

Pupil premium strategy statement



1. Summary information					
School	The Mill Academy				
Academic Year	2020-21	Total PP budget	£130,000	Date of most recent PP Review	
Total number of pupils	222	Number of pupils eligible for PP	82	Date for next internal review of this strategy	

2. Current attainment and progress exit 2020		
KS2 Exit N= % of cohort	Pupils eligible for PP compared to National average	Pupils not eligible for PP national
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

2b. Autumn baseline data 2020						
% on Track for National exp	Reading		Writing		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Year 1 (PP9 NPP 21)	44%	47%	33%	38%	33%	57%
Year 2(PP15 NPP14)	47%	79%	20%	64%	47%	64%
Year 3 (PP13 NPP14)	15%	29%	8%	36%	31%	43%
Year 4(PP19 NPP13)	21%	38%	32%	54%	42%	54%
Year 5(PP14 NPP 17)	29%	65%	29%	41%	36%	76%
Year 6(PP12 NPP 18)	33%	72%	8%	50%	42%	78%

2C Autumn Baseline data FS2												
16 children	PSED			C and L			Physical		Literacy		Maths	
	MR	SCSA	MFB	LA	U	S	MH	HSC	Reading	Writing	Number	SSM
PP BES (4) AES EES	75.00 25.00 0	50.00 50.00 0	75.00 25.00 0	100.00 0 0	100.00 0 0	50.00 50.00 0	100.00 0 0	100.00 0 0	100.00 0 0	100.00 0 0	75.00 0 25.00	100.00 0 0
NPP BES (19) AES EES	55.56 44.44 0	40.00 46.67 13.33	42.86 57.14 0	53.33 33.33 13.33	64.29 28.57 7.14	66.67 13.33 20.00	53.33 40.00 6.67	42.86 57.14 0	71.43 28.57 0	30.77 69.23 0	64.71 35.29 0	66.67 33.33 0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Across school, extremely high proportion of most disadvantaged pupils (64%+ within most deprived IDACI category – top 10%)				
B.	Low levels of literacy including levels of English spoken language on entry to school				
C.	Pupil engagement with national curriculum				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Overall attendance and punctuality of disadvantaged pupils specifically persistently absent pupils – the majority of PA Children are also PP				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Upper KS2 PP pupils demonstrate progress and attainment that is within line of their peers			PP pupils attainment is comparable to National ‘Other’	
B.	Develop competency in literacy and spoken language to enable pupils to have skills that prepare them well for secondary school			Children are able to engage orally within a broad and balanced curriculum	
C.	Pupils access a bespoke, broad, balanced and exciting curriculum			Pupil response to curriculum is positive and shows high levels of engagement	
D.	Attendance (Specifically PA) and punctuality at National typical proportions			Attendance 96%+, PA 10%-, PP lateness reduced and in line with peers	
E.	Parental engagement and development of pupils’ life skills			Parents will feel equipped and competent to support their children to develop as learners	
5. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
ii.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional HLTA to support in UKS2 to add capacity to	In order to ensure accelerated progress for PP children in Year 5 and 6 the	Year 6-See data above. To support PP in Year 6 in all three subjects to narrow the gap with NPP and raise attainment overall. In Year 6 50% or less of the PP are on track from their own starting points in reading and writing	£ 23,873		

classes to narrow the gap and provide catch up learning	HLTA will be in class 5 days a week to add capacity for the PP children who are targeted for expected standard from their KS1 outcomes	Year 5-See data above. To support Year 5 in reading and maths to narrow the gaps with NPP and raise attainment overall. In reading only 36% of pupils are on track for their expected starting points.			
Additional support in FS for Low baseline data	To provide additional capacity for small group work in foundation stage. To provide additional support in phonics, maths and P4C, an additional member of support staff to improve ratio and work with vulnerable pupils with PP and additional needs.	FS See data above. To support children by adding more capacity for small group differentiation within the setting and to help to narrow the gap with NPP and PP. To support with small group work around listening, communication and understanding to be able to raise standards for PP children in literacy and maths.	£15,400		
Additional support in LKS2	In order to ensure accelerated progress for PP children in Year3 the TA will be in class 5 days a week to add capacity for the PP children who are targeted for expected standard from their KS1 outcomes	Year 3-See data Attainment across the cohort is low and significantly low in reading and writing for PP children. In all three areas only 39%or less of the PP children are on track from their own starting points and support and strategies of intervention are needed to support quality first teaching to support children with accelerated progress.	£15,400		
Additional KS1	In order to ensure accelerated progress for PP children in Year1 and 2 a TA will be in class 5 days a week to add capacity for the PP children who are targeted for expected standard from their FS outcomes	Year 2- See data above - To support Year 1 and 2 in reading and writing to narrow the gaps with NPP and raise attainment overall. In Y2 7/15 PP are low attainers in reading but are showing potential to make accelerated progress. This however is not the picture in writing and maths and additional support would be beneficial for this group	£15,400		
Total budgeted cost					£70,073

iii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To maximise the attendance and punctuality of all pupils including those who are Pupil Premium</p> <p>To raise parental engagement and support of PP families</p> <p>To develop opportunities for life skills</p>	<p>LA EWO to support PSA in analysing attendance data</p> <p>Check letters sent home are compliant when attendance falls below given level</p> <p>Home visits, panel meeting where necessary</p> <p>Researching positive methods used nationally to engage parents to ensure school attendance</p>	<p>A new PSA is in post from Easter 2020 and a priority for school is to raise the profile of attendance across the school.</p> <ul style="list-style-type: none"> • To educate families to understand the importance of school and punctuality • To follow up non-attendance promptly in a robust way • To map the improvement of attendance of pupils at risk of PA • To monitor the attendance across the whole school and intervene • To work closely with EWO and PHE to ensure that all pupils eligible for school during Covid 19 are present • To provide incentives for pupils and families who are meeting targets 	<p>SLA for EWO £ 1620</p> <p>Resources £3000</p>	<p>Gillian Beckett Wendy Wilson Kayleigh Wroe</p>	
<p>Lunchtime support.</p> <p>To provide capacity to develop social and emotional skills for PP /LAC and SEN children</p>	<p>Additional support for lunchtimes</p> <p>To provide lunchtime clubs to provide team games /turn taking and social interaction</p> <p>To lead on the management of the SMSA staff</p>	<p>Y3 has 13 PP children, 2 of these are EAL and 7 have an EHA or other vulnerabilities</p> <p>Y4 has 19 PP children, 1 is EAL and 4 have EHA or other vulnerabilities</p> <p>These children have additional vulnerabilities which make unstructured times more challenging. A more structured approach to lunch time would benefit with a key worker to model appropriate social and emotional interaction and provide a clear plan of activities for the group including clear rules, turn taking, communicating and team work.</p>	<p>£2849</p> <p>£2000 resources</p>		
<p>Parental engagement and support with adult learning will be a strength of the school</p>	<p>Parent Support Worker will be employed for 37 hours /week to work with vulnerable pupils and identified families from register who are PP/vulnerable groups.</p> <p>This will also include providing where possible (Covid) opportunities for adult learning, parenting skills and life skills to support the family</p>	<p>Support will include</p> <p>Parent learning opportunities</p> <p>Parental engagement courses</p> <p>Attendance and home visits</p> <p>Multi agency support and network meetings</p> <p>BSS referrals</p> <p>Behaviour management training courses for parents</p> <p>This will be measured termly through improved attendance, attendance of parental courses, % of parental engagement and feedback and improved progress of pupils by PP leader and HT.</p>	<p>£20,932</p> <p>Additional resources £3000</p>		

Life skills bungalow project	To create a base for a life skills curriculum	To equip the bungalow on the school ground with the relevant resources to be able to provide a programme of lesson for the children starting in Reception to Year 6 to equip them with life skills and practical opportunities for later life <ul style="list-style-type: none"> • Cooking • Safety • Health and wellbeing • Drug and alcohol awareness • Mental health awareness 	£9000		
To support the social & emotional needs of PP children & families with additional vulnerabilities	Thrive training and resources to support PP children with additional vulnerability. An assessment and programme to support children with gaps in their emotional and social skills which prevent them from developing as whole and confident learners	Following tracking of vulnerabilities , a high proportion of pupils have been found to fall in to categories of multiple vulnerabilities Identified children are tracked using bespoke Pupil Vulnerability Register	£5,000		

Total budgeted cost £47,401

iv. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Music	Music Elsecar ensemble experience with other SMAT schools. Motivational/aspirational experience to perform in front of wider audiences Offer to support instrument peripatetic lessons with PADS	Y5 -14 PP Y6 -12 PP	£1980		
Residential	Funding/partially funding educational visits. Day and Residential Visits funded for pupils currently on Free School meals	TBC re covid	£5000		

Swimming	Year 3 provision to be subsidised There are 13 PP children.	TBC re Covid	£5730		
				Total budgeted cost	£12,710
					£130,184

Review 2019-20

6. Summary information					
School	The Mill Academy				
Academic Year	2019-20	Total PP budget	£127,000	Date of most recent PP Review	07/19
Total number of pupils	221	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Jan 2020

7. Current attainment and progress exit 2019			
KS2 Exit N= % of cohort	Pupils eligible for PP compared to National average		Pupils not eligible for PP national
% achieving in reading, writing and maths	67%	51%	70.8%
% making progress in reading	67%	62%	78.1%
% making progress in writing	67%	68%	78.5%
% making progress in maths	67%	67%	83.7%

8. Barriers to future attainment (for pupils eligible for PP, including high ability)							
In-school barriers							
C.	Across school, extremely high proportion of most disadvantaged pupils (64%+ within most deprived IDACI category – top 10%)						
D.	Low levels of literacy including levels of English spoken language on entry to school						
C.	Pupil engagement with national curriculum						
External barriers (issues which also require action outside school, such as low attendance rates)							
D.	Overall attendance and punctuality of disadvantaged pupils specifically persistently absent pupils – the majority of PA Children are also PP						
9. Desired outcomes							
	<i>Desired outcomes and how they will be measured</i>				<i>Success criteria</i>		
F.	Upper KS2 PP pupils demonstrate progress and attainment that is within line of their peers				PP pupils attainment is comparable to National 'Other'		
G.	Develop competency in literacy and spoken language to enable pupils who have skills that prepare them well for secondary school				Children are able to engage orally within a broad and balanced curriculum		
H.	Pupils access a bespoke, broad balanced and exciting curriculum				Pupil response to curriculum is positive and shows high levels of engagement		
I.	Attendance (Specifically PA) and punctuality at National typical proportions				Attendance 96%+, PA 10%-, PP lateness reduced and in line with peers		
J.	Parental engagement and development of pupils life skills				Parents will feel equipped and competent to support their children to develop as learners		
10. Planned expenditure							
Academic year	2019-20 £127,000						
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
v. Quality of teaching for all							
vi.							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?			How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Upper KS2 PP pupils demonstrate progress and attainment that is within line	In order to ensure accelerated progress for PP children in Year 6 the HLTA will be in class for 5 mornings a week to add capacity for the PP children	<p>Year 6 Reading 63% of PP are expected to achieve exp standard. July 19 43% were on track Reading 13% of PP are expected to achieve GD standard July 19 0% on track</p> <p>Writing 75% of PP are expected to achieve exp standard .July 19 56% on track In writing based on Key stage 1 outcomes there were no PP children targeted for GD July 13% on track Maths 56% of PP expected to achieve exp standard .July 19 56% on track</p>			SLT Meetings PPM	£11500 Additional £5,000 resources and booster sessions	January 2020

<p>of their peers</p>	<p>who are targeted for GD</p> <p>Additional TA - 27 hours to support with PP in Y5</p>	<p>Maths 19% of PP expected to achieve GD .July 19 19% on track</p> <p><u>Feb 20 -18 PP</u></p> <p>Reading 47% of PP are on track for expected or above 24% of PP on track for above</p> <p>Writing 53% of PP are on track for expected or above 6% of PP on track for above</p> <p>Maths 67% of PP are on track for expected or above 6% of PP on track for above</p> <p>Year 5 11 children PP. All of these children also have additional vulnerability (SEN, EAL, Safeguarding)</p> <p>Reading 45% of PP are expected to achieve exp standard. July 19 36% were on track Reading 27% of PP are expected to achieve GD standard July 19 27% on track Writing 55% of PP are expected to achieve exp standard .July 19 36% on track Writing 18% of PP are expected to achieve GD July 19 18% on track Maths 45% of PP expected to achieve exp standard .July 19 45% on track Maths 18% of PP expected to achieve GD .July 19 18% on track</p> <p><u>December data -11 PP</u></p> <p>Reading 36% of PP are on track for expected or above 9% of PP on track for above</p> <p>Writing 36% of PP are on track for expected or above 9% of PP on track for above</p> <p>Maths 36% of PP are on track for expected or above 0% of PP on track for above</p>		<p>£16500</p>	
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Develop competency in literacy and spoken language to enable pupils who have skills that prepare them well for secondary school

To provide additional capacity for small group work in foundation stage. To provide additional support in phonics, maths and P4C, an additional member of staff to improve ratio and work with vulnerable pupils with PP and additional needs.

Low baseline data from EYFS TBC
 2 additional support staff (1 x 27.5 hrs/ 1x 12.5.hours
 Deployed across Foundation stage to allow high quality differentiation for early reading , phonics and maths groups
 Planning for all needs of pupils and allowing for higher ability pupils to work in appropriately differentiated groups
Baseline FS1

16 children	PSED			C and L			Physical		Literacy		Maths	
	MR	SCSA	MFB	LA	U	S	MH	HSC	Reading	Writing	Number	SSM
PP	0	0	0	0	0	0	0	50.0	0	0	0	0
Non PP	42.86	50.0	42.86	42.86	28.57	42.86	35.71	57.14	14.29	8.33	7.14	14.29

December FS1

16 children	PSED			C and L			Physical		Literacy		Maths	
	MR	SCSA	MFB	LA	U	S	MH	HSC	Reading	Writing	Number	SSM
PP (2)	50	50	50	50	50	50	0	100	0	0	50	0
Non PP (14)	71.43 0	58.57 7.14	71.43 0	71.43 0	57.14 0	64.29 0	57.14 0	78.57 0	50 0	30.77 0	50 0	57.14 0

Baseline data FS2

29 children	PSED			C and L			Physical		Literacy		Maths	
	MR	SCSA	MFB	LA	U	S	MH	HSC	Reading	Writing	Number	SSM
PP	50.0	50.0	37.5	12.5	12.5	12.5	25.0	87.5	0	0	12.5	25.0
Non PP	42.86	42.86	42.86	33.33	33.33	38.10	28.57	85.71	9.52	23.81	28.57	38.10

£13,000
 £7,000
 Additional resources for enhancement of reading and writing
 £5000

January 2020

		<u>December Data FS2</u>																
		PSED			C and L			Physical		Literacy		Maths						
		MR	SC	FB	LA	U	SL	MH	HSC	R	W	N	SSM					
		PP	62.50	62.50	62.50	50.0	50.0	62.50	50.0	100	50.0	37.50	50.0	62.50				
		NPP (20)	38.10 9.52	47.62 9.52	28.57 19.05	38.10 19.05	47.62 4.76	33.33 19.05	47.62 19.05	85.71 0	23.81 23.81	38.10 9.52	47.62 9.52	57.14 0				
Develop competency in literacy and spoken language to enable pupils who have skills that prepare them well for secondary school	To provide additional capacity for small group work in formative NC Years	<p>1 x additional TA employed 27 hours to support with PP in Y2 .Although the data for reading was in line with expectations the progress for the class needs to be accelerated to achieve the expectations for the end of the key stage</p> <p>Reading 60% of PP are expected to achieve exp standard. July 19 60% were on track Reading 20% of PP are expected to achieve GD standard July 19 20% on track Writing 70% of PP are expected to achieve exp standard .July 19 60% on track Writing 10% of PP are expected to achieve GD July 19 10% on track. Maths 60% of PP expected to achieve exp standard .July 19 50% on track Maths 20% of PP expected to achieve GD .July 19 20% on track Work to accelerate progress and raise attainment at greater depth is a priority</p> <p><u>Feb data -9 PP</u> Reading 56% of PP are on track for expected or above 11% of PP on track for above Writing 56% of PP are on track for expected or above 11% of PP on track for above Maths 44% of PP are on track for expected or above 22% of PP on track for above</p>															£14500	January 2020
														Total budgeted cost		72,500		

vii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>To maximise the attendance and punctuality of all pupils including those who are Pupil Premium</p> <p>To raise parental engagement and support of PP families</p> <p>To develop opportunities for life skills</p>	<p>Parent support worker</p> <p>Half-term parent attendance meetings (Internal School Attendance Panel)</p> <p>Liaison with LA fine system</p> <p>Home visits</p> <p>LA EWO to support PSA in analysing attendance data</p> <p>Check letters sent home are compliant when attendance falls below given level</p> <p>Home visits, panel meeting where necessary</p> <p>Researching positive methods used nationally to engage parents to ensure school attendance</p>	<p>Data shows comparison of school and vulnerable groups against national benchmarks.</p> <p>Whole school</p> <table border="1" data-bbox="577 161 1055 395"> <tr> <td>Autumn 2019</td> <td>94.2%</td> </tr> <tr> <td>Summer Term 2019</td> <td>93.97%</td> </tr> <tr> <td>Spring Term 2019</td> <td>94.24%</td> </tr> <tr> <td>Autumn Term 2018</td> <td>94.15%</td> </tr> </table> <p><u>December 19 Review</u></p> <p>In 4 out of 6 classes PP attendance is stronger than NPP</p> <p>In classes where PP attendance is lower there are additional needs involved with attendance including safeguarding and SEND needs.</p>	Autumn 2019	94.2%	Summer Term 2019	93.97%	Spring Term 2019	94.24%	Autumn Term 2018	94.15%	<p>Fortnightly meetings with PSA to review attendance with PSA</p> <p>Data</p> <p>attendance/punctuality</p> <p>Parent views</p> <p>Include attendance in PPM</p> <p>PSA Produce reports for LGB showing impact of work on attendance and punctuality</p>	<p>£18449</p> <p>£10 000 Resources</p> <p>£ 5000 additional hours PSA to support vulnerable families</p>	<p>Reports to LGB</p> <p>Case studies reviews</p>
Autumn 2019	94.2%												
Summer Term 2019	93.97%												
Spring Term 2019	94.24%												
Autumn Term 2018	94.15%												

To support the social & emotional needs of PP children & families with additional vulnerabilities	Thrive training and resources to support PP children with additional vulnerability. An assessment and programme to support children with gaps in their emotional and social skills which prevent them from	Following tracking of vulnerabilities , a high proportion of pupils have been found to fall in to categories of multiple vulnerabilities Identified children are tracked using bespoke Pupil Vulnerability Register	Ongoing yearly subscription to the assessment tool and to re-register staff	£5000 + £2000 resources	PPM January 2020 Vulnerability Register																				
EWO	Assisting with persistent absenteeism PP pupils Continue to work with families falling into persistent absentee category (90%) Under 90%: Persistent lateness Attendance reports Case study on families to show impact of EWO engagement and improvement on attendance and attainment. Learning mentor to work with attendance and	In July 19 there were 55 pupils who met the persistent absentee threshold. 14 of which were PP Review Feb 20 Persistent Absentees	Bespoke SLA with EWO	£1620 Resources and incentives £2,000																					
		<table border="1"> <thead> <tr> <th>Term</th> <th>% of students who met absence threshold</th> <th>No. of students who met absence threshold</th> <th>No. of students who met absence threshold & PP</th> <th>% of students who met absence threshold & PP</th> </tr> </thead> <tbody> <tr> <td>Term 1 :</td> <td>18.92</td> <td>42</td> <td>15</td> <td>35.71</td> </tr> <tr> <td>Term 2 :</td> <td>20.18</td> <td>45</td> <td>12</td> <td>26.67</td> </tr> <tr> <td>Term 3</td> <td>18.52</td> <td>45</td> <td>12</td> <td>26.67</td> </tr> </tbody> </table>	Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	Term 1 :	18.92	42	15	35.71	Term 2 :	20.18	45	12	26.67	Term 3	18.52	45	12	26.67			
Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP																					
Term 1 :	18.92	42	15	35.71																					
Term 2 :	20.18	45	12	26.67																					
Term 3	18.52	45	12	26.67																					
Total budgeted cost					£44,096																				

viii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide pupils with experience of playing an instrument	Music Elsecar ensemble experience with other SMAT schools. Motivational/aspirational experience to perform in front of wider audiences Offer to support instrument peripatetic lessons with PADS	Observed impact of this opportunity in previous year Cancelled due to Covid	Music service provided through PADS and by working in collaboration with other schools	PADS Y2 recorder PADS Y5 Brass Y6 Bridging Project £2000	Annual music service review
Equality of opportunity	Funding/partially funding educational visits. Day	Opportunities for pupils to access an enriched curriculum in order to broaden minds and experiences.	Finance monitoring	£7000	

to offsite and wider experiences	and Residential Visits funded for pupils currently on Free School meals	Trips include: Condover Residential , East Coast, Wildlife Parks, Museums etc. Cancelled due to Covid			
Swimming	Year 3 provision to be subsidised There are 13 PP children.	Cancelled due to Covid		£2000	
				Total budgeted cost	£11,000
					£127,596.00