

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	17.8%
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	November 2021
Date on which it will be reviewed	November 2022
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	£87,700
Recovery premium funding allocation this academic year	£10,875
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	£98,575

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 as well 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	Under developed language and communication skills

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth	Achieve national average for greater depth maths and writing
Attendance	Ensure attendance of disadvantaged pupils is above 96%
Engagement	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: £ 39,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher appointed to work within Year 3 cohort to allow Year 3 cohort to be taught as smaller classes.</i></p> <p><i>3 days per week</i></p> <p><i>£29,268</i></p> <p><i>Including on costs.</i></p>	<p><i>EEF(+3)</i></p> <p><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></p> <p>Data will influence where the additional support is given to reduce group sizes and therefore increase outcomes.</p>	1,2
<p><i>Teachers to access CPD on improving outcomes and teaching and learning</i></p> <p><i>£5,000 for CPD</i></p> <p><i>£1,250 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
<p><i>PALS peer teaching of reading, training and rolling out through the school. SLT time to develop and embed</i></p> <p><i>£1,000</i></p> <p><i>Costs of books £2,000</i></p>	<p><i>EEF Peer tutoring (+5) linked with reading comprehension strategies (+7)</i></p> <p><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></p> <p><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> <p><i>reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.</i></p>	1,2,6

	<i>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</i>	
<i>Meta cognition Staff CPD and SLT time to implement and support £1,250</i>	<i>EEF (+7) 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. The potential impact of these approaches is very high, particularly for disadvantaged pupils Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. We had started to implement strategies to support children's meta cognition before lockdown and were seeing a positive impact.</i>	1,2

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

Budgeted cost: £ 22,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch up tuition (currently year 6 focus) Teacher employed 0.5 £20,624 with on costs</i>	<i>EEF (+4) 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 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>	1,2

	Having analysed our cohorts, we have recognised that the current year 6 cohort have the greatest gap between disadvantaged children and non-disadvantaged children, they also have the fewest children achieving GDS. Although this year group also has high numbers of SEN and progress has been at least good.	
25% of the school led tuition programme. Schools contribution £2230	As above. Data has been analysed and we are starting with those pupils who have deviated from their flight paths.	1,2

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

Budgeted cost: £ 35,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. (£7,627 per annum)	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning.</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>During lockdown, the engagement with home learning was not as high as for non-disadvantaged children, which has had an impact on achievement.</p>	1, 2, 3
ELSA £17,256 plus on costs	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve</p>	5

<p>+ Wellbeing audit and support time and resources £2000</p>	<p><i>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><i>Engagement and experiences</i> <i>Cost if supporting all children to experience trips and the creative opportunities within these trips £2,000</i></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></p> <p>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>	4
<p><i>To improve language development</i> <i>NELI the Nuffield Early Language Intervention</i> <i>£7,070 staffing costs</i></p>	<p><i>The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary,</i></p>	6,1

	<p><i>narrative skills, active listening and phonological awareness. The intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</i></p> <p>Through baseline assessments and an increase in referrals for SALT, we have identified that this is an increased need and a potential barrier to reading and writing attainment.</p>	
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Total budgeted cost: £98,757