

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	November 2023
Date on which it will be reviewed	November 2024
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	£133,728
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	£133,728

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 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 Maths
Greater numbers of greater depth achieved	Achieve national average for greater depth maths 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: £ 54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher appointed to work within Year 6 cohort to support small, targeted groups to raise attainment. Sessions to run for half a term 4 days per week.</i></p> <p><i>4 days per week (£5,00 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>	1,2,6
<p><i>Teachers to access CPD on improving outcomes and teaching and learning</i></p> <p><i>£15,000 for CPD</i></p> <p><i>£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> <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>	1,2,6
<p><i>Teachers engaging in coaching opportunities twice per year to focus on raising standards linked to issues raised in the AIP and pupil progress meetings</i></p> <p><i>Staff CPD and release time costs £6,800</i></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><i>Embedding PALS peer teaching of reading, monitoring and continued training through the school. SLT time to develop and embed and liaise with professionals from NTU £4,000</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> <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>1,2,4,6</p>
<p><i>PALS + discrete vocabulary teaching. Children identify words they are unsure of the meaning, these are discussed and written up for all to see. They are retrieved and assessed. All children's scores are analysed.</i></p> <p><i>SLT release time, time to observe and check it's impact, links with universities who are supporting.</i></p> <p><i>£4,000</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>	<p>1,2,6</p>
<p><i>Meta cognition</i></p>	<p><i>EEF (+7)</i></p> <p><i>Evidence suggests the use of 'metacognitive strategies' – which</i></p>	<p>1,2,4,5,6</p>

<p><i>Staff CPD and SLT time to implement and support £3,400</i></p>	<p><i>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</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><i>We have implemented strategies to support children’s meta cognition and are seeing a positive impact.</i></p> <p><i>We are doing further work around the brain and how we learn to further support this.</i></p>	
<p><i>Embed 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 £5,000 and release time to monitor</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 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>1,2,6</p>

<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>£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</p> <p>£2,500</p>	<p>EEF Guide to pupil premium effective professional development guidance</p> <p>We have identified that further investment into leadership and management CPD will benefit all of our learners.</p>	<p>1,2,3,4,5,6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,782

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.</p> <p>£2,052</p>	<p>EEF (+4)</p> <p>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.</p> <p>Last academic year, whilst PP children were not in line with all from our school they were inline or exceeded all children nationally.</p>	<p>1,2,5,6</p>

<p><i>Bespoke interventions, based on QLA's.</i> £3,500 planning time, cover, resources and analysis of data.</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 exs and GDS in reading ensuring we target disadvantaged children to achieve GDS in reading, therefore is the focus for this term. Year 5, the focus is writing at exs and reading at GDS. Year 4, the focus is GDS maths. Year 3, the focus is reading at exs and maths at GDS. Year 2, the focus is reading at exs and GDS and maths at exs and GDS. Year 1, the focus is maintaining as PP children are out performing all.</p>	<p>1,2,5,6</p>
<p><i>Inference galaxy, a digital intervention 1:1</i> 15 x iPads £3,930.45</p>	<p>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.</p>	<p>1,2,6</p>
<p><i>IMPACT</i> 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</p>
<p><i>Writing lead to have time out of the class to analyse difficulties within writing and</i></p>	<p>EEF strategies from the 'report improving literacy skills in KS2.'</p>	<p>1,6</p>

support staff and children. £5,300	Data shows that writing in year 4 and 5 has the biggest attainment gap between PP children and all.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 46,446

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)	<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. 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.</p>	1, 2, 3,4,5,6
ELSA £20,963 plus on costs + Wellbeing audit and support time and resources £2000	<p>EEF (+4)</p> <p>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.</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</p>	5, 1, 2, 3

	continues to be an integral part of the pupil premium plan.	
<p><i>Children have opportunities to learn an instrument</i> £2,828</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>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, 1, 2
<p><i>Engagement and experiences</i> <i>Cost of supporting all children to experience trips and the creative opportunities within these trips</i> £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></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>All PP children are entitled to have a free</i></p>	<p><i>Whilst not part of the national school breakfast programme, the government has identified the</i></p>	5

<p><i>breakfast at our before school club</i> £7,000</p>	<p><i>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>	
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Total budgeted cost: £133,728