

Pupil premium strategy statement – Millthorpe School

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	1037
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kavina Rothenburg
Pupil premium lead	Victoria Armitage
Governor / Trustee lead	Recruiting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,700
Recovery premium funding allocation this academic year	-

Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in the academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£161,700

Part A: Pupil premium strategy: Statement of intent

At Millthorpe, we are committed to treating all students with equity and to seeking equal opportunities for all. We have high expectations of all young people at Millthorpe and we use our Pupil Premium funding to raise the attainment of financially disadvantaged students of all abilities.

We strive to close the attainment gap between Pupil Premium students and their peers and we endeavour to narrow social, economic and cultural gaps that may have a negative impact on students' learning so that all students can enjoy a more rewarding experience of school life and can achieve their potential.

Our Pupil Premium strategy is underpinned by the Education Endowment Foundation's research into best use of Pupil Premium funding and we follow the tiered approach to Pupil Premium spending set out in the EEF Guide to the Pupil Premium. This means we spend approximately 50% on teaching (for example, professional development, recruitment and retention and support for early career teachers); 25% on targeted academic support (for example, intervention to address underperformance, small group tuition and one-to-one support) and 25% on wider strategies (for example, behaviour support and after-school clubs and increasing attendance). This year, the additional recovery funding means we are able to increase the amount spent on targeted academic support.

As a school we have identified the key issues faced by our disadvantaged pupils. However, we recognise that there will be pupils who face issues outside of this list and we will seek to personalise their support where appropriate.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance is below school average</i>
2	Progress and attainment in Maths is below average
3	Progress and attainment in English is below average
4	Attendance at extra-curricular and super curricular experiences

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 improve and sustain attendance of pupil premium students	Students with attendance of 90% + (2023-24 = 47%) Reduction in PA attendance Incremental increases in attendance over the course of the three-year strategy plan, with the gap between PP and non-PP students beginning to narrow

To narrow the progress and attainment gap between PP and Non-PP learners in Maths	<p>Narrow the gap over the 3 years.</p> <p>2024 - unvalidated</p> <p>Value Added PP -0.38 vs - Non PP 0.20</p> <p>Maths: Non PP Grade 4 (77%), Grade 5 (63%) and Grade 7 (24%) vs..</p> <p>Maths: PP Grade 4 (45%), Grade 5 (27%), Grade 7 (3%)</p>
To narrow the progress and attainment gap between PP and Non-PP learners in English	<p>Narrow the gap over the 3 years.</p> <p>2024- unvalidated</p> <p>Value Added PP -0.53 vs - Non PP 0.49</p> <p>English: Non PP Grade 4 (87%), Grade 5 (74%) and Grade 7 (36%)</p> <p>English: PP Grade 4 (58%), Grade 5 (33%), Grade 7 (3%)</p>
To increase the attendance at extra-curricular clubs and super-curricular experiences for PP learners.	<p>Disadvantaged pupils have access to a wide range of extra/super- curricular activities, and therefore become active participants in wider school life.</p> <p>Incremental increases in participation over the three-year strategy.</p>

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving PP engagement with marking and feedback. Subject leaders complete termly book scrutiny which will highlight any differences between PP and non-PP pupils. During Curriculum Area Reviews, PP and non-PP books will be sampled and comparisons noted. Evidence in books will show more extended responses over time. Teachers will prioritise up to 2 PP pupils when sample marking and will ensure follow-up in subsequent lessons.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2, 3</p>
<p>We will continue to provide high quality CPD to staff to ensure quality first teaching. Teaching will be adaptive and personalised to meet the individual needs of pupils. We will raise the profile of disadvantaged pupils and lead on first wave teaching, including explicit tracking, monitoring and reporting on disadvantaged in all years.</p>	<p>https://educationendowmentfoundation.org.uk/supp-ort-for-schools/school-improvement-planning/1-high-quality-teaching Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>
<p>Swiftly and strategically identify and close any gaps in learning. Utilise SATs/NGRT data to inform starting points and ensure setting/ intervention arrangements effectively support rapid progress for all disadvantaged learners.</p> <p>Following the end of SoL assessments, teachers identify any remaining gaps in learning and build in opportunities to re-teach, consolidate and revisit over the subsequent SoL.</p> <p>Y11 data/BRAG conversations between Headteacher and Deputy Headteacher/ Faculty Leaders with a focus on vulnerable learners, specifically disadvantaged students and/or students with SEND.</p>	<p>https://educationendowmentfoundation.org.uk/supp-ort-for-schools/school-improvement-planning/1-high-quality-teaching Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

Continue to provide resources/ Uniform (Eco Laundry) to ensure full access to the curriculum (DT ingredients, all year's peripatetic music lessons, PE kit, maths equipment, revision guides, etc). in effective retrieval and generative learning activities. Continue to ensure every PP has access to a device for home learning, and the skills required to use this effectively.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerate the progress of disadvantaged students via tutoring to overcome specific barriers in relation to English, maths and/or SEND to support outcomes and ensure limitless possibilities for all.</p> <p>Learning Support classrooms provide essential space for intervention, reintegration and academic support for students.</p> <p>Utilising NGRT, we are able to design individualised intervention programmes which are woven within student timetables, without impacting their access to a broad and balanced curriculum offer.</p> <p>This extends into KS4 by way of the targeted intervention which enables students to access additional English, maths and subject-specific tuition.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	1,2,3,4

<p>Year 11 have a programme of bespoke intervention to ensure their learning and wellbeing are supported in this key year of study; small groups timetabled with English and Maths teachers to support students who need additional learning time in these subjects.</p> <p>As part of our tutor time curriculum, students in all year groups participate in sessions on how to revise successfully. This supports our disadvantaged students who can often arrive with lower than chronological reading ages and can struggle to revise effectively.</p>		
<p>NTP Programme (all years) to accelerate progress- Small group</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,4</p>

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

Budgeted cost: £46,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance and reduce persistent absence, ensuring disadvantaged students are attending.</p> <p>Targeted transition work with Year 6 cohorts to identify and overcome barriers to attendance before their September start.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p>	<p>1,2,3,4</p>

<p>A relentless focus on our existing graduated attendance strategy: First response calls based on VL</p> <p>Fast track initiative which has been further refined with earlier trigger points</p> <p>Threaded through the graduated attendance strategy is the pastoral work to engage and involve parents of students whose attendance must improve.</p> <p>We operate under the premise of “listen, understand, empathise and support - but do not tolerate” as a means to demand the highest expectations for attendance.</p> <p>This is central to all communication with home, including texts, phone calls, door knocks, letters, home visits and meetings in school.</p> <p>In addition, we have developed the safeguarding ‘red alert’ strategy to support our most vulnerable students, specifically disadvantaged students and/or students with SEND. This strategy ensures these small cohorts remain high profile and are met with, heard and supported in relation to their attendance and engagement with education.</p> <p>This strategy also includes the following groups: Students who are EHE, students educated through alternative providers of School refusers and students on temporary partial timetables</p> <p>Provide a HoY personal budget to support individual barriers (e.g. organisation, equipment, uniform, mental health, food, water, confidence, homework, revision, relationships etc)</p> <p>Eco laundry to assist with Uniform and kit challenges.</p> <p>Resource and staff opportunities to support homework club</p>		
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Total budgeted cost: £180,528

Outcomes for disadvantaged pupils

	Millthorpe Pupil Premium Pupils	National other
	2023-2024	2022-2023
Progress 8 average	-0.69	-0.57
Attainment 8 average	2.91	3.50
Percentage of Grade 5+ in English and maths	18%	25%
Percentage of Grade 4+ in English and maths	42%	??%