

Pupil Premium

School overview

Detail	Data
School name	Heighington Millfield Primary Academy
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	John Beaven
Pupil premium lead	John Beaven
Governor / Trustee lead	Peter Rose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650
Recovery premium funding allocation this academic year	£4,495
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	

Part A: Pupil premium strategy plan

Statement of intent

In Heighington Millfield Primary academy the intent is to achieve the Trust's mission to improve the life chances of pupils so they become true citizens of the world. Our approach to the academy's provision to support disadvantaged pupils is also intended to support the needs of vulnerable pupils as well.

The funding we receive for disadvantaged pupils is used to ensure that those children in receipt of funding are able to achieve as well as their peers, including progress for those who are already high attaining.

We believe that quality first teaching is vital to closing the gap whilst focusing on the areas that disadvantaged pupils require, which has proven to have the greatest impact and at the same time will benefit the non-disadvantaged pupils.

Similarly, the experience of all children is rooted in common principles:

- Experience should be equitable, fair and open to all pupils.*
- Interventions should be equitable, fair and open to all children.*
- Parental values or capacity should not act as a barrier to the ambition of any child.*

*To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.*

***The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it.** Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.*

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;*
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;*
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;*
- The strategy is integral to the whole-academy plans for education recovery.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessment, observation and discussions with pupils and professionals identify that pupils often display oral language and vocabulary comprehension gaps and this is more prevalent in disadvantaged students. This is evident in both their reading and writing attainment.</i>
2	<i>Assessments, observations and discussions with pupils identify that disadvantaged pupils often have greater difficulty with phonic acquisition than their peers. This correlates with their development as readers.</i>
3	<i>Internal data indicates that maths attainment of disadvantaged pupils is below that of their peers. This is supported by national surveys. Internal data and unit analysis indicate the lack of mathematical fluency, particularly with higher attainers. The partial closures inhibited the opportunities for pupils to think more deeply in a structured and progressive environment.</i>
4	<i>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils has been affected by the partial closures of the pandemic. This is supported by the findings from our pupils' engagement in national surveys. The lack of structure, routine as well as a provision that is rooted in PSHE/Personal Development has led to many children struggling to self-regulate and process the turbulent times that they have been exposed to. This subsequently impacts upon their progress and attainment.</i>
5	<i>Attendance of pupils who are disadvantaged has been a long term focus of the academy. Monitoring and support of families who struggle to ensure that their child attends regularly has indicated that disadvantaged pupils' attendance remains below that of their peers. The percentage of disadvantage pupils who are persistently absent is higher than that of their peers.</i>

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
<i>Improved oral and language skills.</i>	<i>Assessment and observations (quality assurance including book scrutiny, teaching and learning reviews, on-going assessment) indicate significant improvement in disadvantaged pupils' achievement closing the gap between the attainment of between attainment of the disadvantage group and their peers.</i>
<i>Improved reading outcomes among disadvantaged pupils.</i>	<i>KS2 reading outcomes for 2024 show that there is an increase to a minimum of 80% of disadvantaged pupils that meet the expected standard to bring the disadvantaged pupils attainment in line with that of their peers.</i>

<i>Improved mathematics outcomes among disadvantaged pupils.</i>	<i>KS2 mathematics outcomes for 2024 show that there is an increase to a minimum of 80% of disadvantaged pupils that meet the expected standard with a minimum of 20% meeting greater depth standard to bring the disadvantaged pupils attainment in line with that of their peers.</i>
<i>To achieve and sustain improved well-being for all pupils in our academy particularly our disadvantaged pupils.</i>	<i>Sustained high levels of well-being from 2024 demonstrated by:</i> <ul style="list-style-type: none"> <i>Annual resilience questionnaires, Pupil voice, parent surveys, teacher observations, well-being support referrals.</i>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<i>Sustained high attendance up to and including 2024 demonstrated by:</i> <ul style="list-style-type: none"> <i>Overall attendance rate of 97% or greater for all pupils including those who are disadvantaged.</i> <i>Percentage of pupils who are persistently absent is below 5% including those who are disadvantaged.</i>

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: £4,749

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching staff engage in the Trust Professional Development Programme</i>	<i>Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation.</i>	<i>1, 2, 3</i>
<i>Enhancement and maintenance of reading across the academy including SSP system and home access.</i>	<i>Phonics approaches have a strong evidence base that indicates that a positive on accuracy of work reading particularly of disadvantaged pupils (EEF).</i> <i>As pupils progress with their reading fluency, provision is developed to deepen their comprehension.</i>	<i>1, 2</i>

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

Budgeted cost: £ 29,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional phonics /reading sessions targeted at disadvantaged pupils who require further phonics / reading support. Staff trained Little Wandle Letters and Sounds / precision/ Fluency.</i>	<i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Regularity of provision indicates greater outcomes.</i> Phonics EEF (educationendowmentfoundation.org.uk)	1, 2
<i>Additional mathematics sessions targeted at disadvantaged pupils who require identified gaps support in mathematics. Including NTP programmes, teacher based programmes, pre-teaching and reactive intervention.</i>	<i>All intervention programmes are small group focused upon gaps and individualised programmes of support.</i> Small group tuition EEF (educationendowmentfoundation.org.uk)	3
<i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic with a particular emphasis on mathematics.</i>	<i>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</i>	3, 1, 2

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

Budgeted cost: £ 16,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on positive de- escalation / self regulation</i>	<i>Both targeted and universal approaches can have positive overall effects EEF behaviour interventions.</i>	4

<i>techniques to support pupils' self-regulation.</i>	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
<i>Well-being team provide specialist support to pupils who need it most in a timely</i>	<i>Both target and universal approaches can have positive overall effects. EEF behaviour interventions.</i> Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
<i>Embedding principles of good practice as set out in the DfE's Improving school's attendance advice.</i>	<i>The DfE guidance has been informed by the engagement with schools that have had significantly reduced levels of absence and persistent absence.</i> Improving School Attendance	5
<i>Contingency fund for acute issues, disadvantaged shortfall for trips/ access to basic provision and access to enrichment.</i>	<i>It is important to set aside a small amount of funding to respond quickly to needs not yet identified as well as support parents who struggle to financially support their child.</i>	All

Total budgeted cost: £48,145

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 2022 to 2023 academic year.

	% at EXS or above			% at GDS		
	Whole Cohort	National Average	Pupil Premium (7 children)	Whole Cohort	National Average	Pupil Premium (7 children)
Reading (R)	85	73	57	33		0
Writing (W)	77	71	57	10		0
Maths (M)	77	73	71	19		14
GAPS	81	72	57	25		0
RWM	60	59	43	8		0

Phonics

87% of children in Year 1 attained the phonics pass mark. There is no evidence that children in receipt of PP performed differently to their peers.

Vocabulary

Specific vocabulary work has been embedded within the curriculum and PP funding has been used to enhance staff expertise, the access to high quality texts and a raised expectation of oracy.

Early language intervention

The number of children who require early language support continues to rise following the pandemic. The impact of the work is beginning to demonstrate a positive impact.

Attendance

Attendance for those children in receipt of PP continues to tracks below whole school attendance.

Year	Group	Present
2023	Pupil Premium	94.20
2022	Pupil Premium	91.63
2021	Pupil Premium	92.68
2023	Not Pupil Premium	96.67
2022	Not Pupil Premium	94.82
2021	Not Pupil Premium	94.96

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<ul style="list-style-type: none"> Children settle into school and are given the appropriate level of work. Attainment and progress continues to development appropriately. Children feel emotional supported while parents are deployed. Children are emotional resilient. Children are prepared for change. Children settle into their new schools quickly. 	<p>Our Service Pupil Champion supports the service families during the different points as outlined. Support including group visits, group well-being meetings.</p>
Pupil voice surveys and feedback from parents.	<p>Parents state that they feel their children are settled well into school and quickly stay on track. Children say that they find friends quickly which helps them feel part of the school.</p> <p>Children and parents stated that they felt supported during deployments.</p> <p>Information is quickly shared with new schools and children feel prepared for their transition.</p>

Further information (optional)**Priory Trust**

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD

team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.

