

# Pupil premium strategy statement – Millside Spencer Academy

This statement details our school's use of pupil premium (and recovery 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	50
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2026
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sophia Thorne
Pupil premium lead	Sophia Thorne
Governor lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,540
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£7,540</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Millside Spencer Academy we believe in giving every child the best start in life regardless of their socioeconomic status. Our SHINE values form our ethos to celebrate the achievements of every child and enable them to reach their full potential. Our curriculum is designed to inspire children and encourage their natural curiosity with a sense of awe and wonder for the world around them. We want our children to dream big and we strive to give them the confidence and skills to chase them.

Our Pupil Premium Strategy identifies the barriers our Pupil Premium children face and aims to remove or overcome these. We have formed this based on our early relationships with our children and their families alongside the knowledge of our growing local community.

The impact of the COVID 19 outbreak continues to be evident in our Pupil Premium children. For this reason our catch up curriculum continues across school to close the gaps, both academic, social and emotional which remain since returning to school.

Our Pupil Premium strategy and the values which underpin it are based on the following principles;

### **High aspirations for all**

There is a culture of high expectations for all throughout Millside Spencer which is supported by all staff. Every child is recognised as having unlimited possibilities and potential to achieve. Our mastery curriculum enables every child to make progress in small steps alongside their peers. Disadvantaged families are held in high regard and have their voice heard throughout school. All adults in school understand their role within this strategy.

### **Positive relationships**

Relationships are at the heart of our approach at Millside and we work hard to quickly make and establish these positive connections with our children and their families. This is even more the case with our disadvantaged families who we know may need more support during transition to settle and make a positive start.

Attendance is closely monitored and persistent absences or lateness is challenged constructively to resolve difficulties together. We strive to provide an irresistible curriculum which encourages children's attendance and fosters a love for learning.

### **High quality teaching**

We recognise that the best placed people to support the attainment of our Pupil Premium children are the classroom staff working with them on a daily basis. For this reason we place professional development at the forefront of our Pupil Premium strategy. This can range from developing staff's subject knowledge to specific courses to support the needs of children and their families.

We recognise that good teaching for disadvantaged children is best practice for all children. Our teaching aims to be responsive to the needs of our children through the consistent use of formative assessment.

Interventions are utilised where appropriate to support the progress of all children, including Pupil Premium children however we recognise the importance of the wider curriculum especially for our disadvantaged children. Therefore, these take place as short, purposeful bursts to prevent children missing out on these wider experiences.

### **Child centred approach**

We believe in placing children at the heart of our school and responding to the individual needs and abilities of each child. We aim to give every child the best opportunities and experiences to broaden their horizons. We listen to our children and their families and respond to their feedback to ensure our educational offer is meeting the needs of our school community.

### **Deploying staff effectively**

Both teachers, teaching assistants and senior leaders are deployed flexibly to respond to the emerging needs of our disadvantaged children. This could be to work directly with a group or to release a class teacher to support a group. Resources are targeted at children who need further support to prevent them falling behind.

### **Supportive and responsive leadership**

This strategy is consistently evaluated and scrutinised by the Senior Leadership Team and feedback is given to staff to ensure they are aware of the current priorities. Governors receive feedback and challenge the decisions and how our strategy supports our disadvantaged children and their families.

### **Data informed**

The attainment for Pupil Premium children is tracked closely and discussed each week at Feeding Forward meetings with class teachers. Actions are identified, implemented and regularly reviewed weekly.

## Challenges

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

Challenge number	Detail of challenge
1	Our observations indicate many of our Pupil Premium children have social and emotional difficulties linked to their enrichment for experiences outside of school. Currently 68% of our disadvantaged children require additional support with their social emotional needs.
2	Assessments suggest that disadvantaged children are not achieving as highly as their peers in phonics
3	Our disadvantaged families find it more challenging to participate in the full wider curriculum of the school through the need to purchase additional resources (Forest School kit, uniform, residential etc).
4	A significant proportion of our Pupil Premium children also have an additional SEND need (33%).

## 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
To achieve and sustain improved well-being for all children in our school, particularly our disadvantaged children.	Sustained high standard of whole school well-being by 2024-25 demonstrated through; <ul style="list-style-type: none"> <li>• Feedback from children, families and staff</li> <li>• Attendance which is above National Average</li> <li>• All children accessing and participating in enrichment opportunities, particularly disadvantaged children</li> </ul>
Improved and sustained number of disadvantaged children meeting their age related expectations for reading	Year 1 Phonics Screening Check in 2024-25 shows that the number of disadvantaged children who pass is above National Average. End of Key Stage outcomes for EYFS and Key Stage 1 and 2 show that the number of disadvantaged children meeting is above the National Average.
Targeted support will enable all disadvantaged children with an additional need to make progress in their learning and social emotional development from their starting points	Additional support will be prioritised for disadvantaged children to make progress which diminishes the difference between them and their peers.

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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

Budgeted cost: £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from a HLTA with phonics for children in Year 1 each morning	Effective feedback supports strong progress [EEF + 7 months] with effective verbal feedback showing even stronger gains. Lower attaining pupils are particularly well-supported by explicit identification of next steps.	2
Training for HLTA in Switch-On to support children to achieve ARE in Reading	EEF report has found the use of Switch on to support children's progress in reading to be highly effective. We recognise the pivotal importance of reading to open the gateways to learning across the curriculum for children.	2

### Targeted academic support

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led phonics intervention for children in Key Stage 1	Strong evidence base for the use of systematic, synthetic phonics as per DfE renewed validation. *It is recognised that disadvantaged children may acquire phonics skills more slowly so quality provision in phonics – together with additional 1:1 or small group support is essential.	2 & 4

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

Budgeted cost: £ 6,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Forest School provision for all children every week	Forest School has been found to promote children’s social, emotional and mental health alongside their resilience and team work skills.	1 & 3
Funding for enrichment experiences	We have identified that children from disadvantaged backgrounds have not always had the same opportunities as their peers.	1 & 3

**Total budgeted cost: £ 15,400**