



## Pupil Premium Policy

February 2025

This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

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# Contents

1. Introduction .....	3
2. Aims of the Pupil Premium Policy.....	3
3. Legislation and Guidance.....	4
4. Decisions around the use of the Pupil Premium grant.....	4
5. Roles and Responsibilities .....	6
5.1. The Trustees.....	6
5.2. The Local Governing Committee (LGC) .....	6
5.3. Headteacher and senior leadership team.....	7
5.4. Other school staff .....	7
6. Monitoring and Reviewing the Policy.....	8
7. Links with other Policies .....	8
8. Communications of Policy .....	8
Appendix A: Menu of Approaches .....	9
Appendix B: Pupil Premium Strategy Statement.....	10

In this document:

'The Trust', 'We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

## 1. Introduction

*'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.'* Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for 'Free School Meals', or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM').

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

*'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress'.*

*The EEF Guide to the Pupil Premium*

## 2. Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces
- To reduce the gap in the achievement of eligible pupils and their peers

- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

### 3. Legislation and Guidance

This policy is based on the [‘Pupil Premium: allocations and conditions of grant 2023-2024’](#) document, published by the Education and Skills Funding Agency. It is also based upon the [overview](#) published by the Department for Education (DfE); the [‘Using pupil premium: guidance for school leaders’](#) document (March 2023) and the [‘Service Pupil Premium’](#) guidance.

### 4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Committee (LGC).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's guidance for school leaders on using the Pupil Premium and using the templates provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31<sup>st</sup> December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Further guidance for schools can be found on pages 7 and 8 of the DfE's [guidance for school leaders on using the pupil premium](#) for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

### **Service Pupil Premium**

[Service Pupil Premium: what you need to know - GOV.UK](#) helps schools provide mainly pastoral support for service children. Whereas Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

## **5. Roles and Responsibilities**

### **5.1. The Trustees**

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

### **5.2. The Local Governing Committee (LGC)**

#### **The LGC is responsible for:**

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy.
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
- Challenging the headteacher to use the Pupil Premium in the most effective way.

- Setting the school's ethos and values around supporting disadvantaged members of the school community.

### 5.3. Headteacher and senior leadership team

**The headteacher and senior leadership team are responsible for:**

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding.
- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

### 5.4. Other school staff

**All school staff are responsible for:**

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the Pupil Premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

## 6. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

## 7. Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs & Disabilities (SEND) and Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

## 8. Communications of Policy

This policy must be made available on the Trust and all school websites.

# Appendix A: Menu of Approaches

## Menu of approaches

In line with the [conditions of grant](#), any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

3 tiers	Approaches that you could implement
<b>High-quality teaching</b>	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by <a href="#">a DfE validated systematic synthetic phonics programme</a> , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as <a href="#">National Professional Qualifications (NPQs)</a>
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
<b>Targeted academic support</b>	One to one, small group or peer academic tuition, including through the <a href="#">National Tutoring Programme (NTP)*</a>
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
<b>Wider strategies</b>	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in <a href="#">the working together to improve school attendance</a> guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
Communicating with and supporting parents	

# Appendix B: Pupil Premium Strategy Statement

## Pupil Premium Strategy Statement

Last reviewed: November 2024

### 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 ( <b>3-year plans are recommended</b> )	2022/23-2024/25
Date this statement was published	01.11.22
Date on which it will be reviewed	Nov'24
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

<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£ 90,025 (tbc)
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## 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 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.

<p>2: Attendance</p>	<p>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.</p>
<p>3: Teaching</p>	<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>
<p>4: Pastoral</p>	<p>Teacher referrals for support (The Nest, ELSA, HSLW) remain higher compared to pre-Covid levels. These unresolved issues are impacting on achievement.</p>

# 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	202425
Attainment	<b>KS2 Outcomes:</b> 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	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"> <li>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%</li> <li>Non-SEND PP RWM combined levels increased by 11% from 2021-22 to 22-23</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	-
	<b>Year 1 Phonics:</b> To improve the attainment levels of children in Phonics at the end of Year 1 including those children in receipt of Pupil Premium Funding	✓ 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"> <li>KS1 outcomes for all children in the Year One phonics screening was again above national average of 2022-23 for the second year running</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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%)</li> <li>73% (8/11) PP children passed the phonics screening – an increase of 18% from last year</li> <li>78% (7/9) non-SEND PP children passed the phonics screening – an increase of 14% on last year</li> </ul>	-
	<b>GLD:</b> To improve the attainment levels of children in Phonics at the end of Reception including those children in receipt of Pupil Premium Funding	✓ Reception data shows that children in receipt of Pupil Premium Funding achieve a Good Level of Development, excluding those with specific learning barriers	<ul style="list-style-type: none"> <li>Outcomes for all children in GLD screening was again above national average of 2022-23 for the second year running – 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)</li> </ul>	<ul style="list-style-type: none"> <li>70% of children achieved GLD from last year – the cohort included a significant level of SEND</li> <li>41% (7/17) of children attracting PP funding achieved GLD, an increase of 1% from last year.</li> </ul>	-
Attendance	To improve the attendance rates for PP children	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"> <li>PP attendance in 2022-23 was 90%</li> <li>National FSM6 91.3%</li> <li>Attendance remains a focus for this group of children and is impacting on achievement</li> </ul>	PP attendance in 2023-24 was 92% (up 2%) – now above national average  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	-
Teaching	All children, including those in receipt of Pupil Premium funding, to receive highquality teaching	✓ 100% of teaching is good or better	<ul style="list-style-type: none"> <li>Year on year, the quality of day-to-day teaching across the school is improving</li> <li>At the end of 2022/23, 86% of teaching (12/14 classes) was good or better</li> </ul>	Teaching and learning continues to improve through the '5 a day' approach 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>Pastoral</p>	<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>Student Voice of PP children reflects positively about Millbrook and they enjoy coming to school</p> <p>Parent voice reflects positively about Millbrook and parents of PP children feel supported by the school</p>	<ul style="list-style-type: none"> <li>- Student voice reflected positively at school:</li> <li>- 90% of children attracting PP funding enjoy coming to school; no children dislike school - Parent voice reflected positively at school:</li> <li>- 92% of parents believed their child's teacher is supported with their learning and their emotions (no one disagreed)</li> </ul>	<ul style="list-style-type: none"> <li>- Student voice reflected positively at school:</li> <li>- 95% of children attracting PP funding enjoy coming to school; no children dislike school -</li> <li>Parent voice reflected positively at school:</li> <li>- 92% of parents believed their child's teacher is supported with their learning and their emotions (no one disagreed)</li> </ul>	<p>-</p>
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## 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
<b>Attainment</b>	<p><b>KS2 Outcomes:</b> 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><b>Year 1 Phonics:</b> 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><b>GLD:</b> 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><b>Enhance resources and learning programmes in Maths</b></p> <p><b>Personalised learning to close gaps in children's knowledge</b></p> <p><b>'Lowest 20% Readers' receive extra support daily, specific to their need.</b></p> <p><b>To continue to embed 'Read Write Inc' phonics programme</b> <b>Buy new books and deliver staff and parent training sessions</b></p> <p><b>1:1 and small group tuition support</b></p> <p><b>A mobile library for children to have a set of books termly they can read at home and school</b></p>	<p><b>MASTERING NUMBER</b> <b>Supporting pupils in Reception, Year 1 and Year 2 to develop good number sense</b> <b>White Rose Premium</b></p> <p>Small group tuition performed by teachers or qualified adults to close children's gaps. <a href="#">Small group tuition</a></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. <a href="#">Reading comprehension strategies</a></p> <p><b>A government approved scheme for teaching phonics and supporting early reading. <a href="#">Phonics (EEF)</a></b></p> <p>Member of staff employed to work with specific children to close gaps in their learning <a href="#">One to one tuition</a></p> <p><b>Vulnerable children will be given 6 books from our library to take home and read. They will then be able to change them termly.</b></p>

<b>Attendance</b>	<p>To improve the attendance rates for PP children</p>	<p><b>Termly meetings with Deputy Head, HSLW and Inclusion Support Officer</b></p> <p><b>Increased hours for our Home School Link worker</b></p> <p><b>Music groups delivered by VAT specialist</b></p>	<p><b>Consistently assessing individual children's attendance allows early interventions and support to be given</b></p> <p><b>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.</b></p> <p><a href="#">Arts participation</a></p>
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<b>Teaching</b>	<p>All children, including those in receipt of Pupil Premium funding, to receive highquality teaching</p>	<p><b>Developing high quality teaching and implementing a curriculum which responds to children's needs</b></p> <p><b>Continued professional development</b></p> <p><b>Subject specific VAT Leads to support parts of the curriculum</b></p> <p><b>1:1 coaching of staff to improve teaching</b></p>	<p><b>Through CPD sessions and 1:1 coaching</b> <a href="#">High-quality Teaching (EEF)</a></p> <p><b>Adopting the 'EEF 5 a day approach' to support teaching.</b> <a href="#">EEF 'Five-a-Day'</a></p> <p><b>Academy Music, Computing and Science Leads supports teachers to plan deliver highquality lessons</b></p> <p>Using <a href="#">WalkThrus</a></p>
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<b>Pastoral</b>	<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><b>Improving communication and language</b></p> <p><b>Two learning mentors support children social and emotional learning in our 'Nest'</b></p> <p><b>Nurture, communication and ELSA sessions throughout the week to help support children's social and emotional needs</b></p> <p><b>Extra-curricular activities including: Forest School, after school clubs, music lessons and school trips</b></p> <p><b>Bikeability training</b></p> <p><b>Welfare cupboard supplies children</b></p>	<p><b>Wellcomm assessment used to establish focus children</b>  <a href="#">Early_Years_Toolbox_Report</a></p> <p><b>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</b>  <a href="#">Social and emotional learning</a></p> <p><b>Nurture groups run in our Nest which helps speech and language, social emotional and behavioural needs.</b> <a href="#">Behaviour interventions</a></p> <p><del><a href="#">Physical activity</a></del> <del><a href="#">Life skills and enrichment</a></del>  <a href="#">Life skills and enrichment</a></p> <p><b>Performed by external trained OCC instructors. Bikes and helmets were given to children who did not have one.</b></p> <p><b>School uniform/PE kits, shoes and stationary provided for children who may not have any. Makes them feel part of our school community.</b></p>
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