

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	417
Proportion (%) of pupil premium eligible pupils	22.54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
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	£133,880
Recovery premium funding allocation this academic year	-
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	£133,880

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.
- ✓ 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.
- ✓ For children to have the vocabulary required to access the world and to close the vocabulary gap.

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 in addition to 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 at the GDS level. End of key stage data showed the difference between non disadvantaged and disadvantaged children at Millfield was greater than the national attainment gap, despite our disadvantaged children outperforming all nationally in writing at greater depth and in line with reading at greater depth.
2	Narrowing the attainment gap in maths at the expected level. Data shows in both year 2 and 6 last academic year, there was a greater than average gap between non disadvantaged and disadvantaged children at Millfield. Disadvantaged children at Millfield did not achieve in line with all nationally in maths. At the end of KS2, 64.3% of disadvantaged children achieved the expected level in maths last academic year.
3	Attendance and punctuality issues for some disadvantaged children remains slightly below all. We continue to monitor and put interventions in place but despite this, we have a higher number of persistent absentees in disadvantaged children compared with non-disadvantaged children, a gap of 3.6% and despite attendance being at 94.9% (data taken from day report written), there is a gap of 1.8% between disadvantaged and non disadvantaged.
4	Engagement in enrichment experiences to ensure there is no gap in experiences between all and disadvantaged children. We know that experiences and engagement in wider curriculum widens life chances. Our school vision is to 'improve the lives and life chances of all.'
5	Increased need for social emotional and mental health needs.
6	Narrowing the vocabulary gap. When children entered the foundation stage last academic year, the speaking baseline was significantly lower than the previous year. Disadvantaged children baselined at 50% not at age related expectations for speaking and non disadvantaged children baselined at 33.9%. At the end of KS2, the attainment gap in reading and writing at the greater depth level was greater than the average gap, indicating that more support is required to support the development and understanding of vocabulary.

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 and writing at greater depth to be increased	The gap between all and PP children at Millfield is reduced to within 10% of each other in GDS writing and reading.
Close the attainment gap in maths	Achieve at least national average attainment scores in KS2 in maths.
Attendance to be in line with non PP	Ensure attendance of disadvantaged pupils is above 96% and PA is the same as all.
Engagement of PP children to be in line with non PP	Ensure 90% of PP children attend school trips and disadvantaged children to access school clubs in proportion to school %.
PP children's vocabulary knowledge to be in line with all children's	In Starling Vocabulary Retrieval checks, for both tier 2 and tier 3 vocabulary, disadvantaged children to be scoring parallel to all children.

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: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Vocabulary tier 2 and 3 to be taught and assessed discretely using Starling Vocabulary Retrieval programme</i></p> <p><i>Staff time to develop the programme with Nottingham Trent University and deliver CPD to all staff.</i></p> <p><i>£15,000</i></p>	<p><i>The evidence has come from internal data sources. When delivering reading scheme, it was felt that vocabulary was not being taught and therefore a discreet vocabulary scheme has been written and published.</i></p> <p><i>It incorporates robust strategies for teaching vocabulary and modelling in the classroom (adapted from Beck and McKeown). These techniques are used as part of teacher modelling, explanation and pupil practice to support vocabulary teaching.</i></p>	1, 6, 7

	<p><i>We know that disadvantaged children have a deficit of words read and understand compared to all children.</i></p> <p><i>Starling Vocabulary Retrieval is research disruptive in that it produces results far in excess of any current vocabulary retrieval research.</i></p> <p><i>EEF guidance reports: communicating and language, Improving literacy at KS1 and 2, all have as their first recommendation, the explicit teaching of vocabulary.</i></p>	
<p>Teachers to access CPD on improving outcomes and teaching and learning £15,000 for CPD £4,000 supply costs of release for staff member</p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p> <p><i>‘Developing high quality teaching, assessment and a broad and balanced knowledge based curriculum which responds to the needs of the children.’</i></p>	1,2,5,6
<p>Teachers engaging in coaching opportunities ‘PLCs’ twice per year to focus on raising standards linked to issues raised in the AIP and pupil progress meetings Staff CPD and release time costs £6,800</p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</i></p> <p><i>‘Developing high quality teaching, assessment and a broad and balanced knowledge based curriculum which responds to the needs of the children.’</i></p> <p><i>The EEF states that personal development has great potential but it needs to be clear, well designed and selected and implemented so that investment is justified.</i></p>	1,2,5,6
<p>Meta cognition and self regulated learning Staff CPD and SLT time to implement and support £3,400 New teachers to have bespoke CPD/coaching on how it is embedded in certain subjects.</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</i></p>	1,2,4,5,6

	<p><i>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>	
<p>Continue to embed a new phonics scheme. Reading is a priority across the school at all levels. Closing the attainment gap, progress and achieving GDS.</p> <p>CPD, specifically for new staff £2,500 and release time to monitor</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 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>	1,6
<p>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</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

<p>£4,800 time and cover costs</p> <p>Due to the success, all teaching staff are accessing bespoke CPD around leadership three times per year £2,500</p> <p>All staff to have time to write, deliver and coach 'LLCs' 2 x per year.</p>		
---	--	--

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

Budgeted cost: £ 33,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up tuition (currently year 6 focus)</p> <p>4 teachers deliver bespoke booster interventions 12 weeks, twice per week for 1 hour. £2,052.</p> <p>Last years end of KS2 results would suggest that these sessions were effective as part of an effective teaching and learning package.</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 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. Last academic year, whilst PP children were not in line with all from our school they were inline or exceeded all children nationally.</i></p>	<p>1,2,5,6</p>

<p>Bespoke interventions, based on QLA's. £3,500 planning time, cover, resources and analysis of data.</p>	<p><i>We analyse data to see where the greatest need is and plan accordingly. Previous data showed that year 6 has the greatest discrepancy between PP and non PP in maths at the expected level and GDS in reading and writing. Current year 3's and 6's show that there are attainment gaps in all subjects compared with non disadvantaged children. Closing the attainment gap between non disadvantaged and disadvantaged children is a priority in the AIP.</i></p>	<p>1,2,5,6</p>
<p>Inference galaxy, a digital intervention 1:1 £2,000. Time to liaise with the university of Minnesota and analyse data, implement etc.</p>	<p><i>Inference galaxy is an innovative, evidence base (teaching practices that are based on the best available scientific and tested theories), digital toolkit that aims to teach inference making in KS2. The overall goal of inference Galaxy is to provide supplemental, high quality instruction with differentiated support by individual students. We have chosen this to support our reading outcomes.</i></p>	<p>1,6</p>
<p>IMPACT TA 1:1 £18,000</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>	<p>1,2, 6</p>
<p>Writing lead to have time out of the class to analyse difficulties within writing and support staff and children. Staff to work 1:1 with identified</p>	<p><i>1:1 writing conferencing. EEF strategies from the 'report improving literacy skills in KS2.' Data shows that writing in year 5 and 6 has the biggest attainment gap between PP children and non PP children.</i></p>	<p>1,6</p>

disadvantaged children on, at least, a 3 weekly cycle £5,300	<i>EEF one to one tuition +5 months. Key findings were; 'on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'</i>	
Maths lead/ pupil premium champion to identify disadvantaged children that should receive intervention, as written in the AIP. Interventions should match the children's needs. £2,500, for time CPD and intervention resources.	<i>Maths lead/ pupil premium champion to identify disadvantaged children that should receive intervention, as written in the AIP. Interventions should match the children's needs. Bespoke text books aimed at increasing pupils fluency</i>	2,6

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

Budgeted cost: £ 46,246

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. (£8,655 per annum)	<i>EEF (+3)</i> <i>We define parental engagement as the involvement of parents in supporting their children's academic learning.</i> We have identified that disadvantaged children's attendance is lower than non-disadvantaged children. Last academic year it was 94.7% Attendance is important for their social and emotional well-being but also to ensure that they are achieving what they are capable of.	1, 2, 3, 4, 5, 6
ELSA	<i>EEF (+4)</i>	1, 2, 3, 5

<p>£20,963 plus on costs + resources £500</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>Children have opportunities to learn an instrument £3,100</p>	<p><i>EEF (+3)</i></p> <p><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></p> <p><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>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>	4
<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></p> <p><i>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can</i></p>	4

	<p><i>occur either as part of the curriculum or as extra-curricular activity.</i></p> <p><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>	
<p>All PP children are entitled to have a free breakfast at our before school club £7,000</p>	<p><i>Whilst not part of the national school breakfast programme, the government has identified the importance stating, 'It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration and improved wellbeing and behaviour.'</i></p>	5

Total budgeted cost: £133,880