**Millbrook Primary School -** **Pupil Premium Strategy Statement**

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| 1. **Summary information** | | | | | |
| **School** | Millbrook Primary School | | | | |
| **Academic Year** | 2021/22 | **Total PP budget** | £98,185.00 | **Date of most recent PP Review** | Feb 2022 |
| **Total number of pupils** | 324 | **Number of pupils eligible for PP** | 73 official  81 current | **Date for next internal review of this strategy** | July 2022 |

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| 1. **Most recent National Data - Attainment** | | | | | |
| **DUE TO COVID THERE IS NO OFFICIAL DATA FOR JULY 2020 and 2021 AND NATIONAL DATA FOR 2019 IS NOT COMPLETE** | | | | | |
| **KS2 July 2019 Cohort (15/45 pupils)** | *Pupils eligible for PP (Millbrook)* | *Pupils non PP (Millbrook)* | *Pupils non PP (National)*  **2019** | Difference  (Millbrook) | Difference  (National)  **2019** |
| **% achieving in reading, writing and maths** | 33% | 67% | No validated data | 34% | No validated data |
| **% achieving expected or better in reading** | 33% | 73% | 40% |
| **% achieving expected or better in writing** | 47% | 93% | 46% |
| **% achieving expected or better in maths** | 47% | 77% | 30% |
| **Progress score in Reading** |  | | | | |
| **Progress score in Writing** |
| **Progress score in Maths** |
| **KS2 July 2018 Cohort (23/50 pupils)** | *Pupils eligible for PP (Millbrook)* | *Pupils non PP (Millbrook)* | *Pupils non PP (National)*  **2019** | Difference  (Millbrook) | Difference  (National)  **2019** |
| **% achieving in reading, writing and maths** | 52% | 73% | 70% | 21% | 18% |
| **% achieving expected or better in reading** | 65% | 77% | 80% | 12% | 15% |
| **% achieving expected or better in writing** | 83% | 85% | 83% | +2% | 0% |
| **% achieving expected or better in maths** | 65% | 74% | 80% | 9% | 6% |
| **Progress score in Reading** | 2.47 |  | 0.31 |  | +2.16 |
| **Progress score in Writing** | 4.68 |  | 0.24 |  | +4.44 |
| **Progress score in Maths** | 0.48 |  | 0.31 |  | +0.17 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Effects of Covid | | |
|  | | Low English skills, oracy - speaking and listening, writing and reading | | |
|  | | Low maths skills. | | |
| **D.** | | Engagement of children, both passive and learning behaviour. | | |
| **E.** | | Real life experiences | | |
| **F.** | | Aspirations | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **G.** | | Social and emotional difficulties – mental health issues and behaviour. | | |
| **H.** | | Low attainment on entry | | |
| **I.** | | 57% of children who attend live in an area classed as being amongst the 30% most deprived in England (IDACI rankings 2015) with 32% living in an area classed as being amongst the 20% | | |
| **J.** | | Engagement of guardians. | | |
| **K.** | | EAL (20% of PP) 18 children | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Gaps in learning are addressed and children are back on track prior to Covid | | * Data shown through termly comparisons indicate progress |
|  | Improve the social and emotional well-being of the children – resulting in improved learning behaviour. | | * Engagement is reported to have improved and children are more focused demonstrated in Sanctuary log book, use of learning walks and pupil voice. |
|  | Attainment gaps narrowed for PP children working AT EXPECTED and ABOVE compared with Non PP children. | | * School data shows the attainment gap is narrowing between that of PP and non – PP nationally. * School data shows progress scores are positive. |
|  | Children to have ‘real’ experiences beyond the classroom to broaden their aspirations and life experiences and to ensure a rich and broad curriculum. | | * Curriculum planning, pupil voice and learning walks. |

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| 1. **Planned expenditure** | | |
| **Academic year** | **2021 / 22** | |
| Positive Impact Strategy – evidenced using Education Endowment Foundation (EEF) monitored by Deputy Head through termly monitoring. | | |
| 1. **Quality of teaching for all** | | |
| **Desired outcome** | **Chosen action / approach** | |
| **Quality first teaching for all pupils.**  (Biggest single factor influencing positive outcomes). | Intervention groups supporting gaps in children’s leaning led by teachers and HLTAs  TA support supporting gaps in children’s leaning.  Training and development of all teaching staff through Training days and staff meetings.  Peer observations/triads and working with schools within the LACT academy.  Rigorous monitoring of lessons, books, planning, DEEP DIVES - tracking of PP children with Pupil Progress meetings  Tracking | |
| **Reducing class size** | A priority in Year 1 and 2 | |
| **Early Years Intervention** | TA support   * Additional speech and language * EAL support. | |
| **Feedback** | * CPD on the most effective and productive way of doing this. | |
| **One to one support** | 1:1 daily readers  Interventions including precision teaching, Inference training, pastoral interventions and PE interventions.  Code X intervention in Years 2, 3, 4, 5 and 6 | |
| **Phonics** | Daily phonics / spelling from FS2 to Year2 with extra phonics teaching in Year2/3/4 for children that have not met standard.  Teacher to lead a weekly intervention group for Year 1 and 2  Code X (KS2) | |
| **Small group Tuition** | Small group interventions for handwriting, phonics, reading, EAL using Sports Coach, TA and Teachers. | |
| **Total budgeted cost** | | **£46,856** |
| 1. **Targeted support** | | |
| **Desired outcome** | **Chosen action/approach** | |
| **Oral language interventions** | TA / Sports coach / EAL HLTA – small groups | |
| **Social, emotional learning.** | Full time, in house pastoral worker, focusing on family support and individual needs  Bagel bar providing Breakfast for all children – Magic Breakfast providing breakfast over the holiday periods  Links with Foodbank  Links with the Church | |
| **Behaviour interventions** | Lunchtime supervision  Creative Kids  Breakfast and after school club  1:1 support as necessary  Full time, in house pastoral worker leading nurture, self - esteem and anger management groups including lunchtimes and after school | |
| **Individualised instruction** | Looked after children | |
| **Total budgeted cost** | | **£31,829** |
| 1. **Other approaches** | | |
| **Desired outcome** | **Chosen action/approach** | |
| **Increase well-being and welfare for vulnerable pupils.** | Provide school resources where needed including clothing, PE kit and other resources as and when needed.  Swimming and reading activities. | |
| **Outdoor adventure learning** | Subsidise school trips and enrichment activities enabling disadvantaged pupils to participate in activities they may not have been able to previously. This includes funding clubs and musical opportunities. | |
| **Total budgeted cost** | | **£19500** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2020 / 21** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| **Quality first teaching for all pupils. Skilled Practioners** | **Quality first teaching was for all pupils.**  **Skilled Practioners with up to date and relevant training.**  **Interventions**  **1:1 Reading**  **Sports Coach**  **Assessment and Feedback**  **Code X** | No progress score due to COVID | Attainment is the next agreed focus.  To follow progress of children from EYFS baseline.  To narrow the gap between PP in Millbrook and Non PP Nationally.  Quality first teaching is the school’s priority. | **£44,685** |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| **Increased confidence and improved behaviour leading to higher attainment.** | **Full time Pastoral worker.** | Progress of PP to improve.  Unacceptable behaviour incidents to decrease over the year, | Behaviour for learning has improved.  Children are ready to learn.  Continue with Pastoral support programmes. | **£34,000** |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:**. | **Lessons learned** | **Cost** |
| Increased involvement of all children in trips/visits and extra-curricular activities to increase confidence and well-being. | Lunchtime support  Trips  Swimming  Extended Day  School Clubs/music  Curriculum budgets  Transport  School projects  PE Kit | Unacceptable behaviour incidents to decrease over the year,  Participation of all PP in activities and trips.  Children’s experiences widened. | By having the experiences and support children are making good progress,  Investment is to continue. | **£19,500** |