

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	Millfield LEAD Academy
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	20.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr Pete Wood
Pupil premium lead	Mrs Alison Joyce
Governor / Trustee lead	Mrs Leanne Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,304
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years	£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	£121,339

Part A: Pupil premium strategy plan

Statement of intent

In Millfield LEAD academy we endeavour to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve in line with pupils who are not disadvantaged.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. We will focus on the whole child and their needs not just the academic needs.

Our ultimate 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.
- ✓ For attendance of disadvantaged children to be at least in line with non-disadvantaged children
- ✓ To increase GDS within disadvantaged children.

We aim to do this through

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support

- Ensuring we support the whole child through enrichment activities and support with their social and emotional needs aswell as their academic needs.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Attainment gap in children achieving greater depth particularly in reading and maths
3	Attendance and Punctuality issues for some children
4	Engagement in enrichment experiences
5	Increased need for social emotional and mental health needs
6	Exposure to high quality texts and reading support

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
Attainment in Reading to be increased	Achieve 20% greater depth in KS2 Reading
Close the attainment gap in reading, writing and maths	Achieve national average attainment scores in KS2 combined and all other year groups achieve at least 60% combined
Good progress in reading, writing and maths	Achieve national average progress scores in KS2 Reading, Writing and Mathematics
Greater numbers of greater depth achieved	Achieve national average for greater depth mathematics and writing
Attendance to be in line with non PP	Ensure attendance of disadvantaged pupils is above 96%
Engagement of PP children to be in line with non PP	Ensure 90% of PP children attend school trips and 75% children access school clubs

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: £ 50,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher appointed to work within Year 4 cohort to allow Year 4 cohort to be taught as smaller classes ½ term and year 2 for ½ term 2 days per week year 4 and 5 days year 2 (£19,952 Including on costs.)</i></p>	<p><i>EEF(+3)</i> <i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i> Data will influence where the additional support is given to reduce group sizes and therefore increase outcomes.</p>	1,2,6
<p><i>Teachers to access CPD on improving outcomes and teaching and learning £5,000 for CPD £4,000 supply costs of release for staff member</i></p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p>	1,2,5,6
<p><i>PALS peer teaching of reading, monitoring and continued training through the school. SLT time to develop and embed £1,000 Costs of books £2,000</i></p>	<p><i>EEF Peer tutoring (+5) linked with reading comprehension strategies (+7)</i> <i>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as:</i> <i>fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger;</i></p>	1,2,4,6

	<p><i>reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.</i></p> <p><i>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</i></p> <p>We have seen a rise in attainment using this reading approach. WE value it as a school and want to continue to develop it to support GDS within PP children and to ensure our texts are current and up to date to give our children a broad range of quality texts to further develop their cultural capital.</p>	
<p><i>Meta cognition</i> <i>Staff CPD and SLT time to implement and support £2,500</i></p>	<p><i>EEF (+7)</i></p> <p><i>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</i></p> <p><i>The potential impact of these approaches is very high, particularly for disadvantaged pupils</i></p> <p><i>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</i></p> <p>We have implemented strategies to support children's meta cognition and are seeing a positive impact.</p> <p>We are doing further work around the brain and how we learn to further support this.</p>	1,2,4,5,6
<p><i>Implement a new phonics scheme. Reading is a priority across the school at all levels. Closing the attainment gap, progress and achieving GDS.</i></p> <p><i>Texts and CPD £10,000 +£4,000 CPD and release time</i></p>	<p><i>EEF +5 months</i></p> <p><i>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>2. The teaching of phonics should be explicit and systematic to support children in making connections</i></p>	1,2,6

	<p><i>between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</i></p> <p><i>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</i></p>	
<p><i>Senior Leaders to access bespoke CPD on leadership, to ensure professional development programmes are implemented with care, taking into consideration the context and needs of the school</i></p> <p><i>£1800</i></p>	<p><i>EEF Guide to pupil premium effective professional development guidance</i></p> <p>We have identified that further investment into leadership and management CPD will benefit all of our learners.</p>	1,2,3,4,5,6

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

Budgeted cost: £ 39,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Catch up tuition (currently year 6 focus)</i></p> <p><i>Teacher employed 0.5 £20,624 with on costs</i></p>	<p>EEF (+4)</p> <p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in</i></p>	1,2,5,6

	<p><i>small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>We analyse data to see where the greatest need is and plan accordingly. Currently year 6 has the greatest discrepancy between PP and non PP in maths and ensuring we target disadvantaged children to achieve GDS in reading, therefore this year group is the focus for this term.</p>	
<p><i>50% of the school led tuition programme. Schools contribution £2230</i></p>	<p>As above. Data has been analysed and we are starting with those pupils who have deviated from their flight paths.</p>	1,2,5,6
<p><i>Writing junction, closing the attainment gap in reading and writing</i></p>	<p>EEF (+6 months) This is for reading comprehension strategies not writing junction as an intervention. EEF guidance: Improving Literacy in Key Stage 2 This intervention is based upon the 7 recommendations Having analysed our data, we are focussing this intervention on current year 4 and 5's as this is where the lowest attainment gap is in writing.</p>	1,2,5,6
<p><i>IMPACT TA 1:1 £18,000</i></p>	<p>EEF Feedback (+6 months) <i>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</i></p> <p>Disadvantaged children are targeted to have 1:1 feedback after lessons, particularly if they assessed as requiring more support</p>	1,2

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

Budgeted cost: £ 31,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance Officer appointed to work 1 day a week to analyse attendance and contact low attenders. Office to complete First Day Call and liaise with SENDCo and ELSA. ELSA to support with interventions to raise attendance / punctuality.</i> (£7,627 per annum)</p>	<p><i>EEF (+3)</i></p> <p><i>We define parental engagement as the involvement of parents in supporting their children’s academic learning.</i></p> <p>We have identified that disadvantaged children’s attendance is lower than non-disadvantaged children are. Attendance is important for their social and emotional well-being but also to ensure that they are achieving what they are capable of.</p>	<p>1, 2, 3,4,5,6</p>
<p><i>ELSA</i> <i>£17,256 plus on costs + Wellbeing audit and support time and resources £2000</i></p>	<p><i>EEF (+4)</i></p> <p><i>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</i></p> <p>A high proportion of our disadvantaged have accessed support from our ELSA. This has been invaluable support to support the whole child and their needs and continues to be an integral part of the pupil premium plan.</p>	<p>5, 1, 2, 3</p>

<p>Children have opportunities to learn an instrument £2,000</p>	<p><i>EEF (+3)</i> <i>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</i> <i>It focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics</i> We recognised that many of our PP children learning a musical instrument was significantly lower than non PP children. Learning an instrument can support learning as it can enhance verbal memory, spatial reasoning and literacy skills. Playing an instrument makes you use both sides of your brain, which strengthens memory power.</p>	<p>4, 1, 2</p>
<p>Engagement and experiences Cost of supporting all children to experience trips and the creative opportunities within these trips £5,000</p>	<p><i>EEF (+3)</i> <i>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</i> <i>It focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</i> Having consulted with disadvantaged children, they would like opportunities for additional arts experiences such as choir and art clubs. The two residential trips provide children with opportunities to experience new things including creative activities and experiences (a theatre production in London)</p>	<p>4</p>

Total budgeted cost: £121,339

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	IMPACT			
Progress in Reading, children to achieve national average progress scores in KS2 reading	National average progress scores for disadvantaged children has not been released however; internal data would suggest good progress has been made. 90% of children at least maintained progress from KS1, with 10% of children making accelerated progress.			
Progress in Writing, children to achieve national average progress scores in KS2 writing	National average progress scores for disadvantaged children has not been released however; internal data would suggest good progress has been made. 90% of children at least maintained progress from KS1, with 20% of children making accelerated progress.			
Progress in mathematics, children to achieve national average progress scores in KS2 mathematics	National average progress scores for disadvantaged children has not been released however, internal data would suggest good progress has been made. 100% of children at least maintained progress from KS1, with 30% of children making accelerated progress.			
Achieve national average for greater depth maths and writing		School data	LA	National data
	Maths GDS	11.1%	10.1%	11.5%
	Writing GDS	11.1%	4.8%	6.3%
Attendance, ensure attendance of disadvantaged pupils is above 96%	Attendance has remained affected by the pandemic but data is broadly in line for disadvantaged children vs non disadvantaged children PP: 94.36% Non PP: 95.29% Although persistent absentee is: PP: 14.1% Non PP: 8.2%			
Engagement, ensure 90% of PP children attend school trips and 75% children access school clubs.	At least 90% of all PP children attended all day school trips. 50% of PP children compared with 53% of Non PP children attended a residential.			

	<p>There is allocated space dedicated for PP children in all clubs run and this is always full with more spaces being taken if required.</p> <p>There are targeted sports clubs primarily for disadvantaged children and these have a high up take. All children are offered a space but not all children attend.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider