

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	210
Proportion (%) of pupil premium eligible pupils	103 children 49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024
Date this statement was published	November 2023
Date on which it will be reviewed	February 2023
Statement authorised by	Tamara Gulliver
Pupil premium lead	Rachel Chambers
Governor / Trustee lead	Louise Wylie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,700
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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	£140,620

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) across Key stage 2.
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 in line with 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 30,858.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed RWI with fidelity from Nursery through Key Stage 2. Staff to all have CPD in RWI as part of their ongoing use of RWI scheme.</p>	<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>	<p>1,2</p>
<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> <p>Same day intervention teacher in KS1 every afternoon.</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>	<p>2,3</p>
<p>Ensure time is allocated for coaching and CPD for staff professional development.</p>	<p>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</p>	<p>1, 2</p>

Audit resources to ensure that stock is replenished where needed – in line with expectations of home reading.	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
Subscription to online resources and virtual classroom	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 daily phonics groups	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
1:1 Tutoring taking place in EYFS for same day intervention for FS2 pupils	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 KS1 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
CPD in EYFS drawing club and welcomm training for early language support	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, theses pupils will gain 1.5years worth of learning with very effective teaching	1,2

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

Budgeted cost: 41,278.35

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 and phonics 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 planned	Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. (EEF)	1,2,3
Scrutiny of data to ensure fluidity of groups and early identification of children who require the 1:1 tuition – narrowing the gaps.	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
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
Analysis group time 4 days a week delivered by teaching and support staff. Ensure bottom 20% ‘keep up’	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

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

Budgeted cost: 54,335.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of the thread of possibilities across the curriculum</p> <p>Visits into school</p> <p>Visits out of school – with emphasis on opportunities to enhance key drivers</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>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an 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>	5
<p>PSA support for Parent Opportunities and adult education programmes</p> <p>Knowledge around nutrition/diet/sleep and impact on learning.</p>		5
<p>Increase attendance and reduce persistent absenteeism through employment of Parent Support Advisor, including to:</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>Track attendance Support for parents/families First day phone calls Panel meetings Home visits Close working with external agencies EWO support/LA and DFE webinars Regular SLT meetings and attendance logs.</p>		
<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 results by the equivalent of two months progress per year.</p> <p>Breakfast clubs improve attendance and punctuality.</p>	<p>4</p>
<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>5</p>

Total budgeted cost: £126,472.50

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 2022 to 2023 academic year.

Aim	Outcome
Implementation of a life skills curriculum to equip children with skills for life in the community (beyond school)	<ul style="list-style-type: none"> • Like skills curriculum launched summer term 2022. • Ofsted feedback – see report for PSED (October visit 2022) Impact of Life skills curriculum evidenced as a strength in school • Trips and experiences went ahead as planned last year – Crucial crew, train to Holocaust museum Y6, Fire service/dark nights talks, Del Italia Pizza/cookery workshop and Year 6 residential visit. Money used to support families so no children missing out on these experiences.
Attendance (specifically PA) and punctuality at National typical proportions	<ul style="list-style-type: none"> • The impact of PSA work around attendance is starting to be seen: • This gap is narrowing and PA rates are becoming closer to NA week on week. • Number of lates also reducing term on term. • PP children attendance last year 91.8% non PP 94.01%
All pupils become fluent readers to enable them to access the full broad and balanced curriculum	<ul style="list-style-type: none"> • Investment made in RWI resources last academic year to ensure that children have the correct books for home reading which correlate to the level of phonics they are on. • Investment in CPD for all who deliver RWI phonics supported by English hub. • Increase in phonics Y1 data +24% last year from previous however school still working on closing the attainment gap to be in line with National

	<ul style="list-style-type: none"> • PP – 8/10 children in Y1 were PP and scored well into the 35+ mark. Only 2 didn't and these have additional vulnerabilities (as well as PP) • End of KS1 data indicates reading outcomes needs further work in 23/24 to close the gap between disadvantaged and non disadvantaged pupils therefore an investment of additional support and RWI phonics in year 3 has been planned for.
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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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