

Pupil premium strategy statement

This statement details our school's use of pupil premium for the period from September 2024 to July 2027 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	217 (including nursery)
Proportion (%) of pupil premium eligible pupils	18% (from reception up)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	Autumn 2024
Date on which it will be reviewed	July 2027
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	£62,780
Recovery premium funding allocation this academic year	n/a
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	£62,780

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 2024-25.

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"> • All teaching will be at least good with many aspects of outstanding practice. • Progress for all groups of children will be strong showing that high expectations are consistent and are being met.
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"> • KS2 reading will develop quickly and strongly due to the firm base of phonetic knowledge and understanding. • Year 1 phonics results will return to above National and remain there • Year 2 phonics results will return to 100%, or as close as possible taking into account specific individual need.
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"> • Monitoring will show strong and clear implementation of the revised curriculum with all groups of pupils having equal access. • 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.
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"> • Children will make good progress in all areas of learning. • Children will enter reception with the vast majority of them showing a good level of development overall.
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"> • Children will show a good range of fluency behaviours in reading including prosody. • Teachers will be confident to teach and assess fluency and have a bank of resources to teach and model it effectively. • Attainment outcomes in reading will strengthen.
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"> • The incidence of social and emotional need will lessen. • Children and families will feel supported and children will be able to access learning.

	<ul style="list-style-type: none">• Staff will feel able to teach effectively and to respond to areas of need as they become apparent.
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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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD will be given to all staff around expectations and how to maintain and achieve these. Further CPD 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>Collaboration 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. Visits to other schools in the MAT which began last year will continue.</p> <p>Communication will take place through staff meetings, support staff meetings, staffroom noticeboards and emails where needed.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed. The coaching model will be developed further this year.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>1</p>
<p>CPD 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 collaborate with planning and the preparation of resources as well as team teaching and modelled lessons to share good practice.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>2</p>

<p>Communication new early reading lead will hold regular meetings with all staff who teach phonics with an emphasis on support for new staff and those teaching KS2. Regular monitoring and coaching support will continue.</p> <p>Follow up support in terms of coaching and individual peer observation will be provided as needed.</p>		
<p>CPD led by subject leaders within school to ensure that all teacher subject knowledge is at appropriate levels.</p> <p>Collaboration 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>Follow up support 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>CPD 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>Collaboration between the staff working across the unit to develop and implement the curriculum and ensure that resources and time are allocated appropriately. Improved communication between the EYFS lead, the nursery teacher, nursery nurse and support staff within the unit.</p> <p>Follow up support from trust as required.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>4</p>
<p>CPD for teaching staff to develop understanding of all elements of fluency and how they should be taught within guided reading sessions. Specific CPD for reading leads around fluency development interventions.</p>	<p>MAT guides developed with the latest research including EEF research.</p>	<p>5</p>

<p>Collaboration between classes to ensure that time, resources and expertise are shared.</p> <p>Effective communication between class teachers, the school reading leads and trust teaching and learning lead to progress this learning.</p> <p>Follow up support from trust as required</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD 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.</p> <p>Collaboration between the staff working with these individuals in class, groups and individually leading to improved communication.</p> <p>Follow up support 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>CPD for staff working with these groups and individuals. Continuing ELSA supervision for learning mentor.</p> <p>Collaboration between these staff, learning mentor, SENCo and class teachers to ensure that the needs of these children are fully met.</p> <p>Collaborate 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>Collaborate 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: £ 62,780

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 2023 to 2024 academic year.

Objective	Review
Teaching is strong and consistent across all classes with high expectations for all.	<ul style="list-style-type: none">• Clear improvements have been seen but this isn't yet fully consistent across classes.• All teaching staff have engaged very well with CPD during the summer term and should have the skills needed to move this forward with the continued CPD and support this coming year.• Further development of this to include walkthrus, a coaching approach and CPD on assessment will further strengthen this area.
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">• Across the 3 year period of the previous strategy phonics results have been, on average, above national however 2024 results were below. This is mainly cohort specific but the work undertaken by the new phonics lead last year to improve teaching will be embedded and strengthened further.• The impact of the new reading lead on the teaching of phonics has been strong.
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">• The curriculum has been fully reviewed to show clear progression and expected minimum knowledge, skills and vocabulary.• All subject leads have complied detailed MTPs for their subject to enable teachers to have far more clarity in what to teach and when.• The evaluation of the impact of this will continue during the coming academic year and further developments will occur as they arise.

<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"> • Improvements were seen in EYFS over the last two years as a result of this work and the curriculum is now clear and well sequenced. • Results in EYFS have returned to above national. • Further work with staff to ensure consistent and effective delivery will continue this year as will the further development of the outdoor provision.
<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"> • This has been developed in line with the whole school curriculum and will be further reviewed as the year progresses. An external planned scheme (Kapow) will be researched to support the classroom delivery of PSHE.