

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 2022 to 2023 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	220
Proportion (%) of pupil premium eligible pupils	83 pupils 37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Melanie Priestley
Pupil premium lead	Rachel Chambers
Governor / Trustee lead	Louise Wylie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,000
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£35,000
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	£133,050

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 language and vocabulary on entry to school
2	Low levels of Literacy across key stage one, in particular early reading and phonics
3.	Gaps in learning (impact from Covid 19)
4.	Persistent absentee rates – resulting in lost learning time
5.	Low aspirations about what can be achieved and how to be successful

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
All pupils become fluent readers to enable them to access the full broad and balanced curriculum	% of pupils achieving the expected standard in phonics at the end of year 1 is above national for PP % of pupils achieving the expected standard in phonics at the end of Year 2 is in line with national for PP
Reception class make a rapid start and gaps in learning are filled	Pupils make rapid progress from reception baseline data

<p>There is a significant reduction in persistent absenteeism across school</p>	<p>PA 10%-, reduced and in line with peers. Robust system in place to challenge and hold families/carers to account. The vast majority of pupil premium children have attendance above 96%</p>
<p>Develop the cultural capital of disadvantaged pupils</p>	<p>Pupils have access to a range of activities throughout the school year (in and out of school) There is an increase in the number of children participating in after school clubs on offer. Pupil voice demonstrates high aspirations</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 47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of RWI Training for all EYFS and KS1 staff to ensure fidelity to the scheme	<p>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.(EEF)</p> <p>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. (EEF)</p>	1,2
<p>Phonics RWI training for staff in lower key stage 2 to address gaps in learning</p> <p>Additional TA in Year 3 to ensure gaps are being quickly addressed (bottom 20%)</p>	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. (EEF)	2,3
Ensure time is allocated for coaching and CPD for staff professional development.	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 1.5years worth of learning with very effective teaching	1, 2
Investment in high quality reading resources (including the new nursery pack)	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	1,2

	for girls than they are for boys, standing at about three years in reading.	
Subscription to online resources and virtual classroom Investment in more RWI reading books and materials to ensure enough for home reads.	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).(EEF	1,2,3
Additional adults in F2 and Year 2 to enable ability phonics groups and a quick start to early reading	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. (EEF)	1,2
Additional support in Year 1 every afternoon - RWI catch up/same day intervention needed.	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. (EEF	1,2

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

Budgeted cost: 38,200

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.	1,2,3
Morning release for Early Reading Lead to coach individual staff, staff CPD/practice sessions and assessment to ensure highly skilled practitioners and fidelity to scheme	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self regulation strategies: it provides specific information on how to improve. (EEF)	1,2,3

Strategic leader days with English Hub	Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. (EEF)	1,2,3
To develop teachers' and teaching assistants' pedagogy of a wide range of assessment for learning strategies and improve the quality and depth of learning to ensure that pupils constantly know more and can do more through high quality CPD Release time for AHT to coach individual members of staff Fluidity of phonics groups led by AHT	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and selfregulation strategies: it provides specific information on how to improve. (EEF)	1,2,3
Additional one to one phonics teaching for the bottom 20% across F2 to Year 3	High impact for moderate costs based on moderate evidence – 5 months+ On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF) Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (EEF)	1,2,3

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

Budgeted cost: £45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the thread of possibilities across the curriculum	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an	5

<p>Our Life skills curriculum: teacher/PSA and learning mentor working collaboratively together</p> <p>Visits into school</p> <p>Visits out of school – with emphasis on opportunities to enhance key drivers</p> <p>Themed weeks</p> <p>Participation in sporting events</p> <p>All pupils have opportunity to learn a musical instrument through Barnsley Music Services. Part funded music tuition</p>	<p>additional three months progress. Improved outcomes have been identified in English, mathematics and science.</p> <p>Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported. (EEF)</p>	
<p>PSA support for Parent Opportunities and adult education programmes</p>		5
<p>Increase attendance and reduce persistent absenteeism through employment of Parent Support Advisor, including to:</p> <p>Track attendance</p> <p>Support for parents/families</p> <p>First day phone calls</p> <p>Panel meetings</p> <p>Home visits</p> <p>Close working with external agencies</p> <p>EHA lead</p>	<p>The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DfE)</p> <p>Improving school attendance: support for schools and local authorities report 2021</p>	4
<p>Breakfast club on offer daily</p>	<p>The EEF found that breakfast clubs that offer a free nutritious meal before school can boost reading, writing and maths</p>	4

	<p>results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance and punctuality.</p>	
Contributions made towards residential experiences.	<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>	5

Total budgeted cost: £131,200

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 2021 to 2022 academic year.

Aim	Outcome
To ensure quality first teaching and offer staff strategies to challenge and stretch disadvantaged learners.	<ul style="list-style-type: none"> • Deep dives from external monitoring indicate the love of learning and excellent behaviour/attitudes to for learning for all pupils • A rich, broad curriculum on offer with topic maps linked to school key drivers • High quality teaching and learning – outcomes in books and data
Implementation of a life skills curriculum to equip children with skills for life in the community (beyond school)	<ul style="list-style-type: none"> • Life skills curriculum launched summer term 2021 • SPARTS week took place to ensure strengthening of links with local community • Increased number of children attending after school clubs and also clubs out of school
Attendance (specifically PA) and punctuality at National typical proportions	<ul style="list-style-type: none"> • The number of children arriving late to school reduced significantly from Autumn term 2021 to Summer term 2022 • Robust system in place to challenge and hold families/carers to account. • Close tracking and daily actions from PSA having impact on number of lates • Lost learning time at start of day has reduced • Increased numbers at breakfast club

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
Read, Write, Inc Phonics	Read, write, inc (Ruth Miskin)

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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