

## Pupil premium strategy statement

This statement details our school's use of pupil premium for the period from September 2021 to July 2024 (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	Mill Dam
Number of pupils in school	209 (including nursery)
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	Autumn 2021
Date on which it will be reviewed	July 2022
Statement authorised by	S Thompson
Pupil premium lead	S Thompson
Governor / Trustee lead	S Nunns

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,900
Recovery premium funding allocation this academic year	£4205
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	£42,105

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intent is to provide the best possible educational outcome for all children regardless of disadvantage. To this end we have allied the priorities for this plan closely with our overall school development plan for 2021-22 and have included areas which have arisen as a result of Covid 19 lockdowns alongside this.*

## Challenges

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

Challenge number	Detail of challenge
1	Quality first teaching does not always ensure that the highest expectations are gained and maintained for all groups of children.
2	There are significant gaps within phonics attainment and the early language skills of many of our disadvantaged pupils and their peers. These gaps are more prevalent as a result of Covid 19.
3	The quality of teaching and the curriculum is not always high enough and consistent across all classes and so does not always engage and challenge all children as much as it possibly could.
4	The reception and nursery classes have recently been extended and merged to form a foundation stage unit. This requires further strengthening and development to ensure that experiences for all children are maximised.
5	Some children enter KS2 without sufficiently strong phonological awareness to enable them to access the full KS2 curriculum offer.
6	Some children have social and emotional barriers to learning and the impact of Covid 19 has made these more apparent.

## 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
Teaching is strong and consistent across all classes with high expectations for all.	<ul style="list-style-type: none"><li>All teaching will be at least good with many aspects of outstanding practice.</li><li>Progress for all groups of children will be strong showing that high expectations are consistent and are being met.</li></ul>

<p>The vast majority of children will have strongly embedded phonetical reading knowledge and understanding enabling them to fully access the curriculum.</p>	<ul style="list-style-type: none"> <li>• Phonic screening check outcomes will continue to improve for all groups of children.</li> <li>• Almost all children will move into KS2 with these skills and where specific learning difficulties exist provision to support these and enable success will be in place.</li> <li>• Reading outcomes will be good and the quality of reading provision will continue to be positively reviewed across school.</li> <li>• Progress measures for reading will be equally strong for all groups of pupils.</li> </ul>
<p>The curriculum will be implemented with full effectiveness and will show positive impact on the knowledge and skills of the children.</p>	<ul style="list-style-type: none"> <li>• Monitoring will show strong and clear implementation of the curriculum intent with all groups of pupils having equal access.</li> <li>• Monitoring of books will show increased accumulation of knowledge and skills with clear progression through the year and across phases in school for all groups of children.</li> </ul>
<p>The EYFS unit will deliver a curriculum which is at least good with the best possible use of the new provision and resources.</p>	<ul style="list-style-type: none"> <li>• Children will make good progress in all areas of learning.</li> <li>• Children will enter reception with the vast majority of them showing a good level of development overall.</li> </ul>
<p>There will be no children entering KS2 without a strong base of phonics knowledge unless there are specific learning needs which are being addressed.</p>	<ul style="list-style-type: none"> <li>• KS2 reading will develop quickly and strongly due to the firm base of phonetic knowledge and understanding.</li> <li>• Year 2 phonics results will remain at 100%, or as close as possible taking into account specific individual need.</li> </ul>
<p>The school curriculum for PSHE will be strong and able to adapt to meet the needs of groups of children as these arise.</p>	<ul style="list-style-type: none"> <li>• The incidence of social and emotional need will lessen.</li> <li>• Children and families will feel supported and children will be able to access learning.</li> <li>• Staff will feel able to teach effectively and to respond to areas of need as they become apparent.</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b> will be given to all staff around expectations and how to maintain and achieve these. Further <b>CPD</b> will be given to support staff to ensure that they model and expect positive behaviours and attitudes towards learning.</p> <p><b>Collaboration</b> opportunities will be made available so that staff can observe good practice. Staff meetings sessions to share good practice in books from within our school and across the academy trust will take place regularly.</p> <p><b>Communication</b> will take place through staff meetings, support staff meetings, staffroom noticeboards and emails where needed.</p> <p><b>Follow up support</b> in terms of coaching and individual peer observation will be provided as needed.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1</p>
<p><b>CPD</b> all staff will attend full. 2 day RWI phonics training externally and the reading lead will attend full one day reading lead training. All other staff in school will receive interventions from the development day lead and peer collaboration / observation etc. Pathways for all staff who teach phonics will be set up online and fidelity with these will be monitored.</p> <p>Staff will <b>collaborate</b> with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice.</p> <p><b>Communication</b> will take place through staff meetings, parents' meetings, newsletters and emails.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>2</p>

<p>Informal discussions between staff in different classes will also be facilitated by the reading lead.</p> <p><b>Follow up support</b> in terms of coaching and individual peer observation will be provided as needed.</p> <p>Additional resources to enable full success with the RWI programme will be purchased from the Covid recovery premium.</p>		
<p><b>CPD</b> led by subject leaders within school to ensure that all teacher subject knowledge is at appropriate levels.</p> <p><b>Collaboration</b> between subject leaders and class teachers and between teachers in phase groups to ensure that strengths are shared and good practice is built upon.</p> <p><b>Follow up support</b> from subject leaders and from the trust school improvement team.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>3</p>
<p><b>CPD</b> for teaching staff and for the support staff in the unit. This will be delivered as part of collaborative days with the trust EYFS specialist.</p> <p><b>Collaboration</b> between the staff working across the unit to develop and implement the curriculum and ensure that resources and time are allocated appropriately. Improved <b>communication</b> between the EYFS lead, the nursery teacher, nursery nurse and support staff within the unit.</p> <p><b>Follow up support</b> from trust as required.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>4</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>CPD</b> for teaching staff and for the support staff leading the intervention. This will be delivered by the school reading lead and the development day lead from RWI.</p> <p><b>Collaboration</b> between the staff working with these individuals in class, groups and individually leading to improved <b>communication</b>.</p> <p><b>Follow up support</b> from SENCO, reading lead and development day lead as required.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>5</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b> for staff working with these groups and individuals.</p> <p><b>Collaboration</b> between these staff, SENCO and class teachers to ensure that the needs of these children are fully met.</p> <p><b>Collaborate</b> with parents to promote attendance at extra curricular clubs and events such as residential visits. This will also ensure they are fully informed of the financial support that school will offer for these.</p> <p><b>Collaborate</b> with other schools who have shown progress and improvements in this area of work.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>6</p>

**Total budgeted cost:** £ *[insert sum of 3 amounts stated above]*

## 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.

Objective	Review
To improve the use of feedback and its impact on progress.	Some progress was made here. Due to covid restrictions school moved to a non written feedback policy and this has now been further reviewed. This will continue to be monitored with further actions taken if needed.
To ensure that expectations are consistently high.	Progress in this area was beginning and this remains an area of development in this plan.
To improve the teaching of phonics and early reading.	Clear progress was seen here but lack of consistency due to lockdowns and the need for greater levels of resourcing were noted. This has been reviewed and additional CPD, reading leader support and resourcing is planned for this year. The gaps in this are greater in lower KS1 as a result of lockdowns and so the current plan will focus even more closely on early reading across KS1.
To develop the implementation of the curriculum intent.	Some progress was made. Further embedding and development is continuing.
To establish effective interventions for phonics.	As above, these began and require further embedding,
To meet the social and emotional needs arising from Covid lockdowns.	Further work is needed on this area as additional needs are becoming apparent. This remains as a priority this year.

## 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?	<p>The support for social and emotional need was part of the service premium spending last year.</p> <p>The phonics intervention support was also targeted to two of the service premium children</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Two of the service premium eligible children accessed this. One of them still has some days when she struggles with emotional needs and so she is benefitting from this further this year.</p> <p>One of the children who accessed phonics support has shown considerable progress with this and is now accessing the KS2 reading curriculum. The other is still accessing this as part of her KS1 classroom experience.</p>