



Millbrook Primary School

Pupil Premium Strategy Statement

Last reviewed: October 2025

School overview

Detail	Data
School name	Millbrook Primary School
Number of pupils in school (R – Yr 6)	420
Proportion (%) of pupil premium eligible pupils	(62) 15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23-2024/25
Date this statement was published	01.11.22
Date on which it will be reviewed	Nov'25
Statement authorised by	Steven Rose (EHT) & Faye Charlton (HoS)
Pupil premium lead	Rich Baish (AHT)
Governor / Trustee lead	Eddie Steel (LGC Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,025 (tbc)
Recovery premium funding allocation this academic year	£0
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	£ 90,025 (tbc)

Part A: Pupil premium strategy plan

Statement of intent

The overall objective of our Pupil premium strategy is to raise the educational attainment of PLAC, CWCF and pupils who are eligible for FSM and Ever 6.

In line with the 3-tiered approach in EEF's pupil premium guide, the focus of our activities and planned spend are centred around three key areas:

- Supporting the quality of teaching, such as staff professional development;
- Providing targeted academic support, such as tutoring
- Tackling non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Our intention is that all pupils, irrespective of their background or current situation, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support (particularly reading and the initial stages of learning to read). High quality teaching day in day out is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve and succeed in school.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point a need/barrier is identified

Use of wider strategies

Supporting attendance

Early intervention and a supportive approach are at the core of our attendance procedure. We act early to address patterns of absences through weekly and termly and meetings. Pupil's attendance is everyone's responsibility and as such we involve key members of staff in our five-stage attendance process. Building strong relationships with families ensures pupils have the support in place to attend school.

Extra- curricular activities

We have worked hard to develop a curriculum that not only gives children the necessary skills and knowledge to achieve but helping them also to be good citizens. Through our new 'Citizenship award programme' and 'Millbrook Manners', children can receive positive recognition for supporting our school and wider community.

Supporting pupils' social, emotional and behavioural needs

We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. We have an inclusion team, which includes a home school link worker and a fulltime nurture support base called 'The Nest'. The Nest is a supportive space where children can receive nurture support and 'reset time' from our Learning Support Mentors. This room is not used as a sanction, it is a space for children to feel safe and help them to understand and manage their feelings. The Learning Mentors will help them to problem solve and be able to return to their learning. They run nurture groups around communication, self- awareness and social skills. We know that when children are happy and positive when they are ready to learn.

Challenges

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

Challenge	Detail of challenge
1: Attainment	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with reading. This gap appears from the onset of early reading (phonics). This has been negatively impacting in their development as readers.
2: Attendance	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. 10-14% of disadvantaged pupils have been 'persistently absent' compared to 1-2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3: Teaching	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p> <p>Children in receipt of Pupil Premium funding were disproportionately impacted by poor-quality teaching.</p>
4: Pastoral	Teacher referrals for support (The Nest, ELSA, HSLW) remain higher compared to pre-Covid levels. These unresolved issues are impacting on achievement.

Intended Outcomes and review of outcomes in the previous academic year

This explains the outcomes we are aiming for by the end of our current strategy plan (2022-2025), and how we will measure whether they have been achieved.

Pupil premium strategy outcomes

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

	Intended outcome	Success criteria	Review 2022-23	Review 2023-24	2024-25
Attainment	KS2 Outcomes: To improve the attainment levels of children in Reading, Writing and Maths at the end of KS2, including those children in receipt of Pupil Premium Funding	<ul style="list-style-type: none"> ✓ Year 6 data shows that children in receipt of Pupil Premium Funding compares favourably to PP attainment nationally ✓ Over time, the attainment gap between non-pp and pp children closes 	<ul style="list-style-type: none"> - KS2 outcomes for all children in the Year Six rose significantly at the end of 2022-23 compared to previous years: Reading +11%, Writing +9%, Maths +15%; RWM Combined +19% - Non-SEND PP RWM combined levels increased by 11% from 2021-22 to 22-23 - Due to the high level of children who were in receipt of PP funding also being on the SEND register and having an identified learning need (75%), 17% of children reached expected RWM combined in 2022/23, as opposed to 29% of children in 2021/22 	<ul style="list-style-type: none"> - KS2 outcomes for all children in Year Six rose again at the end of 2023-24 compared to previous years, including PP children: Reading 50%, Writing 30%, Maths +30%; RWM Combined +30%: This is an increase of 8% from 2022/23 (22%) - Non-SEND PP RWM combined levels increased from 33% to 40% in 2023-24 	Overall outcomes increased at the end of KS2 across Reading, Writing, Maths and combined. However, an achievement gap between pupils attracting pupil premium remains. KS2 outcomes for children in receipt of FSM Reading 42% Writing 50% Maths 42% RWM 35% However, since 22/23 outcomes for children attracting pupil premium have steadily increased.
	Year 1 Phonics: To improve the attainment levels of children in Phonics at the end of Year 1 including those children in receipt of Pupil Premium Funding	<ul style="list-style-type: none"> ✓ Year 1 data shows that all children in receipt of Pupil Premium Funding pass their phonics screening, excluding those with specific learning barriers 	<ul style="list-style-type: none"> - KS1 outcomes for all children in the Year One phonics screening was again above national average of 2022-23 for the second year running - 64% (7/11) non-SEND PP children passed the phonics screening (2 of remaining 4 children had a barrier of attendance which affected their attainment) 	<ul style="list-style-type: none"> - KS1 outcomes for all children in the Year One phonics screening was again above national average of 2023-24 for the third year running (87%) - 73% (8/11) PP children passed the phonics screening – an increase of 18% from last year - 78% (7/9) non-SEND PP children passed the phonics screening – an increase of 14% on last year 	Phonics screening (Year 1). There remains a gap in achievement with just over half (54%) of pupil premium reaching pass the screening. The gap between PP and non-PP has widened compared to the previous year.
	GLD: To improve the attainment levels of children in GLD at the end of Reception	<ul style="list-style-type: none"> ✓ Reception data shows that children in receipt of Pupil Premium Funding achieve a Good 	<ul style="list-style-type: none"> - Outcomes for all children in GLD screening was again above national average of 2022-23 for the second year running 	<ul style="list-style-type: none"> - 70% of children achieved GLD from last year – the cohort included a significant level of SEND 	Overall GLD 65% No children in receipt of pupil premium funding achieved GLD 24/25.

	including those children in receipt of Pupil Premium Funding	Level of Development, excluding those with specific learning barriers	<ul style="list-style-type: none"> - 40% (2/5) of children attracting PP funding achieved GLD. Of the remaining three, two children had a barrier of attendance and lateness (one child would miss every phonics session each day) 	<ul style="list-style-type: none"> - 41% (7/17) of children attracting PP funding achieved GLD, an increase of 1% from last year. 	
Attendance	To improve the attendance rates for PP children	<ul style="list-style-type: none"> ✓ End-of-year PP attendance percentage to be at or above 95% ✓ A yearly increase of PP children's attendance from 2022-25 ✓ The percentage of PP children who are persistently absent reduces year on year. 	<ul style="list-style-type: none"> - PP attendance in 2022-23 was 90% - National FSM6 91.3% - Attendance remains a focus for this group of children and is impacting on achievement 	<p>PP attendance in 2023-24 was 92% (up 2%) – now above national average</p> <p>One parenting contract was issued to one PP child, attendance policy tweaked to ensure PP children are caught early – now followed up by the class teacher when under 94%, followed up by HSLW/Attendance Lead</p>	<ul style="list-style-type: none"> - PP attendance for 24/25 = 90.1% - FSM (MBK) 89% 24/25 - FSM eligible attendance = 89.4% (nat) 24 /25 - Non 94.6% creating a gap of 5.2% nationally compared to FSM children Millbrook - PP/FSM attendance national = 89.4% <p>70% of our PA were children attracting pupil premium (below 90%). However, this figure declined through the year.</p>
Teaching	All children, including those in receipt of Pupil Premium funding, to receive high-quality teaching	<ul style="list-style-type: none"> ✓ 100% of teaching is good or better 	<ul style="list-style-type: none"> - Year on year, the quality of day-to-day teaching across the school is improving - At the end of 2022/23, 86% of teaching (12/14 classes) was good or better 	<p>Teaching and learning continues to improve through the '5 a day' approach</p> <p>At the end of 2023/24, 93% of teaching (13/14 classes) was good or better. The one teacher who was not good left Millbrook over the summer.</p>	<p>Teaching and learning continues to improve through the '5 a day' approach</p> <ul style="list-style-type: none"> - At the end of 2024/25, 93% of teaching (13/14 classes) was good or better. The one teacher who was not good left Millbrook over the summer.
Pastoral	<p>Children feel safe, settled and have a sense of belonging at Millbrook</p> <p>Parents feel supported with their children's progress and wellbeing at Millbrook</p>	<ul style="list-style-type: none"> ✓ Student Voice of PP children reflects positively about Millbrook and they enjoy coming to school ✓ Parent voice reflects positively about Millbrook and parents of PP children feel supported by the school 	<ul style="list-style-type: none"> - Student voice reflected positively at school: - 90% of children attracting PP funding enjoy coming to school; no children dislike school - Parent voice reflected positively at school: - 92% of parents believed their child's teacher is supported with their learning and their emotions (no one disagreed) 	<ul style="list-style-type: none"> - Student voice reflected positively at school: - 95% of children attracting PP funding enjoy coming to school; no children dislike school - Parent voice reflected positively at school: - 92% of parents believed their child's teacher is supported with their learning and their emotions (no one disagreed) 	Awaiting outcome pupil voice exercise Autumn 25/26

Activity in this academic year 2024-25

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

Teaching (budget cost: £30,000)

Targeted academic support (budget £15,000)

Wider strategies (£60,000)

Total budget: £105,000

	Intended outcome	Activity	Evidence that supports this approach
Attainment	<p>KS2 Outcomes: To improve the attainment levels of children in Reading, Writing and Maths at the end of KS2, including those children in receipt of Pupil Premium Funding</p>	<p>Enhance resources and learning programmes in Maths</p>	<p>MASTERING NUMBER Supporting pupils in Reception, Year 1 and Year 2 to develop good number sense White Rose Premium</p>
	<p>Year 1 Phonics: To improve the attainment levels of children in Phonics at the end of Year 1 including those children in receipt of Pupil Premium Funding</p>	<p>Personalised learning to close gaps in children's knowledge</p> <p>'Lowest 20% Readers' receive extra support daily, specific to their need.</p>	<p>Small group tuition performed by teachers or qualified adults to close children's gaps. Small group tuition</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies</p>
	<p>GLD: To improve the attainment levels of children in Phonics at the end of Reception including those children in receipt of Pupil Premium Funding</p>	<p>To continue to embed 'Read Write Inc' phonics programme Buy new books and deliver staff and parent training sessions</p> <p>1:1 and small group tuition support</p> <p>A mobile library for children to have a set of books termly they can read at home and school</p>	<p>A government approved scheme for teaching phonics and supporting early reading. Phonics (EEF)</p> <p>Member of staff employed to work with specific children to close gaps in their learning One to one tuition</p> <p>Vulnerable children will be given 6 books from our library to take home and read. They will then be able to change them termly.</p>
Attendance	To improve the attendance rates for PP children	<p>Termly meetings with Deputy Head, HSLW and Inclusion Support Officer</p> <p>Increased hours for our Home School Link worker</p> <p>Music groups delivered by VAT specialist</p>	<p>Consistently assessing individual children's attendance allows early interventions and support to be given</p> <p>Our HSLW supports families who may experience difficulties at home. They also meet weekly to discuss attendance and keeps SLT up to date with our stage process.</p> <p>Arts participation</p>

Teaching	<p>All children, including those in receipt of Pupil Premium funding, to receive high-quality teaching</p>	<p>Developing high quality teaching and implementing a curriculum which responds to children's needs</p> <p>Continued professional development</p> <p>Subject specific VAT Leads to support parts of the curriculum</p> <p>1:1 coaching of staff to improve teaching</p>	<p>Through CPD sessions and 1:1 coaching High-quality Teaching (EEF)</p> <p>Adopting the 'EEF 5 a day approach' to support teaching. EEF 'Five-a-Day'</p> <p>Academy Music, Computing and Science Leads supports teachers to plan deliver high-quality lessons</p> <p>Using WalkThrus</p>
Pastoral	<p>Children feel safe, settled and have a sense of belonging at Millbrook</p> <p>Parents feel supported with their children's progress and wellbeing at Millbrook</p>	<p>Improving communication and language</p> <p>Two learning mentors support children social and emotional learning in our 'Nest'</p> <p>Nurture, communication and ELSA sessions throughout the week to help support children's social and emotional needs</p> <p>Extra-curricular activities including: Forest School, after school clubs, music lessons and school trips</p> <p>Bikeability training</p> <p>Welfare cupboard supplies children</p>	<p>Wellcomm assessment used to establish focus children Early Years Toolbox Report</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Social and emotional learning</p> <p>Nurture groups run in our Nest which helps speech and language, social emotional and behavioural needs. Behaviour interventions</p> <p>Physical activity Life skills and enrichment Life skills and enrichment</p> <p>Performed by external trained OCC instructors. Bikes and helmets were given to children who did not have one.</p> <p>School uniform/PE kits, shoes and stationary provided for children who may not have any. Makes them feel part of our school community.</p>

Part B: Review of the previous academic year (24/25)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on statutory assessment outcomes. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils on a national level and to results achieved by our non-disadvantaged pupils.

Data for pupils achieving a good level of development by the end of reception showed that proportionally less of our disadvantaged pupils achieved the expectation whereas the majority of non-disadvantaged pupils achieved the expected standard.

At KS2 statutory outcomes show that outcomes for pupil premium have been increasing overtime but a gap remains (as non-pupil outcomes have also increased).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrate that disadvantaged pupils are disproportionately likely to be persistently absent (attendance less than 90%). In 2024-25, a disproportionate number of our disadvantaged pupils were persistently absent. Ensuring regular attendance therefore remains a focus.

Based on the information above, the performance of our disadvantaged pupils was inconsistent, with the gap diminishing some areas but wider in some aspects. We therefore partially met the outcomes we set out to achieve by 2024/25 as stated in our previous strategy. Our evaluation of the approaches delivered last academic year indicates that our work on challenges 1 to 4 relating to academic attainment has been partly effective in diminishing the different in attainment for disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget next academic year and beyond.