



1. Summary information					
School	The Mill Academy				
Academic Year	2020-21	Total PP budget	£130,000	Date of most recent PP Review	September 2020
Total number of pupils	222	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Updated April 2021 Next review July 2021

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%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
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	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
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		

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	75.00	50.00	75.00	100.00	100.00	50.00	100.00	100.00	100.00	100.00	100.00	75.00	100.00
(4) AES	25.00	50.00	25.00	0	0	50.00	0	0	0	0	0	0	0
EES	0	0	0	0	0	0	0	0	0	0	0	25.00	0
NPP BES	55.56	40.00	42.86	53.33	64.29	66.67	53.33	42.86	71.43	30.77	64.71	66.67	
(19) AES	44.44	46.67	57.14	33.33	28.57	13.33	40.00	57.14	28.57	69.23	35.29	33.33	
EES	0	13.33	0	13.33	7.14	20.00	6.67	0	0	0	0	0	

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 classes to narrow the gap and provide catch up learning	In order to ensure accelerated progress for PP children in Year 5 and 6 the 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 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 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.			£ 23,873 Learning walks and book looks will show that % of PP on track is increasing narrowing the gap with NPP	TG/AH	Termly data Book scrutiny Moderation PP meetings
<b>Remote Learning</b>							
February 2021	Whole school	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Percentage of pupils accessing online learning	47%	23%	54%	41%	46%	50%	71%
Percentage of pupils accessing paper-based learning	29%	46%	21%	36%	21%	35%	8%
Percentage of pupils who only access learning PT in school and do not engage remotely	9%	23%	0%	9%	18%	5%	4%
Year group	1	2	3	4	5	6	
PP total	9	15	13	20	14	12	
PP engaging with Google classroom	1	3	3	4	1	4	
PP requiring support with work packs	6	9	5	11	6	7	
PP accessing school full time	2	3	5	5	7	1	
Year group	1	2	3	4	5	6	
NPP total	21	15	15	12	17	18	
NPP engaging with Google classroom	8	7	6	6	10	9	
NPP requiring support with work packs	10	3	6	3	2	2	
NPP accessing school full time	3	5	3	3	5	7	

<p>An ICT suite to be furnished and resourced. All children will have access to software and be well equipped with the skills of remote learning</p>	<p>All children will have access to lessons in a suitable environment to learn how to access google classrooms and use Microsoft packages in line with the National Curriculum. Children will then be able to apply these skills to access home learning in event of school or bubble closure and for homework set by class teachers. All pupils including disadvantaged will have the skills to be able to manage their learning on line .</p>	<p>During bubble closure in September and lockdown January 2021 there is evidence to still show that a high % of pupils struggle to engage with learning outside of the classroom despite best efforts to introduce Google Classroom and eliminate digital exclusion (see data above) Baseline taken of engagement in google classrooms at home. An audit of quality of work produced using ICT. Review termly to ensure improvement in this. Audit to be completed in January to ensure that uptake on Google classroom has increased. Pupil and parent questionnaire completed to review how supported they feel with virtual learning. <b>April 2021 update</b> IT suite completed (Spring 21) Awaiting training for chrome books and IT with M.Child. See data above for uptake of Google classroom See appendix of parental view over support with Remote learning</p>	<p>Chrome books x 32 approx. £8,000  Work desks £2000  Installation of sockets Other software and licences for programmes used to teaching and intervention. £800</p>	<p>AH</p>	<p>Monitor of engagement in lesson Monitor of engagement during bubble closure Measure PP engagement compared to baseline</p>
<p>Additional support in LKS2</p>	<p>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</p>	<p>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. See interventions below. <b>Reading</b> Word reading competitions - timed - 2x per week Lists have been sent home for consolidation Analysis of all children for gaps reading Y1 and Y2 CEW All children analysed for gaps with reading Y3 CEW and list sent home for children to practise. Less able - 1-1 and comprehension intervention and additional small group phonics intervention <b>Writing</b> Spelling rules sent home. Spelling rules revisited in class. Spelling analysis when required SEN and Less able Phonics intervention daily Daily readers Fine motor skills intervention Phonics packs taken home to consolidate knowledge Modelled guided writing Modelled sentence structures Guided model writing intervention group for targeted children <b>Maths</b> Reasoning and problem-solving questions area for development for the whole class Areas are taught within lessons, however children were less confident in answering these in the tests – especially when there are gaps in their arithmetic knowledge. Whole class ‘maths meetings’ as a time filler to consolidate areas of learning.</p>	<p>£15,400</p>	<p>TG</p>	<p>Termly data Book scrutiny Moderation PP meetings</p>

		<p>Hit the button / Timetable Rock stars to engage pupils          Analysis groups to secure basic addition and subtraction using the column method          Return to lots of concrete and pictorial equipment for less able to consolidate learning  <b>Spring data for whole class following return from lockdown March 2021</b></p> <table border="1" data-bbox="692 276 1408 531"> <thead> <tr> <th><u>Writing</u></th> <th><u>Year 3</u></th> </tr> </thead> <tbody> <tr> <td>% pupils working at the expected standard</td> <td>21 % (6)</td> </tr> <tr> <td>% of pupils working above expected standard</td> <td>4% (1)</td> </tr> <tr> <th><u>Maths</u></th> <td></td> </tr> <tr> <td>% pupils working at the expected standard</td> <td>14% (4)</td> </tr> <tr> <td>% of pupils working above expected standard</td> <td>11% (3)</td> </tr> </tbody> </table>	<u>Writing</u>	<u>Year 3</u>	% pupils working at the expected standard	21 % (6)	% of pupils working above expected standard	4% (1)	<u>Maths</u>		% pupils working at the expected standard	14% (4)	% of pupils working above expected standard	11% (3)			
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Additional KS1	<p>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</p>	<p>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  <u>April 2021 update</u>  <b>The following interventions have been set for the two-year groups following their return in March 2021. Assessment data to measure impact will be analysed in June/July 2021</b>  <u>Year 1</u>          Intensive recap of Phonics from Set 2 onwards          Additional phonics to focus on decoding.          1:1 reading practise daily and to support them with sound recognition using flashcards          Reading competition initiative          Additional reading group for more able- comprehension skills and longer word reading (focussing on compound and multisyllabic words, words ending with different suffixes and alternative sounds).          For less able-Fast Five and mental oral starters to reinforce numbers to 10.          Additional maths intervention every Tuesday afternoon.          Additional adult to work with more able - To focus on reasoning and problem-solving questions as well as recapping fluency to ensure they are confident.</p> <p><u>Year 2</u>          Small group reading/phonics push twice a day          Small group guided reading intervention end of the day 3 days a week          1:1 reading during PE/breaktimes          Less able-3x15 min sessions working through read, write inc books, answering the comprehension questions          Introduction of Sats style questions in whole class guided reading e.g. number the events, true or false, find and copy for more able and introduce to all expected pupils.</p>	£15,400	TG/AF	<p>Termly data          Book scrutiny          Moderation          PP meetings</p>												

		Split Arithmetic lessons focussing of four operations. Additional time during recorders sessions for targeted pupils for less able additional targeted support - Moving to problem solving/abstract representations			
<b>Total budgeted cost</b>					£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?																																																																																																
<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"> <li>To educate families to understand the importance of school and punctuality</li> <li>To follow up non-attendance promptly in a robust way</li> <li>To map the improvement of attendance of pupils at risk of PA</li> <li>To monitor the attendance across the whole school and intervene</li> <li>To work closely with EWO and PHE to ensure that all pupils eligible for school during Covid 19 are present</li> <li>To provide incentives for pupils and families who are meeting targets</li> </ul> <p><b>Spring review April 2021</b></p> <p>Attendance trends are improving and continue to despite Covid</p> <p>Weekly meetings with the EWO and PSA continue</p> <p>Parents are kept informed and invited into early intervention meetings</p> <p>See data below</p> <table border="1"> <thead> <tr> <th>class</th> <th>05/03/2021</th> <th>12/03/2021</th> <th>19/03/2021</th> <th>26/03/2021</th> <th>16/04/2021</th> <th>23/04/2021</th> <th>30/4</th> </tr> </thead> <tbody> <tr> <td>nursery am</td> <td>76</td> <td>96.7</td> <td>90.0</td> <td>93.3</td> <td>98.7</td> <td></td> <td></td> </tr> <tr> <td>nursery pm</td> <td>84.2</td> <td>92.1</td> <td>95.5</td> <td>91.1</td> <td>97.5</td> <td></td> <td></td> </tr> <tr> <td>reception</td> <td>76.3</td> <td>92.8</td> <td>98.2</td> <td>97.4</td> <td>98.9</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>58.6</td> <td>97.3</td> <td>98.0</td> <td>94.7</td> <td>97.5</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>75.0</td> <td>92.4</td> <td>94.2</td> <td>95.6</td> <td>93.1</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>80.0</td> <td>97.9</td> <td>96.9</td> <td>95.7</td> <td>98.2</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>61.1</td> <td>94.4</td> <td>93.1</td> <td>98.1</td> <td>96.20</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>79.8</td> <td>97.3</td> <td>92.2</td> <td>99.1</td> <td>96.9</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>74.3</td> <td>97.9</td> <td>96.4</td> <td>95.9</td> <td>95</td> <td></td> <td></td> </tr> <tr> <td>site avg</td> <td>74</td> <td>95</td> <td>95</td> <td>96</td> <td>97</td> <td>#DIV/0!</td> <td>#DIV/0!</td> </tr> <tr> <td>Target</td> <td>97</td> <td>97</td> <td>97</td> <td>97</td> <td>97</td> <td>97</td> <td>97</td> </tr> </tbody> </table>	class	05/03/2021	12/03/2021	19/03/2021	26/03/2021	16/04/2021	23/04/2021	30/4	nursery am	76	96.7	90.0	93.3	98.7			nursery pm	84.2	92.1	95.5	91.1	97.5			reception	76.3	92.8	98.2	97.4	98.9			1	58.6	97.3	98.0	94.7	97.5			2	75.0	92.4	94.2	95.6	93.1			3	80.0	97.9	96.9	95.7	98.2			4	61.1	94.4	93.1	98.1	96.20			5	79.8	97.3	92.2	99.1	96.9			6	74.3	97.9	96.4	95.9	95			site avg	74	95	95	96	97	#DIV/0!	#DIV/0!	Target	97	97	97	97	97	97	97	<p>SLA for EWO £ 1620</p> <p>Resources £3000</p>	PSA/Office EWO	<p>Termly attendance reports</p> <p>Weekly meetings to identify trends</p> <p>Fortnightly HT/PSA meetings to review findings</p>
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<p>Lunchtime support.</p> <p>To provide capacity to develop social and</p>	<p>Additional support for lunchtimes</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>£2849</p> <p>£2000 resources</p>	TG PSA	Termly pupil questionnaire																																																																																																

<p>emotional skills for PP /LAC and SEN children</p>	<p>To provide lunchtime clubs to provide team games /turn taking and social interaction To lead on the management of the SMSA staff</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. <b>To be reviewed in summer 1 as Lockdown restrictions ease.</b></p>			<p>Review of behaviour logs and incidents Learning walks and observations</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. 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 Parent learning opportunities Parental engagement courses Attendance and home visits Multi agency support and network meetings BSS referrals Behaviour management training courses for parents 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. <b><u>Spring update April 2021</u></b> <b>Increase in EHA completed to support families with early support</b> <b>Increase in attendance and early triggers</b> <b>Additional information for families around safeguarding and attendance has been shared</b> <b>Engagement with Operation Encompass</b> <b>1 to 1 meeting for vulnerable families remains strong through teams and face to face</b> <b>Family parent group meetings are in place to develop the bungalow project and the opportunities for future fundraising</b></p>	<p>£20,932 Additional resources £3000</p>	<p>PSA</p>	<p>Termly parent questionnaires</p>

Life skills bungalow project	To create a base for a life skills curriculum	<p>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</p> <ul style="list-style-type: none"> <li>• Cooking</li> <li>• Safety</li> <li>• Health and wellbeing</li> <li>• Drug and alcohol awareness</li> <li>• Mental health awareness</li> </ul> <p><u>Spring update April 2021</u></p> <ul style="list-style-type: none"> <li>• Weekly meetings ongoing with LP &amp; GB regarding movement on project.</li> <li>• 15/04/21 Meeting held with Parents group. Identified cosmetic actions of work outside the bungalow.</li> <li>• Dates arranged in PSA and parent group diaries to start outside gardening/tidying work.</li> <li>• 4 volunteers identified to commence work on outside areas.</li> <li>• 4 volunteers identified to commence prep work for start of internal decorating.</li> <li>• 26/04/21 meeting held with S. Fogg regarding quotes for internal &amp; external works on bungalow. Identified further actions for toilets and lighting. Quotes to be agreed by TG.</li> <li>• Awaiting work on legionella and water tank before further work can be started inside other than prepping walls and cleaning surfaces, floors etc.</li> <li>• Agreed work needs compiling on proposed work schedule for contractors to start work. School to link with S. Fogg</li> <li>• Floor plan started for defined areas for layout of workable areas for learning.</li> <li>• Letter to stores and suppliers drafted and ready to send.</li> <li>• Letters/emails sent to R. Swan and Barnsley College for support for internal decoration etc.</li> <li>• Identified work to outhouse internal ceiling. S. Fogg to look into costs of making safe and skimming.</li> <li>• Agreed work on decking structure and fencing with A.S caretaker.</li> </ul>	£14000	GB/LP/AS SMAT H and S team	Termly parent questionnaires
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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  Spring update April 2021 All Thrive screening completed in April 2021 Family Thrive plans completed where needed following SEND or EHA meetings 2 new Thrive practitioners completing training to add capacity back to 5 practitioners across the school.	£5,000	KG/TG	Termly thrive assessments
<b>Total budgeted cost</b>					£52,401
<b>iv. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	AH/AF	End of year Pupil questionnaires
Swimming	Year 3 provision to be subsidised There are 13 PP children.	TBC re Covid	£5730		
<b>Total budgeted cost</b>					£7,710
					£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)	
<b>In-school barriers</b>	
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
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
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>
F.	Upper KS2 PP pupils demonstrate progress and attainment that is within line of their peers
G.	Develop competency in literacy and spoken language to enable pupils who have skills that prepare them well for secondary school
H.	Pupils access a bespoke, broad balanced and exciting curriculum
I.	Attendance (Specifically PA) and punctuality at National typical proportions
	<i>Success criteria</i>
	PP pupils attainment is comparable to National 'Other'
	Children are able to engage orally within a broad and balanced curriculum
	Pupil response to curriculum is positive and shows high levels of engagement
	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			
<b>10. Planned expenditure</b>					
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<b>vi.</b>					
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 of their peers	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 who are targeted for GD  Additional TA - 27 hours to support with PP in Y5	<b>Year 6</b> 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  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 Maths 19% of PP expected to achieve GD .July 19 19% on track  <u>Feb 20 -18 PP</u> <b>Reading</b> 47% of PP are on track for expected or above 24% of PP on track for above  <b>Writing</b> 53% of PP are on track for expected or above 6% of PP on track for above  <b>Maths</b> 67% of PP are on track for expected or above 6% of PP on track for above  <b>Year 5 11 children PP. All of these children also have additional vulnerability (SEN, EAL, Safeguarding)</b>  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 <u>December data -11 PP</u> <b>Reading</b> 36% of PP are on track for expected or above	SLT Meetings PPM	£11500 Additional £5,000 resources and booster sessions  £16500	January 2020

**9% of PP on track for above**

**Writing**  
**36% of PP are on track for expected or above**  
**9% of PP on track for above**

**Maths**  
**36% of PP are on track for expected or above**  
**0% of PP on track for above**

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**

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

January 2020

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

December Data FS2

	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

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

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

Feb data -9 PP

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

£14500

January 2020

<b>Total budgeted cost</b>	72,500
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**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><b>In 4 out of 6 classes PP attendance is stronger than NPP</b></p> <p><b>In classes where PP attendance is lower there are additional needs involved with attendance including safeguarding and SEND needs.</b></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</p> <p>Resources</p> <p>£ 5000</p> <p>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	<b>In July 19 there were 55 pupils who met the persistent absentee threshold. 14 of which were PP</b> <b>Review Feb 20</b> <b>Persistent Absentees</b>  <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 &amp; PP</th> <th>% of students who met absence threshold &amp; 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	Bespoke SLA with EWO	£1620  Resources and incentives  £2,000	
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																					
<b>Total budgeted cost</b>					£44,096																				
<b>viii. Other approaches</b>																									
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>																				
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 <b>Cancelled due to Covid</b>	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. <b>Cancelled due to Covid</b>			
Swimming	Year 3 provision to be subsidised There are 13 PP children.	<b>Cancelled due to Covid</b>		£2000	
				<b>Total budgeted cost</b>	£11,000
					£127,596.00

Learning in Lockdown- The Mill Academy

Parent Questionnaire - 2.2.21

Microsoft Forms -30 responses

- It would be lovely for the children at home to see teachers faces more, but I understand how they are having to teach full time in school still too so that is only a moon on a stick type wish! Everything has been well communicated, there's a range of subjects, loads on Facebook to get them motivated too. Thank you so much for all you're doing.
- All the staff within this school have dealt with this exceptionally well I have no doubts about the safety of my child at the school throughout this pandemic - all staff have done an astounding job and are a credit to the school
- They are doing everything they can.
- As a parent having to home school I struggle with this myself and have asked if I'm doing things correctly but never hear back, kind of makes you feel forgotten
- Consider the benefits of being in school and the inability to maintain home-schooling on an individual basis. Although the school offer support I think on some cases children really benefit from the structure and routine, and this needs to be considered when deciding who is allowed to return to school and who is not. I know there's limited staff but there's a lot of single parents out there who are really struggling. There're families with children in 5 days a week, when one only one parent is a key worker, and there's single mums whose children are denied a place as they don't meet the criteria. This is more a government issues that the schools as the guidelines set out don't reflect the mental health and pressure for some parents who are truly struggling. Then there's the added pressure of reminders about mandatory compliance to home-schooling, it is not always possible to do home-schooling and again adds to the feeling of failure when you are only trying your best.
- I don't think school could do any more than what they are doing. Fab support! 10 out of 10 thank you
- The school go above and beyond. There is nothing else they could do.
- Nothing
- Not answered the last three as my children go to school as I am a keyworker so we haven't had to do home learning. School have been fantastic throughout all of this.
- The School is doing a fantastic job
- Nothing at the moment
- They are doing everything they can possibly do I really do not know where I would be without them. All staff are amazing and a credit to Mrs G xxx

