

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	The Mill Academy
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	89 pupils 38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Rachel Chambers
Pupil premium lead	Rachel Chambers
Governor / Trustee lead	Louise Wylie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705
Recovery premium funding allocation this academic year	£10,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129,830

# Part A: Pupil premium strategy plan

## Statement of intent

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. At The Mill Academy, we have a clear rationale that the best place to meet the needs of all pupils is through our quality first classroom provision. Our school served the area of Worsborough in Barnsley, which has pockets of high deprivation. Therefore, we provide our children and their families with enriching opportunities to widen their experiences and aspirations. When making decisions about allocating pupil premium funds, we consider the current needs of our community and then plan accordingly.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Very low level oracy skills/vocabulary skills on entry to our setting as evidenced in EYFS baseline and also last years data for Literacy ELG.
2	Poor attendance rates and high number of children arriving lates – results in lost learning.
3	Pupils lack a natural love of Literacy, which impacts all areas of the curriculum.
4	Our children do not have the independence/life skills to equip them for life in the wider community.
5	Low aspirations about what can be achieved and how to be successful. Evidenced through pupil discussions.

## 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
To ensure quality first teaching and offer staff strategies to challenge and stretch disadvantaged learners.	Gap narrows between PP and non PP performance data Through effective teaching across school, pupils will develop writing skills in line with individual targets set.

	<p>Gaps in learning are addressed through rapid and high quality intervention.</p> <p>Positive attitudes to learning.</p>
<p>Implementation of a life skills curriculum to equip children with skills for life in the community (beyond school)</p>	<p>Life skills curriculum is implemented and children demonstrating skills – year group appropriate.</p> <p>Pupils will attend all arranged visits termly and will experience one residential trip during their time in Primary school.</p> <p>Pupils' life experiences will improve.</p>
<p>Attendance (specifically PA) and punctuality at National typical proportions.</p>	<p>Attendance 96%+ and PA 10%-, lateness reduced and in line with peers.</p> <p>Robust system in place to challenge and hold families/carers to account.</p> <p>School to invest heavily in structured sessions to improve school readiness and address emotional barriers.</p>

## 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: £57,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training and teaching.	DFE supported phonics programme. EEF research	1
<p>Ensure time is allocated for coaching and CPD for staff professional development.</p> <ul style="list-style-type: none"> <li>• PE coaching</li> <li>• Phonics and early reading coaching</li> <li>• Science STEM coaching from subject ambassador</li> <li>• Timetabled CPD – research based evidence used.</li> <li>• TA CPD programme.</li> </ul>	EEF research on QFT and Sutton Trust (disadvantaged gap) Sutton Trust, found that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Over a school year, these pupils will gain 1.5 years worth of learning with very effective teaching	1, 3, 4.
<p>Implementation of life skills curriculum.</p> <ul style="list-style-type: none"> <li>• NC to lead on Life skills curriculum across school.</li> <li>• Timetabled sessions following progression doc (ensure correct pitch and challenge)</li> <li>• Age appropriate skills taught.</li> <li>• Opportunities for adult learning</li> </ul>	Research papers on not 'narrowing the curriculum' Ensuring wide curriculum on offer.	4 and 5.
<p>Investment in high quality reading resources.</p> <ul style="list-style-type: none"> <li>• Investment in more RWI books to</li> </ul>	Bright but poor pupils lag behind their bright but better-off classmates by around two years and eight months in reading, according to new Sutton Trust research. The attainment gaps within the most able 10% of pupils are even bigger	1 and 3

support early reading. <ul style="list-style-type: none"> <li>• Nursery following RWI – invest in materials.</li> <li>• Book drops each term for each class to support daily read alouds.</li> </ul>	for girls than they are for boys, standing at about three years in reading.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching – including same day phonics intervention to ‘keep up’	DFE research into effective phonics intervention. National CPD from English Hubs.	1 and 3
Boosters and one to one support	EEF – targeted interventions report and effective use of TAs.	1 and 3

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance initiatives in place to reward children.		2
HT and PSA regular meetings – Immediately put in actions when attendance falls under 95%		2
Breakfast club on offer daily	<p>The EEF found that breakfast clubs that offer a free nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance and punctuality.</p>	2

<p>Contributions made towards residential experiences.</p>	<p>EEF suggests that studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>2 and 4</p>
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**Total budgeted cost: £126,740.**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
<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>	<ul style="list-style-type: none"> <li>• April 2021 update IT suite completed (Spring 21)</li> <li>• Lead within school established to ensure that Google Classroom access remains a priority</li> <li>• Remote learning outcomes to be established at a Trust level (September 21)</li> <li>• Timetables in place for the use of the suite and the resources</li> <li>• CPD training needs addressed with all staff for the forthcoming year</li> <li>• Regular links with all families including the most vulnerable to review access to remote learning</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Analysis groups were established for all children for gaps reading Y1 and Y2 CEW</li> <li>• All children analysed for gaps with reading Y3 CEW and list sent home for children to practise.</li> <li>• Less able - 1-1 and comprehension intervention and additional small group phonics intervention were put in place</li> <li>• Spelling analysis when required SEN and Less able Phonics intervention daily</li> <li>• Daily readers were established</li> <li>• Guided model writing intervention group for targeted children</li> <li>• Whole class 'maths meetings' as a time filler to consolidate areas of learning</li> </ul>

<p>Additional KS1 support 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>	<ul style="list-style-type: none"> <li>• Year 1 Intensive recap of Phonics from Set 2 onwards</li> <li>• Additional phonics to focus on decoding.</li> <li>• 1:1 reading practise daily and to support them with sound recognition using flashcards</li> <li>• Reading competition initiative</li> <li>• Additional reading group for more able- comprehension skills and longer word reading.</li> <li>• Additional maths intervention weekly</li> <li>• 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.</li> <li>• Year 2 Small group reading/phonics push twice a day</li> <li>• Small group guided reading intervention end of the day 3 days a week</li> <li>• 1:1 reading</li> <li>• Less able-3x15 min sessions working through read, write inc books, answering the comprehension questions</li> </ul>
<p>To maximise the attendance and punctuality of all pupils including those who are Pupil Premium.</p>	<ul style="list-style-type: none"> <li>• Attendance trends are improving and continue to despite Covid</li> <li>• Weekly meetings with the EWO and PSA continue</li> <li>• Parents are kept informed and invited into early intervention meetings</li> <li>• Parents are supported through early interventions of Think Families and EHA</li> </ul>
<p>Parental engagement and support with adult learning will be a strength of the school.</p>	<ul style="list-style-type: none"> <li>• Increase in EHA completed to support families with early support</li> <li>• Increase in attendance and early triggers</li> <li>• Additional information for families around safeguarding and attendance has been shared</li> <li>• Engagement with Operation Encompass</li> </ul>

	<ul style="list-style-type: none"> <li>• 1 to 1 meeting for vulnerable families remains strong through teams and face to face</li> <li>• Family parent group meetings are in place to develop the bungalow project and the opportunities for future fundraising</li> <li>• Plans for adult learning programmes are in place and ready to be launched when Covid restrictions are lifted</li> </ul>
<p>To create a base for a life skills curriculum.</p>	<ul style="list-style-type: none"> <li>• Weekly meetings ongoing with regarding movement on project.</li> <li>• 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>• Agreed work needs compiling on proposed work schedule for contractors to start work.</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>• Due to Covid restrictions some work has been delayed and will continue into the next academic year</li> </ul>
<p>To support the social &amp; emotional needs of PP children &amp; families with additional vulnerabilities</p>	<ul style="list-style-type: none"> <li>• All Thrive screening completed in April and reviewed in July 21</li> <li>• Family Thrive plans completed where needed following SEND or EHA meetings</li> <li>• 2 new Thrive practitioners completing training to add capacity back to 5 practitioners across the school.</li> </ul>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NA	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

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