

Millbrook Primary School Pupil Premium Strategy

2024-25



A part of The Shevington Federation

This updated document includes the impact of this academic year on children's teaching and learning.

9th July 2025

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	208 on roll
Proportion (%) of pupil premium eligible pupils	11% = 23 pupils
Academic year/years that our current pupil premium strategy plan covers one year at this point due to relatively small numbers.	2024-25
Date this statement was published	Oct 2024
Date on which it will be reviewed	Oct 2024 following Summer 2024 assessments
Statement authorised by	Karen Tomlinson
Pupil Premium leads	Karen Tomlinson Jane Thomas Sarah Moss
Governor	Mrs R Rolfe

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year-financial year	£34 480
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	£34 480

Part A: Pupil Premium Strategy Plan

Statement of intent

At Millbrook:

We want to see the attainment gap between the disadvantaged and the non-disadvantaged children closing and those children's barriers to learning are addressed making school a positive experience.

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.

Staff at Millbrook are encouraged to base their teaching on best practice taken from research. One of our main contributors is Ron Berger and his book Ethics of Excellence. This means that learning purposes are authentic and of the best aspirational quality to show children what they can achieve.

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 is 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.

Challenges

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

Challenge number	Detail of challenges in 2024-25
1	Attitudes to learning -especially resilience at Millbrook.
2	Confidence to face failure
3	Specific academic weaknesses
4	Emotional Issues and well-being especially in some cases trauma in the early years of life.
5	Medical issues
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.

2024-25 expectations at this point

IMPACT ADDED JULY 9th, 2025- Here are the results from July 2025 assessments

Year Group	Number of pupils	Intended outcome to attain Age Related Expectation or above		Success criteria <i>To be in line or above non-PPG pupils measured by:</i>	Impact statement Summer 2025
Statutory Assessments					
R	1	Reception Good Level Development	0%	EYFS Baseline assessment	N/A
Y1	1	Phonics	100%	Phonics screening check	100% pass
Y2	1	Phonics	100%	Phonics screening check	100% pass
Y4	2	Times tables	100%	Multiplication Check	Scores of 23/25 and 25/25 were achieved
Y6	3	Reading	66%	Y6 SAT	66% 2/3 achieved
Y6	3	Writing	66%	Y6 SAT	100% achieved expected
Y6	3	Maths	66%	Y6 SAT	100% achieved expected
Y6	3	SPAG	66%	Y6 SAT	100% achieved
Attendance					

All PPG pupils	22	PPG Attendance to be in line with all pupils 95% + MB target 97%		No	PPG pupils' attendance is 94.3 %.
Non –Statutory Assessments					
Y2	2	Reading	50%	SATS - non statutory	100%
Y2	2	Writing	0%	SATS - non-statutory	0%
Y2	2	Maths	50%	SATS – non-statutory	½ 50%
Y3	9	Reading	85%	GL assessment	89%
Y3	9	Writing	50%	TA	5/9 56%
Y3	9	Maths	63%	GL assessment	6/9 achieved 66%
Y4	2	Reading	100%	GL Assessment	100 %
Y4	2	Writing	100%	TA	2/2 100%
Y4	2	Maths	100%	GL Assessment	100% Both GD
Y5	6	Reading	100%	GL assessment	4/6 achieved 83%
Y5	6	Writing	67%	TA	5/6 83%
Y5	6	Maths	83%	GL assessment	5/6 achieved 83%

Summary of Impact.

This year's results for Pupil Premium children are very positive. With such small numbers individual children's profiles need to be explored.

The children who are not at ARE in writing are the children whose early language has not been developed or who are struggling to decode so cannot experience the love of reading as much.

Attendance is improving for this group at 94.3%. It would have been higher but one child had a medical condition at the start of the year which then became infected so meant it would have been very difficult to catch up .

One child is an on-going issue and is on Early Help and has the attention of the School Attendance officer.

This is all due to the work of the Pastoral Lead who takes her role seriously and is consistent in her procedures and with families.

For those children not at ARE the following strategies will apply in the next academic year.

- TA work with child in class supporting quality first teaching with the child/ren
- TAs focus on basic skills during morning mission- tables /reading /handwriting
- TAs receiving training to upskill in phonics and maths
- Teachers receiving training in Jane Considine to support children in class not attaining ARE in writing.
- TA provides SoundsWrite intervention each afternoon for children not at ARE.
- Fluency assessments taken each term to use as data and monitor success of intervention.
- A range of PPG passport activities are available depending upon barriers the children face.

Activity in this academic year

This details how we intend to spend our pupil premium this **academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment)

Our pupil premium strategy is rooted in our whole school ethos of Ethics of Excellence and high challenge low threat.

Budgeted cost: **£10 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Federation Conference based on raising standards in Maths- Sarah Martin	EEF Toolkit for Learning Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant	1 2
Purchase of subscription to Myatt and Co	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant. High Quality low threat values for all pupils to avoid capping of learning.	2
Quality phonics Sounds Write training for 2 further TAs in Jan 2025 to support interventions	EEF Toolkit for Learning Low-cost high impact 5 months progress	1 3

Lunchtime Nurture at the point of need to provide structure for those children who find unstructured times a challenge with their behaviour.	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant. High Quality low threat values for all pupils to avoid capping of learning.	1 3
Maths Review by Sarah Martin Maths consultant- 2 visits per academic year working with all staff	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant. High Quality low threat values for all pupils to avoid capping of learning.	1 3 5
Metacognition CPD and coaching using Tom Sherrington Walk Thrus	EEF Toolkit for Learning: Low-cost High impact 8 months + progress	1 2 4 5
We know that if we provide high quality teaching that is effective for disadvantaged learners then we are providing effective teaching for all.		
Our CPD calendar evidences the quality provision we make available for staff training.		

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

Budgeted cost: £28 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class TA support with basic skills daily.	EEF Toolkit for Learning 1-1 learning medium cost high impact- 5 months + progress TA intervention medium cost – high impact 4 months progress	1 2 3 4 6
Potential Plus Subscription	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant	1 2 5

GL Assessment Subscription to whole package -identification of specific learning challenges.	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant. High Quality low threat values for all pupils to avoid capping of learning.	3
Purchase of subscription to B Squared Tracking System Monitoring of gaps in learning	Sutton Trust 2011 research paper: effective teaching for those disadvantaged is especially significant. High Quality low threat values for all pupils to avoid capping of learning.	3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
It starts with a bee..... Honey Buzzness Coffee Shop <i>Collaborative social enterprise initiative to offer children an alternative curriculum to engage a range of children with a reason and positive purpose for learning.</i>	EEF Guide to Pupil Premium: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Life skills that build resilience and self-esteem are a priority for us. EEF Toolkit for Learning: Collaborative learning strategies low-cost high impact 5 months progress.	1 2 4 6
Music Lessons and educational visit support		

Part B: Review of outcomes in the previous academic year

2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 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.

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 Y1 Y3, Y4 and Y5

In May/June 2024 Pupil Premium children were able to be assessed in English and Maths.

Class	No of PPG pupils	ARE+	GD
R	N/A	N/A	N/A
Y1 Reading	1	100%	N/A
Y1 Writing	1	100%	N/A
Y1 Maths	1	100%	N/A
Y1 Phonics	2	100%	N/A
Y2 Reading	7	86%	0%
Y2 Writing	7	43%	0%
Y2 Maths	7	71%	0%

Y2 Phonics	7	100%	N/A
Y3 Reading	2	100%	100%
Y3 Writing	2	100%	50%
Y3 Maths	2	100%	50%
Y4 Reading	6	100%	0%
Y4 Writing	6	67 %	0%
Y4 Maths	6	83%	0%
Y5 Reading	4	50 %	25%
Y5 Writing	4	50%	0%
Y5 Maths	4	75%	25%
Y6 English Reading	4	100%	25%
Y6 English Writing	4	100%	25%
Y6 Maths	4	75%	25%
Y6 SPAG	4	75%	25%

Comments:

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 Y6 disadvantaged pupils are ready for high school and in Summer 2024 we are proud that this was achieved.

3 out of the 4 children in Y6 were with Millbrook from Pre-School and 1 pupil joined us after Easter 2024.

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.

These will be a part of our new website which is on its way.

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 year.