

# Millbrook Primary School Pupil Premium Strategy

2025-26



A part of The Shevington Federation

This statement details our school's use of pupil premium 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 Primary School                      |
| Number of pupils in school  | 212 on roll                                   |
| Proportion (%) of pupil premium eligible pupils                         | 19/212 = 9%                                   |
| Academic year/years that our current pupil premium strategy plan covers | 2025-26                                       |
| Date this statement was published                                       | Sept 2025                                     |
| Date on which it will be reviewed                                       | Sept 2026 following assessments in July 2026  |
| Statement authorised by   | Karen Tomlinson                               |
| Pupil Premium Lead  | Jane Thomas-SENDCO<br>Sarah Moss Project Lead |
| Governor  | Mrs R Rolfe                                   |

## Funding overview

| Detail   | Amount                      |
|--|-----------------------------|
| Pupil Premium funding allocation this academic year-financial year | £32 120-this financial year |

|   |  |
|---|--|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £32 120 PPG<br>Plus £3000 from delegated budget. |

# Part A: Pupil Premium Strategy Plan 2026

## Statement of intent

At Millbrook

We want to see the attainment gap between the disadvantaged and the non-disadvantaged children to narrow and close.

All disadvantaged pupils to achieve within ARE unless SEND and their attendance rises above the 90% persistent absence figure moving towards the school overall target of 97%.

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

It is our intention ensure all children experience great teaching and careful planning by a well- prepared staff that is underpinned by quality first teaching and learning supported by recent research. This develops evidence informed team of professionals in school.

We make sure we make a difference to those children whose lives may develop encounters to learning and/or enrichment opportunities by further supporting their individual needs with the right type of support enabling them to make progress in their learning.

An ethic of excellence and quality is at the heart of what we do at Millbrook including all the experiences that we provide whilst in our care- it's our mantra-

***'This is what we do here at Millbrook.'***

Achieving good progress and maximum potential is our aim regardless of any barriers- this applies to all children not just our disadvantaged pupils.

This intent is recognised by the implementation of the provision the child experiences fulfilling the requests on the Pupil Premium Pupils one-page profiles- our pupil voice.

We want our children to be ready for the next stage of their education and so this means individually they have the best chance of fulfilling their potential, allowing them to make choices for life.

## Challenges

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

| Challenge number | Detail of challenges in 2025-26  |
|------------------|--|
| 1                | Attitudes to learning -especially resilience and failure and children confusing worries with anxiety.                    |
| 2                | Confidence to face failure.  |
| 3                | Specific academic weakness.  |
| 4                | Emotional Issues and well-being especially in some cases trauma in the early years of life.                              |
| 5                | Medical issues and illnesses that may be worthy of being unauthorised absences – holidays in term time is also an issue. |
| 6                | Low level behaviour challenges   |

## 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.

### Targets:

#### 2025-26 expectations at this point

| Year Group            | Number of pupils | Intended outcome to attain Age Related Expectation or above | Success criteria<br><i>To be in line or above non-PPG pupils measured by:</i> | July 2026 outcomes       |
|-----------------------|------------------|---|---|--------------------------|
| Statutory Assessments |                  |   |   |                          |
| R                     | 0                | Reception Good Level Development                            | N/A   | EYFS Baseline assessment |
| Y1                    | 0                | Phonics   | NA  | Phonics screening check  |
| Y2                    | 1                | Phonics   | 100%  | Phonics screening check  |
| Y4                    | 6                | Times tables  | 66%   | Multiplication Check     |
| Y6                    | 6                | Reading   | 83%   | Y6 SAT                   |
| Y6                    | 6                | Writing   | 83%   | Y6 SAT                   |
| Y6                    | 6                | Maths   | 67%   | Y6 SAT                   |
| Y6                    | 6                | SPAG  | 83%   | Y6 SAT                   |

| Attendance                |    |   |       |                      |
|---------------------------|----|---|-------|----------------------|
| All PPG pupils            | 22 | PPG Attendance to be in line with all pupils 95% +<br>MB target 97% | Arbor |                      |
| Non-Statutory Assessments |    |   |       |                      |
| Y2                        | 1  | Reading   | 100%  | SATS - non statutory |
| Y2                        | 1  | Writing   | 100%  | SATS - non-statutory |
| Y2                        | 1  | Maths   | 100%  | SATS – non-statutory |
| Y3                        | 2  | English   | 100%  | GL assessment        |
| Y3                        | 2  | Maths   | 50%   | GL assessment        |
| Y4                        | 7  | English   | 86%   | GL Assessment        |
| Y4                        | 7  | Maths   | 71%   | GL Assessment        |
| Y5                        | 2  | English   | 100%  | GL assessment        |
| Y5                        | 2  | Maths   | 100%  | GL assessment        |

Summary and next steps: to be completed in July 2026

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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 )

***Our pupil premium strategy is rooted in our whole school ethos of ethics of excellence and high challenge low threat.***

Budgeted cost: **£ 3 000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Federation Conference based on raising standards of teaching and Learning<br>Speaker TBC | EEF Toolkit for Learning<br>Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant | 1<br>2                        |
| Purchase of subscription to  | Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant.                            | 2                             |

|  |  |                  |
|--|--|------------------|
| Motional – a monitoring tool for children's mental health and well being   | High Quality low threat values for all pupils to avoid capping of learning.  |                  |
| Quality phonics<br>Sounds Write training for 2 further TAs in Jan 2026 to support interventions  | EEF Toolkit for Learning<br>Low-cost high impact 5 months progress   | 1<br>3           |
| Maths INSET for TAs to upskill knowledge   | Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant.<br>High Quality low threat values for all pupils to avoid capping of learning. | 1<br>3<br>5      |
| Metacognition CPD and coaching in house<br>No cost –staff meeting time and in house cover  | EEF Toolkit for Learning:<br>Low-cost High impact 8 months + progress  | 1<br>2<br>4<br>5 |
| <p>We know that if we provide high quality teaching that is effective for disadvantaged learners then we are providing effective teaching for all.</p> <p>Our CPD calendar evidences the quality provision we make available for staff training.</p> |  |                  |

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

Budgeted cost: £ 27 420

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

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• In class TA support</li> <li>• Lunchtime Nurture</li> <li>• Nurture at the point of need</li> <li>• Daily SoundsWrite interventions</li> </ul> | <p>EEF Toolkit for Learning</p> <p>1-1 learning medium cost high impact- 5 months + progress</p> <p>TA intervention medium cost – high impact 4 months progress</p>                               | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>6</p> |
| <p>GL Assessment</p> <p>Subscription to whole package -identification of specific learning challenges.</p>  | <p>Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant.</p> <p>High Quality low threat values for all pupils to avoid capping of learning.</p> | <p>3</p>                                     |
| <p>Purchase of subscription to B Squared Tracking System</p> <p>Monitoring of gaps in learning for SEN Dpupils</p>  | <p>Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant.</p> <p>High Quality low threat values for all pupils to avoid capping of learning.</p> | <p>3</p>                                     |

## Wider strategies (for example, related to attendance, behaviour, and well-being)

Budgeted cost: £ 4 700

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed       |
|---|---|-------------------------------------|
| <p>It starts with a bee.....</p> <p><i>Collaborative social enterprise initiative</i></p> | <p>EEF Guide to Pupil Premium:</p> <p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>Life skills that build resilience and self-esteem are a priority for us.</p> <p>EEF Toolkit for Learning:</p> <p>Collaborative learning strategies low-cost high impact 5 months progress.</p> | <p>1</p> <p>2</p> <p>4</p> <p>6</p> |
| <p>Support for annual residential visits</p>  | <p>EEF Guide to Pupil Premium:</p> <p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p>Life skills that build resilience and self-esteem are a priority for us.</p>   | <p>1</p> <p>2</p> <p>4</p> <p>6</p> |
| <p>Local Authority Attendance Package Buy in.</p>   | <p>Attendance is a major priority of this Government since Covid so to have the support of an outside agency is paramount with the families in school and to support the Attendance Officer with the correct information and confidence to act.</p>   |                                     |

**Total budgeted cost: £ 35 120**

## Part B: Review of outcomes in the previous academic year

2025-6

### Pupil premium strategy outcomes

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

No progress measures have been published due to the pandemic, so attainment has been used as a measure of success. Children attaining ARE and GD is seen as success for these children.

See above for this information.

### 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?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

We purchased GL Assessments as a summative measure of our pupils in year groups that have no statutory assessments to take which are Y3, Y4 and Y5

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Due to such small numbers of pupils, the data is skewed and is difficult to measure as a group, so we must evaluate provision on an individual level.

#### Benchmarking Y6 against Other Schools

Due to small numbers, it is not a viable action to compare with other schools and individual evaluations must be made.

Our focus is to ensure that our Y6PG pupils are ready for high school.

## Benchmarking Further information

*Please cross reference to*

**It starts with a bee....**



PowerPoint

Action Plan

Business Plan

An enterprise project led by children for children providing skills for the future.

### **Glossary:**

PPG – Pupil Premium Children -pupils classed as eligible for free school meals now or over the past 6 years and those in the military forces families. Children also who are in Special Guardian care

EEF –Education Endowment Fund- a well-respected charity who undertake educational research

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

<https://educationendowmentfoundation.org.uk/>

Sutton Trust

<https://www.suttontrust.com/our-priorities/schools/>

SAT- Statutory Attainment Task/Test set by DfE

GL Assessment – Granada Learning – name of internal assessment company used 2 or 3 times per yea