



Millbrook Junior School Pupil premium strategy statement 2021/2022

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
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Danielle Warren Headteacher
Pupil premium lead	Karen Harrison Pupil Premium Lead
Governor lead	Mr Paul Davies Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390.00
Recovery premium funding allocation this academic year	£10,150.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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



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, residentials, 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
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children.</p>	<p>To achieve and sustain high levels of wellbeing demonstrated by:</p> <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.
<p>Increased reading attainment among disadvantaged children.</p>	<p>KS2 reading outcomes in 2024/2025 show that the attainment gap for disadvantaged and non-disadvantaged children has closed.</p>
<p>Increased maths attainment among disadvantaged children.</p>	<p>KS2 maths outcomes in 2024/2025 show that the attainment gap for disadvantaged and non-disadvantaged children has closed.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children</p>	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence gap between disadvantaged and non-disadvantaged children has closed.
<p>To ensure all disadvantaged children have access to wider opportunities and equality of provision.</p>	<p>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.</p>



Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3</p>
<p>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.</p>	<p>Staff training will equip staff to:</p> <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. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2</p>
<p>Staff CPD</p>	<p>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.</p>	<p>1,2,3</p>



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

Budgeted cost: £ 12,000.00

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>	<p>3</p>
<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>	<p>3</p>
<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>All</p>



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 73,540.00

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	As a school we set aside funding to provide the funding of trips, extra curricular activities and £150 subsidy of a device. We have a pool of loan devices for use by PP children and these are renewed on a rolling programme.	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

Total budgeted cost: £8,000.00 + £12,000.00 + £73,540.00 = £93540.00



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.

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 maintained or closed over the year:

End of KS2 Assessments – Year 6

Reading Y6 Percentage of children at the standard or above.	PP	non PP	Gap
Autumn 2020	43%	44%	-1%
Summer 2021	68%	69%	-1%

Maths Y6 Percentage of children at the standard or above.	PP	non PP	Gap
Autumn 2020	38%	23%	15%
Summer 2021	64%	67%	-3%

Year3 to Year 5 Data

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 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