



**As a result of the Coronavirus (COVID-19) all schools in England remained shut from March until their re-opening. National Primary assessments have been withdrawn and Teacher Assessments have been used to make judgements about end of year pupil attainment.**

## Pupil Premium Report and Strategy Statement

In Millfield LEAD academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- 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
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2019-20	
Academy	Millfield LEAD Academy
Pupil Premium Leader	Mrs Alison Joyce



<b>Academic Year</b>	19-20	<b>Total PP budget</b>	£78,140	<b>Date of most recent PP Review</b>	February 2020
<b>Total number of pupils</b>	408	<b>Number of pupils eligible for PP</b>	54	<b>Date for next internal review of this strategy</b>	September 2020

## Pupil Premium Report Academic Year 2019-20 End of Summer Term

### Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps
R	7 14.5%		<p>Early Years Foundation Stage children are expected to reach a Good Level of Development by the end of the academic year.</p> <p>Based on Teacher Assessments for July 2020 children eligible for Pupil Premium have made good progress in reading and writing. In maths progress was not as strong as all other pupils and this needs to be a focus for next year.</p> <p>Attendance: Pupil Premium 95.26% Non-PP 98.84.%            Persistent Absence: Pupil Premium 0% Non-PP whole school 7.54%</p>	<ul style="list-style-type: none"> <li>• Small group working – self esteem making it a safe/comfortable place for them to engage and share more.</li> <li>• Friendship support</li> <li>• Look for suitable opportunities for writing for purpose/engagement</li> <li>• Look at the interest of these children to incorporate it into planning.</li> </ul>



				<ul style="list-style-type: none"> <li>• Personalised targets, support for phonics, writing and maths.</li> <li>• Look at research on the EEF to develop early intervention initiatives for basic skills.</li> <li>• During partial school opening 14.3% of PP children returned compared with 41.5% Non PP (difference of 2 children)</li> </ul>
1	7 13.4%		<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This short assessment which checks if your child knows the first sounds and blends of sounds.</p> <p><b>There has not been a Phonic Screening Check for 2020 Assessments showed that – 85% off PP children were on track to pass compared with 88% of Non PP children</b></p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths. Attainment for the Pupil Premium group in this year group is in line with non-Pupil Premium group for reading and maths and slightly lower than non-Pupil Premium in writing.</p> <p>Attendance: Pupil Premium 97.05% Non-PP 97.12% Persistent Absence: Pupil Premium 0% Non-PP whole school 7.54%</p>	<p>Biggest attainment gap is in writing Year 2 phonics focus will support 2 children are targeted for BRWP During partial school opening 28.5% of PP children returned compared with 35% Non PP (difference of 1 child)</p>



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			<p><b>Evaluation of the strategy</b></p> <ul style="list-style-type: none"> <li>• Progress at least expected across the three subjects</li> <li>• Reading and maths attainment broadly in line with all</li> <li>• There are 2 targeted GDS PP children</li> </ul>	
2	9 17.6%		<p>In Year 2 pupils are usually assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2020 (Be mindful of School Closure due to COVID 19 from March 2020)</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths. Attainment for the Pupil Premium group in this year group is in line non-Pupil Premium group for reading and lower for writing and maths.</p> <p>Attendance: Pupil Premium 94.89% Non-PP 96.19% Persistent Absence: Pupil Premium 20% Non-PP whole school 7.54%</p> <p><b>Evaluation of the strategy:</b></p> <ul style="list-style-type: none"> <li>• Progress at least expected in all subjects.</li> <li>• GDS is broadly in line with all.</li> <li>• Reading is broadly in line with all.</li> </ul>	<p>Attendance slightly down compared with national expectations and non PP children 2 PP children were persistent absentees The widest attainment gap is in maths and writing Individual support has been identified and will be implemented during gap attack sessions to support closing the gap</p>
3	6 11.3%		<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p>	<p>Attendance is lower than non PP children (such small numbers have an impact on data)</p>



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		<p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths. Attainment for the Pupil Premium group in this year group is lower than non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 94.12% Non-PP 97.83.% Persistent Absence: Pupil Premium 6% Non-PP whole school 7.54%</p> <p><b>Evaluation of the strategy</b></p> <ul style="list-style-type: none"> <li>• Progress is at least expected in all subjects</li> <li>• There is one GDS child identified in reading and one targeted</li> <li>• Small numbers impact upon the data</li> </ul>	<p>Reading and writing has the widest attainment gap Individual support has been identified and will be implemented during gap attack sessions to support closing the gap</p>
4	8 15.6%	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in maths. In reading and writing progress was not as strong as all other pupils. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group.</p> <p>Attendance: Pupil Premium 96.89% Non-PP 95.01.% Persistent Absence: Pupil Premium 0% Non-PP whole school 7.54%</p> <p><b>Evaluation of the strategy</b></p> <ul style="list-style-type: none"> <li>• Attendance is higher for PP children than Non PP children</li> <li>• The attainment gap was closed in maths were good progress was made</li> <li>• High level of SEND within the PP children</li> </ul>	<p>There are no children working at GDS, continue to target children. Continue to support those children with SEN and PP to close the attainment gap, EP involvement to support. Use provision map to track and monitor targets and intervention thoroughly. Spelling and reading are the biggest barriers for the majority of PP children in year 4. They need support with phonics to sound out unknown words and to use</p>



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			<ul style="list-style-type: none"> <li>2 children identified for targeting for GDS in at least one subject</li> </ul>	<p>phonics efficiently to spell words when writing. A focus on homework is required, supporting those children who don't read at home.</p>
5	10 19.6%		<p>In Year 5 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments.</p> <p>Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in reading, writing and maths. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group</p> <p>Attendance: Pupil Premium 96.79% Non-PP 96.11% Persistent Absence: Pupil Premium 0% Non-PP whole school 7.54%</p> <p><b>Evaluation of the strategy:</b></p> <ul style="list-style-type: none"> <li>Attendance is in line with all</li> <li>GDS child in reading and maths and others targeted</li> </ul>	<p>Continue to support those children with SEN and PP to close the attainment gap, EP involvement. Use provision map to track and monitor targets and intervention thoroughly.</p> <p>Additional reading opportunities need to be provided in order to close the gap; particularly around higher level comprehension. They need to discuss what they have read on a regular basis and need to be closely tracked relative to their progress on AR.</p>
6	9 15%		<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These tests did not take place in 2020 due to the COVID 19 School Closure. These are the Teacher Assessments.</p>	



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Based on Teacher Assessments for July 2020 pupils eligible for Pupil Premium have made good progress in all subjects. Attainment for the Pupil Premium group in this year group is lower than the non-Pupil Premium group.

	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP
ARE	45%	76%	36%	77%	36%	73%	45%	76%
GD	0%	34%	0%	25%	0%	24%	0%	34%
Progress from KS1	92%	97%	100%	97%	100%	98%	100%	100%

Attendance: Pupil Premium 94.28% Non-PP 96.28%  
Persistent Absence: Pupil Premium 9% Non-PP whole school 7.54%

#### Evaluation of the strategy

- Although there is large attainment gap between PP and Non PP, the progress made from this group of children was excellent and the gap had closed significantly.
- 3 children were identified as GDS, whilst they did not achieve this securely by the time of the schools enforced closure. However, with the planned intervention they were targeted for during the remained of the academic year they had a very good chance of securing GDS.



**Review and evaluation of the impact of whole school strategies not already mentioned.**

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Accelerated Reader	All years	Proportionate cost, plus leadership time cost	PP children have priority in AR quizzes and consequently all year groups, with the expectation of one have made at least good progress in reading.	Ensure PP children are quizzing at least as often as Non PP children. Those children who do not read at home should be offered opportunity to do so.
Raise attendance	All years	11% of pupils are Pupil Premium  50% of cost- as more time spent with eligible pupils.  £5,000	Attendance for PP children compared with Non PP children is broadly in line. Due to small numbers of PP the impact is seen more such as year 2 persistent absentees, it is only 2 children. Children are monitored from below 95%, action plans are created and systems followed.	Continue to monitor PP children's attendance.
Inclusion and supporting confidence	All years	£1,500	PP children did access support with uniforms and trips to ensure they have the same opportunities as those who are not PP. However the Year 4 residential did not take place this year due to COVID-19.	Continue to ensure all children have access to the same opportunities and that they have support to wear the school uniform and to support





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				inclusion. Due to the likelihood of local/bubble/individual lockdown, we must ensure that all children have access to eth materials they require to access the learning.
Embedding routes to resilience project	All years		Due to COVID-19 there will be restrictions on equine therapy	School to look at alternative ways to embed the routes to resilience project.
Pobble	All years	£2,500 Lead teacher and TA time	When evaluated, it was felt that children and adults using Pobble had lost momentum and therefore wasn't having the intended affect-raising the profile of children's writing.	Looking at the impact, we won't be renewing this next year. School will develop its own blog to share examples of writing.
Mastery Maths	All years	Maths Lead time, training, support and CPD £12,000	Maths mastery is embedded within the school. There is a focus on GDS and how to extend children.	The maths LEAD will continue to deliver CPD to staff and support the teaching of maths mastery across the school
Spelling programme	All years	Resources, CPD £500 £12 p per child (Nessy)  Spelling training TSA £280	When looking at data, it appears that the spelling programme has had a big impact. Although based on previous SAT papers, 63% achieved a standardised score of 100 or above with 45% achieving 110 or above.	DC pro needs to have a distinction between grammar and spelling on the children's assessments to monitor further.



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Inclusive sporting activities and coaching by dedicated PE teacher	All years		When looking at PP vs all others data, it was clear that there are higher numbers of PP children accessing competitions and clubs.	Look at broadening our offer of clubs and experiences to PP children. When we are able to run clubs again, gain PP pupil voice to ensure we cover a broad range of interests.
Emotional well-being needs developing so that it is not a barrier to progress and learning.	All years	£13,500 +£600 TSA CPD	A high proportion of PP children were supported by our ELSA last year. Attendance is broadly in-line with all others due to meet and greet support.	Our ELSA will be invaluable this year in supporting the children after having a prolonged period of time away from school. Children will be experiencing a wide range of emotions, due to a wide range of experiences during lock down and the months that follow
Homework support		£5,000	This support was only for those children who attended Mill Zone. Homework/ engagement with home tasks continues to be a barrier for PP children. During lockdown phone calls and emails were sent to identify what support could be offered however it was not possible to make contact with all.	Packs are needed for those children who don't have access to stationary and to laptops to complete their home learning should it be required
IMPact sessions Targeted intervention work for PPG children		£13,000	PP children make progress at least in line with non PP children. Impact sessions ensure that they have acquired the skills. Due to skills not being re enforced at home, more opportunities for over learning and practising is required.	Precision teaching is required to support the over learning of skills for those children who need it in order to close the attainment gap.
Writing support clicker docs		£1,500 for ipdads	The Ipads didn't arrive until just before lockdown and so the benefits were not seen in 2019 - 2020	



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		+ interventions Nesy spelling and reading, nesy fingers, nesy numbers and clicker docs £500	Nesy was accessed during lockdown but due to issues with accessing technology most of our PP children did not continue during this time.	
ELKLAN		Training and cover costs: £700+ staff time to run interventions 1 afternoon per week £400 Vocabulary training TSA 2 x £150 +resources and	3 members of staff completed this accreditation. It was completed at the beginning of April so the full effects of the training could not be cascaded to staff and children.	Early language intervention is essential and will be needed next academic year



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**Summary: how well are eligible pupils doing? Is the difference diminishing?**

- Progress is in line or better when comparing PP against non PP children
- More PP children are achieving GDS
- PP children are accessing extra-curricular clubs in line with Non PP children

**Summary of Proposed Actions for the 2020/21**

- GDS remains a focus
- Strategies to support staff with gaining a thorough understanding of the gaps in the children's learning and how to fill these gaps
- Recovery curriculum-supporting children through this period of uncertainty and change.

## Strategy for 2020-21



### Millfield LEAD Academy

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2020-21					
<b>Academy</b>	Millfield LEAD Academy				
<b>Pupil Premium Leader</b>	Mrs Alison Joyce				
<b>Academic Year</b>	20-21	<b>Total PP budget</b>	£82,320	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	403	<b>Number of pupils eligible for PP</b>	58	<b>Date for next internal review of this strategy</b>	February 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)</i>	<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)</i>
Engagement of some children	Covid-19 and lack of engagement with home learning
Low attainment	Attendance of a small number of children
Small numbers of children	Increase in EAL-change in demographics
Resilience towards learning	Engagement with homework
	Access to technology (times table rock stars and other educational apps relies upon this)

	<b>3. Implementation and/or Impact of the curriculum – separate for each year group as each cohort has its own profile and needs.</b>
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What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
<b>Year R</b>	<p>Communication and Language Approaches Language of PP children to be in line with Non PP children</p> <p>Early literacy approaches</p>	<p>PP children language and communication strands will be broadly in line with Non PP children</p> <p>PP children to make the same progress with reading and writing as Non PP children</p>	<p>Oral language interventions and support programmes established for children with EAL/NTC/NTE High quality provision indoors and out Attendance monitored Language modelled</p> <p>storytelling and group reading; activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing</p>	<p>The EEF has found that High quality interventions in Early Years has positive benefits. +6 months.</p> <p>Early literacy approaches has positive benefits 4+ months</p>	<p>Early Years Foundation Stage Leader to analyse data each half term.</p>	<p>1 additional teacher for ½ a day weekly to oversee language interventions and support for EAL children. £1600</p>
<b>Year 1</b>	<p>Maths progress to be in line with Non PP children ELSA to support confidence of 4 children</p>	<p>Maths progress to be in line with non PP children</p>	<p>Numicon small group work. Daily non negotiables aiming to develop number skills and improve children's knowledge and</p>	<p>The EEF found in their early years toolkit that implementing early maths approaches has seen positive benefits 5+ months Numicon sessions</p>	<p>Data Pupil interviews Attendance</p>	<p>Staff training and resources £500  1 hour per week, planning and delivery Mrs Cope £12 x 30 weeks £360</p>



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			<p>understanding of early mathematical concepts          Combined approach of small group work and guided interaction, with direct teaching and Child-led activities.          Staff CPD and training is a priority          Sessions with Mrs Cope on self-confidence and believing in themselves</p>			
<b>Year 2</b>	To improve and support early reading and phonics	<p>2 children GDS at end of KS          2 children to have closed the attainment gap in reading and writing by the end of KS          PP children to achieve at least in line with national in their phonics screen</p>	BRBP and phonics small group/1:1 intervention	<p>Early reading and phonics remain areas for improvement, particularly for pupils who struggle.          From Early reading and the education inspection framework.</p>	Data – termly progress analysis	<p>Training, release time and support £1200          Materials £1136</p>
<b>Year 3</b>	<p>Attendance</p> <p>Writing, maths attainment</p>	<p>Attendance to be in line with Non PP children</p> <p>The gap between PP and non PP children is to be</p>	<p>2 x children to be closely monitored and supported to attend.</p> <p>Phonics intervention, bespoke writing and reading intervention</p>	<p>Children need to be attending school in order to make the progress academically and socially.</p> <p>The government has said that all children in Year 3 and above should read age-appropriate books</p>	<p>Attendance data</p> <p>Data</p>	<p>Attendance officer costs</p> <p>Additional teacher in year group ½ term £6000</p>



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		narrowed by at least 10%	Teachers and teaching assistants provide extra practice through the day for the children who make the least progress (the lowest 20%)			
<b>Year 4</b>	Attendance  Writing, writing attainment	Attendance to be in line with Non PP children  The gap between PP and non PP children is to be narrowed by at least 15%	2 x children to be closely monitored and supported to attend.  Bespoke intervention to close the attainment gap	Children need to be attending school in order to make the progress academically and socially.	Attendance data  Data	Attendance officer costs
<b>Year 5</b>	2 pupils are identified as working significantly below ARE. The EP will support staff to raise attainment and identify specific barriers to learning	The 2 pupils close the gap in reading and writing by 1 point DC pro	This will be bespoke to their needs and in consultation with the Educational Psychologist	EP's are critical in identifying special educational needs (SEN). They also play an essential role in upskilling the education and wider workforce, thus ensuring high quality special educational needs and disability (SEND) provision is available.	Data Intervention tracking	£1500
<b>Year 6</b>	Reading					

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Whole School Initiatives/the wider curriculum	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Accelerated Reader	On-line tool to monitor and encourage pupils to read more books.	Research for the EEF shows that this initiative raises attainment by +5 months for eligible pupils and +3 months for all pupils.	English Leader to monitor reading statistics from on-line information. Report to SLT.	Proportionate cost plus leadership time cost £7,000
Raise attendance	Attendance officer	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates.	Half termly reports including evaluations and actions.	14% of pupils are Pupil Premium 50% of cost- as more time spent with eligible pupils. £5,000
Inclusion and supporting confidence	Uniform/trip contribution	Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.	Questionnaire to pupils	£1,500
IMPact sessions Targeted intervention work for PPG children	1 hour teacher time per week to focus on PP children.	The EEF states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	Data	£20,000
Emotional well-being needs developing so that it is not a barrier to progress and learning.	Referral system for children to attend specific/appropriate groups. In addition support for specific difficulties and	There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning. Some will require greater support to increase their emotional literacy than others. ELSA is an initiative developed and supported by educational psychologists.	Pupil/parental voice	£13,500 +£800 TSA CPD



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	support is tailored to individual children's needs	It recognises that children learn better and are happier in school if their emotional needs are also addressed		
Mastery Maths	Teaching mastering maths means acquiring a deep, long-term, secure and adaptable understanding of the subject. At any one point in a pupil's journey through school, achieving mastery is taken to mean acquiring a solid enough understanding of the maths that's been taught to enable him/her move on to more advanced material.	The NCETM's work in advocating teaching for mastery, and in supporting Maths Hubs as they help schools implement such an approach, is largely based on the way maths has been successfully taught in East Asia, most notably, but not exclusively, Shanghai, China. Maths results increased last year as a result of using maths mastery.	Data, pupil progress meetings. Maths Lead to monitor	Maths Lead time, training, support and CPD £12,500
Embedding routes to resilience/recovery curriculum	On return to school, children will explore the 5 levers of recovery-Barry Carpenter. This will be done through whole class teaching of themes through the book 'the boy, the mole, the fox and the horse.' All classes will address the learning characteristics identified from the routes to resilience project and will teach these through a range of books. The recovery curriculum will be taught throughout the year but discreetly for the first 3 weeks of term and once a week throughout this year.	Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK Liberty, K., (2018) 'How research is helping our children after the earthquakes.' <a href="https://www.healthprecinct.org.nz/stories/how-research-is-helping-our-children-after-the-earthquakes/">https://www.healthprecinct.org.nz/stories/how-research-is-helping-our-children-after-the-earthquakes/</a> (accessed 14 <sup>th</sup> April, 2020.) Young Minds (2020) Coronavirus; the impact on young people with mental health needs. <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	There are systems in place to assess and support children's wellbeing. We want to ensure this pandemic has the least possible impact on the attainment/progress and attendance of our children.	Books to support £600
Identifying gaps in learning	Provision map will enable staff to monitor the provision	Provision map has achieved Bett Award Company of the Year Winners. It is endorsed by NASEN and TES	DATA	£799



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	PP children have closely. They will be able to identify specific targets and to monitor impact of interventions and support given	‘Robust and reliable assessment, across the school, is at the heart of systems that track pupils’ progress as a starting point for evaluating and improving the quality of teaching and learning. Schools that regularly assess pupils track the progress of individuals and groups of pupils in relation to the targets set for them and intervene accordingly, achieve the best rates of progress and are well placed to intervene to support pupils whose progress raises concerns. Collection and analysis of data to support discussions about pupils’ progress should be embedded in school practice.’ NASEN	SENDCo, PP lead to ensure it is being used effectively and informing planning	
Closing the attainment gap	The government is heavily subsidising the National Tutoring Programme to support closing the attainment gap.	The National Tutoring Programme is a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils’ learning.  From the 2020-21 school year, the National Tutoring Programme will make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures.  There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and the EEF’s analysis suggests this is likely to be growing significantly while schools are closed to most pupils.  There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.	Data Provision map	£4200 £12 x 6 weeks x 58 children (£176 for resources)
Staff CPD to ensure there is accelerated progress and gaps are closed.	Staff to have continued CPD around the mastery approach and meta-cognition	Rosenshine’s Principles in Action, Rosenshine’s Principles in Action – The Workbook and Teaching WalkThrus: Five-step guides for instructional coaching The EEF recognise that there can be substantial gains in both meta cognition and the mastery approach, 7 months and 5 months retrospectively. Rosenshine’s Principles of Instruction (first published in American Educator in 2012) is a research based approach which set out 10 key findings. If incorporated into our practice, would substantially increase the quality of teaching and learning, improving outcomes for all students, rather than focusing solely on specific groups to the potential detriment of others.	CPD sessions Observations Data	Books £25 per person x 25 =£625



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Widgit for early language and EAL support	Ensuring that all our EAL and those with communication difficulties can access the curriculum	<p>“Laying the foundations for early language development is at the heart of a high quality early years experience, and is an area of development where many disabled children and children with SEN can require a different approach or additional support.” (p32)</p> <p>DfE (2011). ‘Support and aspiration: A new approach to special educational needs and disability.’ SEND Green Paper.</p> <p>Symbols have been shown to help many children and young people in school who struggle with reading or understanding.</p>		£1000
Access to home learning	All children will need to be able to access home learning. This may be having the relevant equipment such as pens and pencils or having the work accessible to them in the form of paper copies or work books.	This links to the NTP	Monitoring access and engagement with home learning	£500
PALS	Years 4-6 All staff will be trained in delivering PALS	Peer Assisted Learning Strategies (PALS-UK) is a whole-class, structured, paired-reading intervention. Pupils work together in pairs and take turns to act as coach and reader. The aim is to improve reading comprehension and reading fluency. The EEF's Teaching and Learning Toolkit is very positive about peer tutoring	Data	£2000 CPD staff time, resources and training.
		<b>Total</b>		<b>£82320</b>

Date: \_\_\_\_\_

Pupil Premium Leader: \_\_\_\_\_