



Millbrook Junior School Pupil premium strategy statement 2021/2022 to 2023/2024

This statement details our school's use of pupil premium (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	Millbrook Junior School
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	Nov 2022, Nov 2023, Nov 2024
Statement authorised by	Mrs Danielle Warren Headteacher
Pupil premium lead	Karen Harrison Deputy Headteacher
Governor lead	Mr Paul Davies Chair of Governors



Context (Figures taken from January census)

Detail	2021/2022	2022/2023	2023/2024
Number of pupils in school	445	448	408
Proportion (%) of pupil premium eligible pupils	13%	12%	16%

Funding overview (Figures taken from January census)

Detail	2021/2022	2022/2023	2023/2024
Pupil premium funding allocation this academic year	£83,390.00	£76,175.00	£77,115.00
Recovery premium funding allocation this academic year	£10,150.00	£8,410.00	£7,685.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00	£0.00	£0.00
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	£93,540.00	£84,585.00	£84,800

Planned Expenditure

Detail	2021/2022	2022/2023	2023/2024
A - Teaching (for example, CPD, recruitment and retention)	£8,000.00	£5,000.00	£6,800.00
B - Targeted academic support (for example, tutoring, one-to-one support structured interventions)	£12,000.00	£15,500.00	£18,000.00
C - Wider strategies (for example, related to attendance, behaviour, wellbeing)	£73,540.00	£55,675.00	£60,000.00
Total planned expenditure	£93,540.00	£76,175.00	£84,800.00



Part A: Pupil premium strategy plan



Statement of intent

At the end of their time at Millbrook Junior School, we want all children to know and feel that the world is an exciting, diverse and multi-dimensional place. Every child is recognised as a unique individual. We want our children to have the confidence, skills and knowledge to be able to hold their own in conversations and have ideas and opinions they are able to share with others. We want them to become confident readers who enjoy reading irrespective of their background or the challenges they face. We want all children to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our main objectives are to:

- Overcome barriers to learning created by disadvantage.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure equality of access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

- 13% of pupils are eligible for Pupil Premium Funding in comparison to 23% nationally.
- 11% of current PP children are in receipt of free school meals.
- Our deprivation indicator is 23,860 which locates the school in the 30% least deprived schools in the country.
- The unemployment rate in Kettering is lower than the national average.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Ensure equality of provision by providing opportunities for all pupils to participate in enrichment activities including sport and music



- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the analysis of data. Class teachers will identify, through the individual pupil premium support plans, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health Our assessments (including Emotional Literacy Profiling), observations and discussions with children and families have identified increased social and emotional issues for children and families since the COVID 19 outbreak.
2	Behaviour A number of children are exhibiting challenging behaviours that require more specialist support. We are having to spend time, with all children, re-establishing positive learning behaviours and learning routines for children who have spent significant time away from school. This is particularly necessary for those children who have just transitioned to our school.
3	Gaps in reading, writing and maths Our baseline assessment data indicates that only 30% of children in our current Year 3 were working at the standard or above on entry in Reading and 50% in maths. On entry, disadvantaged children were 17% behind their peers in reading and 19% behind their peers in maths.
4	Attendance and punctuality Our attendance data for autumn 1 indicates that attendance amongst disadvantaged children is 2.68% lower than for non-disadvantaged children.
5	Access to wider opportunities All children should have equality of access to school trips, including residential visits and after school clubs and activities. Children should have access to a laptop or tablet device at home so they are able to access home learning.



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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children.	To achieve and sustain high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• Qualitative data from student voice, student and parent surveys and teacher observations/monitoring forms.• Summative data including Emotional Literacy Profiling and Boxall profiles.
Increased reading attainment among disadvantaged children.	KS2 reading outcomes in 2023/2024 show that the attainment gap for disadvantaged and non-disadvantaged children has closed.
Increased maths attainment among disadvantaged children.	KS2 maths outcomes in 2023/2024 show that the attainment gap for disadvantaged and non-disadvantaged children has closed.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children	Sustained high attendance from 2023/2024 demonstrated by: <ul style="list-style-type: none">• The overall absence gap between disadvantaged and non-disadvantaged children has closed.
To ensure all disadvantaged children have access to wider opportunities and equality of provision.	All disadvantaged children accessing home learning through a device at home. All children able to access trips, residential visits (if they would like to attend) and after school clubs and activities.



Activity in this academic year

A - Teaching (for example, CPD, recruitment and retention)

Planned Expenditure -

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of a new whole school timetable to provide a broad and balanced curriculum and ensure adequate time is designated for all subjects. All children have the opportunity to succeed in something that interests them.	The EEF toolkit identifies that arts participation can have a positive impact on academic outcomes in other areas of the curriculum. 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. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3
Behaviour training for all staff to enable staff to adopt consistent approaches to behaviour management across the whole school. Staff will be equipped to deal with more challenging behaviour and ensure the correct behaviour interventions are in place for those children who require them.	Staff training will equip staff to: <ul style="list-style-type: none"> • Develop a positive school ethos and improve discipline across the whole school which will also support greater engagement in learning; • Improve behaviour and deliver general interventions in the classroom • Deliver more specialised programmes, which are targeted at students with specific behavioural issues. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All teaching staff have an additional 30mins per week of PPA time to allow them to lead across the school effectively.	1,2,3



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide online tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts.</p> <p>Continue to embed the whole school approach to reading lessons across KS2 where high quality texts are used as the stimulus for children's learning.</p> <p>PP children should be exposed to as many quality texts as possible.</p> <p>PP children will be targeted for reading through myON projects.</p>	<p>All staff to ensure subject specific vocabulary is being shared in every lesson and use is encouraged wherever possible.</p> <p>All PP children to be targeted with at least one myON project per term. myON is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are matched to each individual student's interests, grade and reading level. myON is used to foster student engagement and achievement in reading through the use of quality texts.</p> <p>https://doc.renlearn.com/KMNet/R62687.pdf</p>	3
<p>All children to have their own Pupil Premium Support Plan which is to be updated and reviewed termly.</p> <p>Renewal of Edukey software license.</p>	<p>All PP children have an individualised PP support plan which identifies their individual interventions. PP children who are also SEND have their interventions identified on their SEND support plan.</p> <p>These interventions vary according to the needs of the child. They range from behaviour interventions to one to one maths and English interventions or small group work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	All



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all disadvantaged students achieve at least 95% attendance. Home visits, other communication with home, support within school to support families.	Children's learning is improved when they are at school. The Family Support Worker will work with families where attendance is an issue and offer EHA's and relevant support where necessary.	2
Fund a Family Support Worker to support families and an additional TA to support wellbeing interventions across the school	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Our Family support worker is also able to support families through EHA's, access support programmes, and signposting to outside agencies and services.</p> <p>Since the COVID19 pandemic more families have been accessing her services so capacity has been increased with the addition of a wellbeing support assistant. The wellbeing support assistant is able to offer support in class as well as individualised programmes for children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,4
Money allocated for the funding of trips, extra curricular activities and £150 subsidy of a device	<p>As a school we set aside funding to provide the funding of trips, extra curricular activities and £150 subsidy of a device.</p> <p>We have a pool of loan devices for use by PP children and these are renewed on a rolling programme.</p>	5
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to the needs that may not have already been identified.	All



Part B: Review of outcomes in 2020/2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Gaps in maths and reading knowledge identified and a programme of support in place

Our end of KS2 internal assessments during 2020/2021 suggested that the performance of all children was lower than in previous years in all key areas of the curriculum. The gaps, in reading and maths, between disadvantaged children and non-disadvantaged children at the end of KS2 were either maintained or closed over the year:

End of KS2 Assessments – Year 6

Reading Y6 Percentage of children at the standard or above. <small>Based on Y6 Headstart tests testing only Y6 objectives</small>	PP	non PP	Gap
Autumn 2020	43%	44%	-1%
Summer 2021	68%	69%	-1%

Maths Y6 Percentage of children at the standard or above. <small>Based on Y6 Headstart tests testing only Y6 objectives</small>	PP	non PP	Gap
Autumn 2020	23%	38%	-15%
Summer 2021	64%	67%	-3%

Year 3 to Year 5 Data

Our internal data analysis shows the attainment gap in reading and maths in all other years widened except for in Year 4 maths where the gap narrowed. Our assessment of the reason for these outcomes points primarily to COVID19 impact, which disrupted all subject areas to varying degrees. This has been evidenced in schools across the country. National data suggests that disadvantaged children were impacted more heavily than non-disadvantaged children.

Identify pupils with low attendance rates (less than 90%) and intervene to improve attendance.

18 PP children, across the whole school, had attendance lower than 90% in 2020/2021. 8 of these children had unauthorised absences which were generally due to holidays that had not been authorised. Where absence was particularly high, families were offered interventions from our wellbeing team including EHAs, home visits and engagement with outside agencies. The attendance gap between PP and non-PP children was 3.6%

Fund a Family Support Worker to support families and an additional TA to support wellbeing interventions across the school

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year. A number of our children have experienced more bereavement than



normal and a greater number of families have sought support from us as other agencies have limited their support during the pandemic.

During the lockdown we ensured we offered school places to our disadvantaged families who needed support and our FSW and Wellbeing Assistant made regular telephone contact with the families of our most vulnerable children and home visits. When the children returned, targeted interventions were delivered where needed and PEP meetings continued for our children in care. We continue to build on this approach with the activities detailed in this plan.

Subsidy of trips or enhancement projects (offering experiences that may otherwise be unaffordable).

Due to COVID19 restrictions, no trips ran in the 2020/2021 academic year. Uptake of the device subsidy was good and all PP children were able to access a device for remote learning due to having purchased a subsidised device or being issued with a loan device. The school continued to supply snacks for those children entitled to a free school meal.

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
Online maths tuition	Pearson
Edukey	TES

In 2020/2021 the school received no Service pupil premium funding



Review of outcomes in 2021/2022



Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Gaps in maths and reading knowledge identified and a programme of support in place

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

DfE 2022

Our analysis of our internal data and end of KS2 data for the 2021/2022 academic year suggests that the progress and attainment of our pupil premium children was below our expectations. Some individuals performed well however, the cohort as a whole, did not do as well as expected. This was due, in the main, to the ongoing impact of the COVID-19 pandemic but also due to some interventions having less impact than we had anticipated. The attainment gap between our pupil premium children and non-pupil premium children has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Next year we will ensure time for interventions during MILO time. Online tuition will be used to support children identified as requiring additional support in maths. The programme of MyON interventions will continue to support children's reading.

Identify pupils with low attendance rates (less than 90%) and intervene to improve attendance.

Absence among disadvantaged pupils was 2.81% higher than their peers in 2021/22. This is an improvement on the previous year where the gap was 3.6%. Persistent absence was 20% higher in 2021/2022 which is the same as the previous year. We recognise this gap is still too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our pastoral team will support parent/carers in getting their children in to school and families will be supported with parent/carer contracts where absence is persistent. We will involve the EIPT team whenever necessary to support with engaging families to improve attendance.



Fund a Family Support Worker to support families and an additional TA to support wellbeing interventions across the school

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health for our children and their families remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute as it has become increasingly more difficult to engage with external support services.

Subsidy of trips or enhancement projects (offering experiences that may otherwise be unaffordable).

The electronic device subsidy and loan arrangements have ensured all children have access to a device and this is no longer a barrier to learning. The trip subsidy has ensured equal access to non-curriculum trips. Other spending has enabled children to access resources and services they otherwise wouldn't be able to access such as school photographs, music lessons and access to before and after school 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
Edukey	TES
Boxall	Boxall Profile Online

In 2021/2022 the school received no Service pupil premium funding



Further information for 2022/2023

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding effective practice around behaviour. [EEF evidence](#) demonstrates this has significant benefits for all children. We will be introducing a new behaviour policy as well as the whole school training restorative practice (funded by the pupil premium grant).
- utilising the [DfE grant to train a senior mental health lead](#). The training will focus on the training needs identified through a whole school audit: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with families.
- Setting up of an Inclusion pupil team to gain pupil voice on how best to support the pupil premium children in our school.
- Recovery premium funding will be used to purchase a whole school IXL license and training to enable us to really pinpoint what children are able to achieve in real time and accurately assess progress.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we have looked at which activities have had the biggest impact and which were less successful. We report annually to the vulnerable group of the governing body of the school and this year we are looking to commission a pupil premium review to get an external perspective.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We use multiple sources of data to identify the needs of our pupil premium children and we will adjust our plan over time to secure the best outcomes for our children.



Review of outcomes in 2022/2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Gaps in maths and reading knowledge identified and a programme of support in place

Attainment in KS2 SATS for disadvantaged children at Millbrook Junior School was lower than disadvantaged children nationally. The gap between the attainment of disadvantaged and non-disadvantaged children at Millbrook Junior School was in line with national figures for Reading and Combined but bigger in maths and writing.

2022/2023	School		National	
	PP	Gap	PP	Gap
Reading	50%	17%	60%	18%
Maths	33%	25%	59%	20%
Writing	33%	33%	58%	19%
Combined	25%	23%	44%	22%

After school online tuition interventions (focussed on maths) had limited impact due to non-engagement. Online tutoring in the future will be one to one and delivered as part of the school day. Children who engaged with the programme improved their attainment and made good progress.

Identify pupils with low attendance rates (less than 90%) and intervene to improve attendance.

Absence amongst disadvantaged pupils was 2.9% higher than their peers in 2022/23. This is in line with the previous year where the gap was 2.8%.

Absence for disadvantaged children at Millbrook Junior School was 0.6% lower than attendance for disadvantaged children nationally.

All families where absence fell below 90% were invited to parent contract meetings (PCMs). 11 families were subject to PCMs in the 2022/2023 academic year and EHAs were offered to families where attendance did not improve.

Our pastoral team will continue to support parent/carers in getting their children in to school and families will be supported with parent/carers contracts where absence is persistent. We will involve the EIPT team whenever necessary to support with engaging families to improve attendance.



Fund a Family Support Worker to support families and an additional TA to support wellbeing interventions across the school

Challenges in relation to wellbeing and mental health for our children and their families have remained significantly higher than before the pandemic. More and more families are seeking support from school as they struggle to get appointments with GPs and external support services. We will continue to fund a family support worker and family support assistant to support families with the challenges they are facing.

Subsidy of trips or enhancement projects (offering experiences that may otherwise be unaffordable).

The electronic device subsidy and loan device arrangements have continued to ensure all children have access to a device and this is no longer a barrier to learning. The trip subsidy has ensured equal access to non-curriculum trips. Other spending has continued to enable children to access resources and services they otherwise wouldn't be able to access such as school photographs, music lessons and access to before and after school 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
Edukey	TES
Boxall	Boxall Profile Online

In 2022/2023 the school received no Service pupil premium funding



Further information for 2022/2023

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding effective practice around behaviour. EEF evidence demonstrates this has significant benefits for all children.
- Extend restorative practice training to a team of pupils to equip pupils to support each other in the resolution of conflict.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we have looked at which activities have had the biggest impact and which were less successful. We report annually to the vulnerable group of the governing body of the school and the local authority via the School Improvement Partner.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We use multiple sources of data to identify the needs of our pupil premium children and we will adjust our plan over time to secure the best outcomes for our children.