	teaches the necessary skills/knowledge in each year group in reading, spelling and grammar and writing. The delivery is all based on a high quality text.	
Preserve 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.	Quality first teaching and strong leadership of provision for the disadvantaged has the most significant impact on outcomes for pupils.	All
Increase TA capacity in every year group reflecting focus on addressing gaps in learning for the disadvantaged and most vulnerable	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.	All
Improve the quality of social and emotional (SEL) learning.  SEL approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff.	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): <ul style="list-style-type: none"> <li>• Whole school approach to Attachment Trauma Response and Emotional Coaching.</li> <li>• Staff training in Emotion coaching / Thrive</li> <li>• All classes benefit from weekly SEAL / PSHE sessions led by an experienced school practitioner</li> <li>• 1:1 talk time sessions</li> </ul>	5

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

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of programmes to improve	Oral language interventions can have a positive impact on pupils' language skills.	1, 4

<p>listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p> <ul style="list-style-type: none"> <li>• Literacy Tree</li> <li>• Mighty Writer</li> </ul>	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Supported by KS1 Reading Team</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><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>DFE funding for this has ended</p>	4

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5



	<ul style="list-style-type: none"> <li>• Staff training in Thrive</li> <li>• Targeted staff trained for de-escalation / RPI</li> <li>• Emotion coaching (3 staff trained to train)</li> <li>• Imaginosity project</li> </ul>	
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
<p>Parental Engagement Using</p> <ul style="list-style-type: none"> <li>• IT to deliver phonic/spelling sessions / electronic reading books</li> <li>• Stay and Read sessions with parents, children sharing a love of reading with families</li> <li>• Reading for Pleasure project to bring quality texts / conversations from school to home</li> </ul>	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.	3
Outdoor education-Visits, school visits, first hand experiences and the provision of a subsidised breakfast club (school readiness)	<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 majority of pupils have limited opportunities to visits/experiences. School trips, for some children are the</p>	5

	<p>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.</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £180,000**

## 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 to 2023 academic year.

Our internal and external assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower than peers in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were therefore not fully realised.

2022-23 we have implemented a 3-year long-term pupil premium strategy template. This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Impact of PP Priorities in 2024-25

#### **Key Priority 1 (Quality of Education)**

Improve spoken language, language obtained through reading to improve reading across the school

- Participation in NELI to improve language outcomes in EYFS and Y1
- Use of Mighty Writer – EYFS/Y1/Y2
- Embedding of Little Wandle Phonics programme and resources to improve phonic skills throughout school
- Increased reading/phonics/language focus to impact positively on reading – EYFS/KS1/KS2

Data for Reading – Age Related or Above:

Y1 phonics	63.63 %	PP 61.54%
Y6	not PP 108.05 Scale Score	PP 107.0 Scaled Score

Our gap between Pupil Premium Pupils and their peers closed during their time at Mill Hill in Reading.

#### **Key Priority 2 (Outcomes for Pupils)**

Increase the number of pupils working at or above ARE in maths –

- Quality First Teaching with appropriate ‘in class’ intervention to ensure children access an Age Related curriculum
- Continued use of White Rose maths materials
- Continued development of Mill Hill’s wider curriculum to ensure it tracks knowledge and skills development in each age group
- The development of our own nursery to increase the number of children starting in Reception ‘school ready’.
- Targeted intervention to ensure children do not fall behind – in class, scaffolding, group tuition, 1:1 tuition.

Data shows that standards are improving at Mill Hill. This is, however, still a gap between our disadvantaged and non-disadvantaged pupils showing that there is more work to do on this area.

Data for Maths – Age Related or Above:

Y6 not PP 107.8 Scale Score PP 106.0 Scaled Score

Our gap between Pupil Premium Pupils and their peers closed during their time at Mill Hill in Maths.

### **Key Priority 3 (Behaviour and Attitudes)**

Promote positive mental health through the use of Thrive® as a whole school approach

- Training a Thrive licenced practitioner
- Developing a Thrive room / Interventions
- Whole class screening
- Creating and tailoring Thrive action plans
- Developing a whole school Thrive ethos

The Thrive work has added to our whole school inclusivity. We do have some pupils who find it difficult to regulate but our work and interventions means that the school has not had an exclusion since December 2019.

### **Key Priority 4 (Personal Development)**

Develop 'Imaginosity' into a legacy project which brings together the curriculum, imagination, curiosity and ambition impacting positively on-

- Subject outcomes
- Attendance
- Resilience
- Aspirations

Imaginosity, as a project, has brought pupils lots of opportunities. Some of these are curriculum based (cooking, art and design and technology) but many are curriculum enrichment which give pupils opportunities that they would not otherwise get e.g. working with a professional artist, coaching from mentors from industry and the chance to organise a final event for the public. It has been hard to quantify impact but this year we have worked with an 'evaluator' who has documented impact on the development of staff and children.

Attendance 2023 – 2024		Persistent
All	96.63%	
Not Pupil Premium	97.89%	1.35%
Pupil Premium	95.76%	12.15%