

# 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	227 (including nursery)
Proportion (%) of pupil premium eligible pupils	16.8%
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, reviewed Sept 22, reviewed Sept 23
Date on which it will be reviewed	July 2024
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	£53,738
Recovery premium funding allocation this academic year	n/a
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	£53,738

## 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 2023-24.*

### 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	Some children enter KS2 without sufficiently strong phonological awareness to enable them to access the full KS2 curriculum offer.
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	Reading fluency is not as strong as decoding and this has led to reading attainment being impacted on.
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>
There will be no children entering KS2 without a strong base of phonics knowledge unless there are specific learning needs which are being addressed.	<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>
The curriculum will be implemented with full effectiveness and will show positive impact on the knowledge and skills of the children.	<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>
The EYFS unit will deliver a curriculum which is at least good with the best possible use of the new provision and resources.	<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>
Fluency in reading will be at least as strong as decoding and will result in greater levels of comprehension and attainment from year 2 onwards.	<ul style="list-style-type: none"> <li>Children will show a good range of fluency behaviours in reading including prosody.</li> <li>Teachers will be confident to assess fluency and have a bank of resources to teach and model it effectively.</li> <li>Attainment outcomes in reading will strengthen.</li> </ul>
The school curriculum for PSHE will be strong and able to adapt to meet the needs of groups of children as these arise.	<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: £ 30,000

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. This CPD will include coaching through the use of 'walkthrus' and trust wide CPD on assessment.</p> <p><b>Collaboration</b> opportunities will be made available so that staff can observe good practice. Staff meetings sessions to share good practice 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>	1
<p><b>CPD</b> for new staff and those supporting in KS2 to ensure that all RWI and RWI Fresh Start resources and schemes are delivered effectively.</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> new early reading lead will hold regular meetings with all staff who teach phonics with</p>	<p>MAT guides developed with the latest research including EEF research.</p>	2

<p>an emphasis on support for new staff and those teaching KS2.</p> <p><b>Follow up support</b> in terms of coaching and individual peer observation will be provided as needed.</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>	3
<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>	4
<p><b>CPD</b> for teaching staff to develop understanding of all elements of fluency and how they should be taught within guided reading sessions.</p> <p><b>Collaboration</b> between classes to ensure that time, resources and expertise are shared.</p>		

Effective <b>communication</b> between class teachers, the school reading lead and trust reading lead to progress this learning.  <b>Follow up support</b> from trust as required		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,738

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

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD</b> for staff working with these groups and individuals.  <b>Collaboration</b> between these staff, learning mentor, SENCo and class	MAT guides developed with the latest research including EEF research.	6

<p>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>		

**Total budgeted cost: £ 53,738**

## 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.

Objective	Review
Teaching is strong and consistent across all classes with high expectations for all.	<ul style="list-style-type: none"><li>• Some improvements had been seen but this isn't yet fully consistent across classes.</li><li>• Next year's development of this to include walkthrus, a coaching approach and CPD on assessment will further strengthen this area.</li></ul>
The vast majority of children will have strongly embedded phonetical reading knowledge and understanding enabling them to fully access the curriculum.	<ul style="list-style-type: none"><li>• This has been an area of success and our phonics results at Year 1 and Year 2 are now consistently above National Average.</li><li>• There will be continued overview and CPD for this as we have some new staff and a new early reading lead.</li></ul>
The curriculum will be implemented with full effectiveness and will show positive impact on the knowledge and skills of the children.	<ul style="list-style-type: none"><li>• The curriculum has been fully reviewed to show clear progression and expected minimum knowledge, skills and vocabulary with school now being fully one form entry.</li><li>• The evaluation of the impact of this will continue during the coming academic year and further developments will occur as they arise.</li></ul>
The EYFS unit will deliver a curriculum which is at least good with the best possible use of the new provision and resources.	<ul style="list-style-type: none"><li>• Improvements were seen in EYFS last year as a result of this work and the curriculum is now clear and well sequenced.</li><li>• Further work with staff to ensure consistent and effective delivery will continue this year as will the further development of the outdoor provision.</li></ul>
There will be no children entering KS2 without a strong base of phonics knowledge unless	<ul style="list-style-type: none"><li>• This priority has been fulfilled and the focus will now move to understanding</li></ul>



there are specific learning needs which are being addressed.	fluency and the effective teaching needed to develop and embed this.
The school curriculum for PSHE will be strong and able to adapt to meet the needs of groups of children as these arise.	<ul style="list-style-type: none"> <li>• This has been developed in line with the whole school curriculum and will be further reviewed as the year progresses. External planned schemes will be researched to support the classroom delivery of PSHE.</li> </ul>