

Pupil premium strategy statement 2025-2028



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was last updated	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Karen Shawyer
Pupil premium lead	Karen Shawyer
Governor / Trustee lead	Luke Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,570
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</i>	£100,570

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children 'ACHIEVE EXCELLENCE AND FULFIL THEIR POTENTIAL' irrespective of their background or the challenges they face. We want them to make good progress and achieve the best possible outcomes they can across all subjects. The focus of our pupil premium strategy is to support disadvantaged children to achieve well; by making sure we have quality first teaching, quality interventions and support, and wider strategies that raise attainment and provide rich experiences across the whole school.

Investment in quality first teaching allows each child to reach their full potential. This is at the centre of our approach, targeting those children who require more support. This approach has shown the greatest impact on closing the attainment gap and showing progress, and not only benefits those disadvantaged pupils but benefits all children. Making sure that all children have access to quality first teaching and a rich, broad and balanced curriculum is a high priority.

Interventions are based on targeting those children that need extra support both academically and also emotionally, based on evidence that children need to be in the 'correct frame of mind' in order to achieve their potential. As a school we invest in making sure these are carefully targeted and in focused groups based on regular assessment, observations and contact with parents.

Wider strategies take into account our inclusive approach and are a response to common challenges and individual needs. Our choices are based on assessment, pupil voice, questionnaires and observations, not on assumptions about the impact of being disadvantaged. Our aim is to remove barriers to learning.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external data indicates that the combined attainment for reading, writing and maths is still below that of their peers. On entry to EYFS 2 our disadvantaged pupils arrive below age related expectations particularly in communication and language, and literacy.
2	Assessments, observations and discussions with pupils indicate gaps in oral language skills and vocabulary amongst many children. This is an area to be addressed from EYFS through to Year 6. This is most noticeable amongst our disadvantaged pupils.
3	Assessments and observations indicate that we need to continue to invest in phonics and reading catch up interventions.
4	Our assessments show that the impact of Covid 19 pandemic particularly affected our disadvantaged pupils, with significant gaps in skills and knowledge. Covid 19 resulted in lost learning and experiences which has meant that there are more children that are behind age related expectations than pre covid. Our disadvantaged will have access to a rich, broad and balanced curriculum.
5	Our observations, discussions with families and children, and the wider community have identified social and emotional issues for many children. This has proven to be a particular issue with our disadvantaged pupils.
6	Our attendance data shows that absence and lateness increased post covid. This has been a significant concern amongst our disadvantaged pupils. Our assessments and observations indicate that this has a negative impact on pupils' progress and wellbeing.
7	Specific barriers to learning that individuals face.

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
All disadvantaged children to achieve the same level of academic success as their peers in their combined attainment.	Data shows that the gap between disadvantaged pupils and non-disadvantaged has closed.
All disadvantaged children are supported in developing and improving their oral language skills and extending their vocabulary.	Teacher observations and data show that disadvantaged pupils have the same outcomes as non-disadvantaged.
All disadvantaged children achieve the same outcomes in phonics, and that reading attainment is in line with their non-disadvantaged peers.	Data shows that the gap between disadvantaged pupils and non-disadvantaged has closed.
All disadvantaged children have access to a rich, broad and balanced curriculum.	Disadvantaged children are able to engage fully in all activities.
To achieve and sustain improved wellbeing for all pupils so that they are ready to learn, particularly our disadvantaged children	Qualitative data from pupil voice, parent questionnaires and discussions, and teacher observations demonstrate high levels of wellbeing.
Attendance and lateness improves and disadvantaged children attend consistently and are consistently on time.	Attendance for disadvantaged is at or above the National Average. Lateness for those persistently late disadvantaged children is less than in 2024/25.
Specific, individual barriers are identified and removed so that effective learning for our disadvantaged can take place.	For bespoke strategies, where used, to improve attainment, progress and SEMH for our disadvantaged children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first point teaching	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=profess	1, 2, 3, 4, 5

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

Budgeted cost: £52,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics and reading interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
Targeted high quality interventions planned and unplanned to support rapid catch up with pre-teaching and to also deepen understanding of key skills through repetition and practise.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5,7

Targeted speech and language interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged children to participate fully in the broad and balanced curriculum, including trips and other firsthand experiences.	Pupil Voice - Pupils worry about the cost. This allows children to participate in all the activities that enable them to have a broad and balanced curriculum with 'real experiences' that then enhance all aspects of their learning.	4
Pastoral Support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5,7
Using the principles of good practice set out in the DfE's Improving School Attendance advice to reduce the level of absence and lateness.	https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671181767	6
Identifying and removing individual barriers	Early Years Toolkit / Parental engagement EEF – Working with parents to support children's learning. EEF – Self regulation strategies Promoting the education of looked-after children and previously looked-after children	7

Total budgeted cost: £100,570

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrates that disadvantaged pupils have made good progress from their starting points.

In EYFS disadvantaged children make good progress from their starting points. In 2025, 67% of the PP cohort achieved GLD (2 out of 3 pupils). Almost two-thirds of PP-supported children now catch up with the Age-Related Expectation (ARE) by the end of EYFS in Maths. Just under half of PP-supported children catch up with the ARE in writing by the end of EYFS.

The Year 1 Phonics screening check result was 81% overall (39/48 pupils). Phonics results over the last three years have been in line with national averages. In addition to this, 4 out of 5 disadvantaged pupils reached the standard, evidencing at least strong progress in this group and that pupils who are at the start of their education largely secure the necessary accuracy and fluency in word reading.

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding
3-year	135	21.6	20.6	Above (sig+)
2025	49	22.1	21.0	Close to average (non-sig)
2024	41	21.4	20.6	Close to average (non-sig)
2023	45	21.4	20.2	Close to average (non-sig)

In the Year 4 Multiplication tables check the mean average score for the disadvantaged children at Millbrook was 20.2, this was higher than the mean average for disadvantaged pupils nationally (which was 19.3) but not as high as for all children nationally.

In KS2 SATS attainment the outcomes over the last three years are as follows:

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	30%	46%	Below
2024/25	18%	47%	Below
2023/24	43%	46%	Close to average
2022/23	26%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	57%	62%	Close to average
2024/25	36%	63%	Below
2023/24	71%	62%	Close to average
2022/23	58%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	52%	59%	Close to average
2024/25	55%	59%	Close to average
2023/24	57%	58%	Close to average
2022/23	47%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	55%	60%	Close to average
2024/25	18%	61%	Below
2023/24	71%	59%	Above
2022/23	63%	59%	Close to average

The data demonstrates that, despite making good progress from their starting points and exceeding some of their more advantaged peers, the disadvantaged pupils at Millbrook do not yet reach the attainment of non-disadvantaged pupils nationally. Their attainment is, however, close to that of other disadvantaged children nationally.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that our work on attendance and our pastoral support for children and families has been particularly effective.

Absence and persistent lateness has had an impact on learning and is still not back to pre-covid figures but is improving and is now close to 2019 attendance.

Year	Absence						Persistent absence					
	All		Dis		SEN		All		Dis		SEN	
	Sch	NAT	Sch	NAT	Sch	NAT	Sch	NAT	Sch	NAT	Sch	NAT
2025	4.7	5.1	7.2	7.4	8.5	7.5	11.4	14.3	23.3	24.4	28.4	22.6
2024	4.6	5.5	7.2	8.0	8.2	7.9	10.2	14.6	20.6	27.1	28.8	24.2
2023	6.1	5.9	9.0	8.4	9.3	8.1	15.6	16.2	29.1	29.3	22.4	25.7

Externally provided programmes

Programme	Provider
NEli	Nuffield Education Language Intervention
WellComm	GL Assessment
SpeechLink	Multimedia Ltd
Times table Rockstars	TT Rockstars
Floppy's Phonics	Oxford Owl
Code X	Oxford Reading Tree

Further information

We have used the EEF's implementation guidance in developing this strategy in working out which activities and approaches are going to be the most effective in making sure our Pupil Premium funding is used to maximise outcomes.

We use robust systems to triangulate evidence including data, work scrutiny, pupil, staff and parent voice and observations. Our assessment and tracking of pupils identifies and enables teachers to address gaps.

The importance of our pastoral lead is a significant part of our strategy and this continues to be of increasing importance since Covid.