Pupil premium strategy statement - Milldene Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 - 2026 2026 - 2027 2027 - 2028
Date this statement was published	01.12.25
Date on which it will be reviewed	01.09.26
Statement authorised by	Governing Body
Pupil premium lead	Margaret Coxhead
Governor / Trustee lead	Susie Threadgold Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,766
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*	£65,766

Part A: Pupil premium strategy plan

Statement of intent

'Living and learning together'

In line with our school vision, our intention is that all pupils, irrespective of their background or the challenges they face, thrive, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that aim.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is central to this approach, focusing on areas where disadvantaged pupils need the most support. Research shows that this will have the greatest impact on closing the disadvantage attainment gap as well as benefiting the non-disadvantaged pupils in our school.

Our approach will be informed by clear assessment, based on evidence. The approaches we have adopted complement each other to help pupils flourish. To ensure these approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act quickly to intervene as soon as the need is identified
- have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes as well as having high expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate speech, language and communication gaps among disadvantaged pupils.
2	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
3	Our monitoring, observations and discussions with pupils and families have identified social and emotional issues for a significant number of

	pupils. Referrals to the school's Wellbeing mentor often include disadvantaged pupils.
4	Assessments show that disadvantaged pupils are more likely to have a more limited vocabulary than their non-disadvantaged peers. This can make it more difficult for disadvantaged pupils to master the curriculum.
5	Data shows that disadvantaged pupils are more likely to have lower attendance, which impacts on their progress.

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
Improved speech, language and communication skills among disadvantaged pupils.	Assessments and observations indicate significantly improved speech, language and communication skills among disadvantaged pupils. This is evidenced through ongoing assessment and monitoring.
Disadvantaged pupils develop fluency in Early Reading.	The difference between the attainment of disadvantaged pupils meeting the phonics screening check compared to non-disadvantaged pupils is diminishing
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in show that the gap between disadvantaged pupils and their peers is significantly reduced.
To achieve and sustain improved wellbeing for disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil surveys, teacher observations, Wellbeing Mentor data.
To achieve and sustain improved attendance for disadvantaged pupils.	Sustained high attendance is demonstrated by: • the overall attendance rate for disadvantaged pupils is higher than the national average. • the percentage of disadvantaged pupils who are persistently absent is below the national average

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year 2025-26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools | EEF	3
Enhancement of our maths, reading and writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund staff release time to attend appropriate CPD and release time for subject leaders to embed key elements of guidance and monitor the impact.	The following guidance draws on evidence-based approaches to the teaching and learning of English and maths. Mathematics_guidance: key stages 1_and 2 EEF: Improving Literacy in KS2.	1, 4

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

Budgeted cost: £36,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support in Reception to Year 6 to give capacity to class teachers to provide small group, focused teaching.	Additional teaching assistant support in Reception to Year 6 to give capacity to class teachers to provide small group, focused teaching.	1, 2, 4
Structured intervention support to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Booster tuition in small groups for pupils who are not yet at expected standard in reading and maths	The EEF summary of evidence in the Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.	1, 4

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

Budgeted cost: £26,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based Wellbeing Mentor and Colchester United Peer Mentor to support disadvantaged pupils	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that social and emotional learning interventions have a positive impact on pupil attainment.	3, 4, 5

develop socially and emotionally.		
A focus on improving the attendance disadvantaged pupils	The EEF summary of evidence on attendance strategies shows that a holistic approach which addresses barriers can be effective in raising attendance.	5
Whole staff professional development on Trauma Perceptive Practice with the aim of developing a refreshed school ethos and culture.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools | EEF	3

Total budgeted cost: £65,766

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Outcomes 2024-25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

School Pupil Premium = 18%
National Pupil Premium = 26%

Pupil Premium funding received for the 2024-2025 academic year: £40,890

How funding was spent:

- Targeted academic support: £27013
- Specialist English and Maths provision: £9959
- Social and emotional therapeutic support: £3,918

Statutory assessments produced the following results:

The percentage of pupils meeting the combined expected standard in reading, writing and maths, who were in receipt of pupil premium funding in the Year 6 cohort, was 80% (4 out of 5 pupils). This was slightly higher than the percentage for those not in receipts of pupil premium funding.

The percentage of pupils passing the phonics screening check in Year 1, who were in receipt of pupil premium funding 33.3% (2 out of 6 pupils). This is lower than the percentage for those not in receipts of pupil premium funding.

The percentage of pupils achieving a good level of development, who were in receipt of pupil premium funding in Reception Class was 33.3% (2 out of 6 pupils). This is lower than the percentage for those not in receipt of pupil premium funding.