

Millbrook Primary Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Millbrook Primary
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	44.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jane Maloney, Headteacher
Pupil premium lead	Jane Maloney, Headteacher
Governor lead	Scott Durrant, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,990
Recovery premium funding allocation this academic year	£16385
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	£169,375

Part A: Pupil premium strategy plan

Statement of intent

At Millbrook Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, with SEND, EHCP's and young carers. 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 and additional school led interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers.
3	<p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 70 - 85% of our disadvantaged pupils arrive below age-related expectations compared to 65 - 80% of other pupils. This gap remains steady to the end of KS2.</p>
4	Internal and external (where available) assessments indicate that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. There is a 20 – 40% gap across the school between disadvantaged and non-disadvantaged pupils.
5	<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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anti -social behaviour in the community, a rise in families facing poverty, increase in domestic violence, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic and the number of families requiring Level 2 – 4 support.. 82</p>

	pupils (44 of whom are disadvantaged) currently require additional support with social and emotional needs, with 33 (28 of whom are disadvantaged) receiving small group interventions.
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils.</p> <p>On average 4.2% of disadvantaged pupils have been 'persistently absent' compared to 1.6% 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.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing, improved mental health and reduction in anxiety 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 significant reduction in minor behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all 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 4%, and the attendance gap between

particularly our disadvantaged pupils.	<p>disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
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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: **£58,360**

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 are a Voice 21 hub school and invest in CPD to develop oracy champions throughout the school.</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>Voice 21: Improving Oracy (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Purchase of Read, Write Inc which is a DfE proven 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>EEF commissioned evaluations of Read Write Inc. Phonics and... EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	3

We have funded 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>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> <p>White Rose Maths Free Maths Teaching Resources CPD Training</p>	
<p>Improve the quality of personal, social, health and emotional learning.</p> <p>Whole staff training on Jigsaw (PSHE). Jigsaw holds children at its heart and aims to equip them for happy, healthy lives and to be effective learners. It is a whole school mindful approach to PSHE</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> <p>Primary and Secondary PSHE lessons fulfilling RSE Jigsaw PSHE Ltd</p>	6

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

Budgeted cost: **£76,015**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up literacy 1:1 tutoring and resources to support underachieving pupils	<p>Catch up intervention is a proven intervention to improve reading and writing.</p> <p>Catch Up Literacy EEF (educationendowmentfoundation.org.uk)</p>	1, 2 ,3
Catch up numeracy 1:1 tutoring and resources to support underachieving pupils	<p>Catch up intervention is a proven intervention to improve mathematics.</p> <p>Catch Up Numeracy EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Making words work and Voice 21 programme to improve oracy, listening,	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,</p>	1, 4

<p>narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Chatty therapy and Chatty words programme. Developing speech and language and early vocabulary.</p> <p>Wellcom programme – assessing and supporting speech and language.</p>	<p>listening and a combination of the two show positive impacts on attainment:</p> <p>Voice 21: Improving Oracy (re-grant) EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://chattytherapy.co.uk</p> <p>WellComm - GL Assessment (gl-assessment.co.uk)</p>	
<p>Additional Read, write inc 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>EEF commissioned evaluations of Read Write Inc. Phonics and... EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	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>https://tuitionhub.nationaltutoring.org.uk/</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>	2,3, 4, 5

Engaging with the ELSA project (Emotional Literacy Support Assistants) to improved wellbeing, mental health and reduce anxiety for all pupils in our school. A significant proportion of the pupils who receive ELSA will be disadvantaged.	<p>One to one social and emotional support to support vulnerable pupils who are under achieving or at risk of under achieving.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Resources for Emotional Literacy Support Assistants - ELSA Support (elsa-support.co.uk)</p>	5, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE approaches will be embedded into routine educational practices and supported by professional development and training for staff. 'Jigsaw' will be a vehicle for this and whole school approach	<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> <p>Primary and Secondary PSHE lessons fulfilling RSE Jigsaw PSHE Ltd</p>	5, 6
Trained Mental Health Counsellors to provide 1:1 counselling to identified pupils	<p>NHS funded programme to support pupils mental health and well-being.</p> <p>Children and young people's mental health services (CYPMHS) - NHS (www.nhs.uk)</p>	5,6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance officer is in place to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Knowsley Education have implemented an attendance strategy for all Knowsley Schools.</p>	7

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
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Total budgeted cost: £169,375

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 2021 to 2022 academic year.

The Early Years Profile in Summer 2022 show that the gap between disadvantaged and all pupils in EYFS had increased from 7% (2019) to 31% (2022). In 2021-22, 70% of disadvantaged pupils had attendance less than 90%. The attainment of disadvantaged pupils in Y1 phonics is broadly in line with the national average and the gap between all and disadvantaged pupils has narrowed by a further 2% since 2019.

In KS1 assessment data, the gap between disadvantaged pupils and all pupils increased from 2019 to 2022 by 14% in reading, 17% in writing and 8% in maths. 73% of disadvantaged pupils had attendance of less than 88%.

In KS2 data, the gap between disadvantaged pupils and all pupils has increased by 8 and 11% in reading and maths respectively but decreased by 7% in writing. Progress measures for 2022 disadvantaged pupils were better in reading but similar in writing and mathematics. 44% of disadvantaged pupils had attendance less than 92%.

Despite progress made in previous years (pre 2020), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised. During Spring 2022 there were over 100 cases of COVID-19 at Millbrook which impacted greatly on the delivery of our strategy.

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 online resources such as those provided by Oak National Academy and the use of Class Dojo and Zoom. A survey of our school community in September 2020, highlighted that many parents preferred paper-based resources for home learning.

Overall attendance in 2021-22 was lower than in the preceding 3 years at 92.6%. Disadvantaged overall attendance increased by 5% from the previous year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted since full return 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
Academic Mentor	Randstad (NTP)
Children and Young Peoples Mental Health Service	NHS commissioned
Chatty Therapy (Speech and language)	NHS commissioned
LFC Sport & Healthy Lifestyle	LFC Foundation
St Helen's Rugby Health & Lifestyle	St Helen's Rugby organisation

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create 'still photo books' and 'talking photo books' to stay connected to their deployed parent, and a memory box for if they move schools.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.