

### Pupil Premium Strategy Statement - 2020-2021

| Summary Information     |                  |                                  |           |  |                |
|-------------------------|------------------|----------------------------------|-----------|--|----------------|
| School                  | Millbank Academy | Total PPG budget:                | £181,575  | Date of most recent review:                | September 2020 |
| Total number of pupils: | 307              | Number of pupils eligible for PP | 106 (35%) | Date for next internal review of strategy: | January 2021   |

| KS2 Pupil Progress Scores       |                   |                  |                |                |              |              |
|---------------------------------|-------------------|------------------|----------------|----------------|--------------|--------------|
| Overall measures                | PPG 2019          | PPG 2020         | Non – PPG 2019 | Non – PPG 2020 | Overall 2019 | Overall 2020 |
| Average scaled score (Re, Ma)   | -2.0 (+0.8 gap)   | +0.4 (-1.0 gap)  | -2.8           | +1.4           | -2.3         | <b>+0.8</b>  |
| %Expected standard (Re, Wr, Ma) | -9%(-2% gap)      | +2% (+1% gap)    | -7%            | +3%            | -8%          | +2%          |
| %Higher standard (Re, Wr, Ma)   | -1% (+2% gap)     | -7% (-31% gap)   | -3%            | +24%           | -2%          | +5%          |
| %Expected standard (Reading)    | -8% (+6% gap)     | 0% (-4% gap)     | -14%           | 4%             | -10%         | +2%          |
| %Expected standard (Writing)    | 13% (+5% gap)     | -2% (N/A)        | 8%             | -2%            | +12%         | -1%          |
| %Expected standard (Maths)      | -11% (-13% gap)   | -5% (-4% gap)    | 2%             | -1%            | -6%          | -3%          |
| KS2 Attainment                  |                   |                  |                |                |              |              |
| Measure                         | PPG 2019          | PPG 2020         | Non – PPG 2019 | Non – PPG 2020 | Overall 2019 | Overall 2020 |
| Average scaled score (Re, Ma)   | 101.7 (-1.1% gap) | 105.7 (-3.9 gap) | 102.8          | 109.6          | 102.1        | <b>107.6</b> |
| %Expected standard (Re, Wr, Ma) | 55% (-10% gap)    | 74% (-8% gap)    | 65%            | 82%            | 59%          | 78%          |
| %Higher standard (Re, Wr, Ma)   | 3% (-2% gap)      | 17% (-28% gap)   | 5%             | 45%            | 4%           | 31%          |
| %Expected standard (Reading)    | 65% (0%)          | 78% (-4% gap)    | 65%            | 82%            | 65%          | 84%          |
| %Expected standard (Writing)    | 94% (+4% gap)     | 74% (-8% gap)    | 90%            | 82%            | 92%          | 78%          |
| %Expected standard (Maths)      | 68% (-17% gap)    | 74% (-17% gap)   | 85%            | 91%            | 75%          | 82%          |

| <b>KS1 Pupil Progress Scores</b> |                 |                 |                       |                       |                     |                     |
|----------------------------------|-----------------|-----------------|-----------------------|-----------------------|---------------------|---------------------|
| <b>Overall measures</b>          | <b>PPG 2019</b> | <b>PPG 2020</b> | <b>Non – PPG 2019</b> | <b>Non – PPG 2020</b> | <b>Overall 2019</b> | <b>Overall 2020</b> |
| %Expected standard (Re, Wr, Ma)  | 4%              | +1% (-1% gap)   | 4%                    | +2%                   | +4%                 | +2%                 |
| %Higher standard (Re, Wr, Ma)    | 11%             | +5% (-7% gap)   | 7%                    | +12%                  | +9%                 | +10%                |
| %Expected standard (Reading)     | 6% (-2% gap)    | +9%             | 8%                    | 8%                    | +7%                 | +8%                 |
| %Expected standard (Writing)     | 5% (-4% gap)    | +14%            | 9%                    | 4%                    | +7%                 | +7%                 |
| %Expected standard (Maths)       | 0% (-3% gap)    | -9% (-16% gap)  | 3%                    | 7%                    | +2%                 | +2%                 |
| <b>KS1 Attainment</b>            |                 |                 |                       |                       |                     |                     |
| <b>Measure</b>                   | <b>PPG 2019</b> | <b>PPG 2020</b> | <b>Non – PPG 2019</b> | <b>Non – PPG 2020</b> | <b>Overall 2019</b> | <b>Overall 2020</b> |
| %Expected standard (Re, Wr, Ma)  | 82%             | 75%             | 71%                   | 62%                   | 76%                 | 66%                 |
| %Higher standard (Re, Wr, Ma)    | 32%             | 25%             | 25%                   | 24%                   | 29%                 | 24%                 |
| %Expected standard (Reading)     | 91%             | 91%             | 86%                   | 83%                   | 88%                 | 83%                 |
| %Expected standard (Writing)     | 86%             | 91%             | 79%                   | 73%                   | 82%                 | 73%                 |
| %Expected standard (Maths)       | 86%             | 73% (-15% gap)  | 82%                   | 87%                   | 84%                 | 80%                 |

| <b>Barriers to future attainment (for pupils eligible for PPG)</b>                                       |  |
|--|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> ) |  |
| <b>A.</b>  | Potential lack of high expectations for children in receipt of pupil premium |
| <b>B.</b>  | A number of pupils eligible for pupil premium are also EAL                   |
| <b>C.</b>  | A number of pupils eligible for pupil premium also have complex SEN/D        |
| <b>External barriers</b>   |  |
| <b>D.</b>  | Lack of enrichment issues outside of school                                  |
| <b>E.</b>  | Family issues requiring support from social care teams                       |
| <b>F.</b>  | Lack of routine (sleep, food, adult involvement)                             |

| Objective and approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead                                      | When will you review implementation?   |
|---|--|---|---|--|
| <p><b>Aim – At KS2, to improve the progress of PPG students in <u>Reading</u></b></p> <p>Whole school focus on Phonics and reading including CPD for teachers and training for parents.</p> <p>Whole school focus on grammar and writing technique</p> <p>Development of Trust grammar and literacy curriculum</p> <p>Subscriptions to home learning packages (<i>English with parents trial</i>)</p> | <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF, +4 months)</p> <p>Successful reading comprehension strategies tailor learning to pupils' reading capabilities to provide effective but not overwhelming challenge (EEF, +6 months)</p> <p>Parental engagement with their child's academic learning is consistently associated with pupils' success at school (EEF, +3 months)</p> | <p>Whole school monitoring of Teaching and Learning (learning walks, lesson observations, work scrutiny) and pupil progress review meetings</p> | <p>DHT</p> <p>Trust grammar lead</p> <p>DHT</p> | <p>Termly lesson observations, work scrutiny and pupil progress meetings</p> <p>Weekly learning walks schedule</p> |
| <p><b>Aim - At KS1 and KS2, to improve the progress and attainment of PPG students in <u>Maths</u>, narrowing the gap between PPG and non PPG students.</b></p> <p>Development of ARK Maths Mastery curriculum and ongoing CPD for staff</p> <p>Early Years "<i>Maths with parents</i>" programme</p>   | <p>Mastery learning approaches are effective, leading to an additional 5 months progress (EEF). Research shows it is a promising strategy for narrowing the attainment gap.</p> <p>See above re parental engagement.</p>   | <p>As above</p>   | <p>Trust Maths lead</p> <p>DHT</p>              | <p>As above</p>  |

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|---|---|-----------------|------------|-----------------|
| <p><b>Aim – To address the COVID 19 disadvantage gap</b></p> <p>Extended school day – additional lesson every day for additional grammar and history curriculum</p> | <p>On average, pupils make two additional months progress per year with some evidence that disadvantaged pupils benefit more, making closer to three months progress (EEF).</p> | <p>As above</p> | <p>HT</p>  | <p>As above</p> |
| <p><b>Aim – To address the COVID 19 disadvantage gap</b></p> <p>Whole school focus on developing effective feedback to students (Covid 19 specific policy)</p>      | <p>Feedback studies tend to show very high effects on learning (+8 months, EEF).</p>  | <p>As above</p> | <p>HT</p>  | <p>As above</p> |
| <p><b>Aim – To address the COVID 19 disadvantage gap</b></p> <p>Implementation of handwriting practice booklets in KS1 and KS2</p>                                  | <p>To improve students' writing stamina and develop the fine motor skills lost during the extended school closure period.</p>   | <p>As above</p> | <p>DHT</p> | <p>As above</p> |

| Desired outcome   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?                         | Staff lead   | When will you review implementation?                                |
|---|--|---|--|---|
| <p><b>Aim – To improve KS1 reading outcomes for PPG students</b></p> <p>Language for thinking (KS1) to develop verbal reasoning and inference skills –</p> <p>Vertically streamed KS1 Phonics delivered by Deputy Headteacher</p> | <p>EEF Early literacy approaches/<br/>Small group tuition +4 months</p> <p>A structured approach to help young children build language skills.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master reading +4 months progress</p>   | <p>Observations of interventions and reviews of pupil progress.</p> | <p>Deputy SENCo</p> <p>DHT</p>   | <p>Language for Thinking will be reviewed every 10 weeks</p>        |
| <p><b>Aim – To improve KS2 reading outcomes for PPG students</b></p> <p>Fresh Start (KS2 – Years 4 to 6)</p> <p>Phonics (KS2 - Years 3&amp;4)</p> <p>SATs reading (KS2 – Years 5&amp;6)</p>                                       | <p>EEF Early literacy approaches/<br/>Small group tuition +4 months</p> <p>+0.24 effect size in EEF research shows considerable promise as a catch up literacy intervention</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master reading +4 months' progress.</p> <p>Small group tuition has been show to add 4 months progress to learners' reading skills.</p> | <p>As above</p>   | <p>Deputy SENCo</p> <p>F Steafel (teacher)</p> <p>Lily (English teacher)</p> | <p>Fresh Start will be reviewed every half term (every 7 weeks)</p> |

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| <p><b>Aim – To improve KS2 Maths outcomes for PPG students</b></p> <p>KS2 Maths Intervention (Years 5&amp;6) to understand the four mathematical operations (addition, subtraction, multiplication and division)</p>   | <p>EEF Small group tuition +4 months</p> <p>Small group tuition has been show to add 4 months progress to learners' numeracy skills</p>   | <p>As above</p>  | <p>HLTA</p>              | <p>Maths interventions will be reviewed every half term (every 7 weeks)</p> |
| <p><b>Aim – To improve the progress and attainment of all PPG students</b></p> <p>Regular assessment of student progress through GLS (including NGRT)/NFER packages</p> <p>Progress of PPG students tracked in regular pupil progress meetings and set as staff performance management targets</p> | <p>Regular assessment of student progress clearly identifies which students will benefit from targeted intervention in order to maximise their progress.</p> <p>Performance management targets focused on disadvantaged students together with effective CPD helps teachers understand their likely barriers to learning and targeted support they may require.</p> | <p>Pupil progress review meetings / data analysis / performance management review meetings</p> | <p>DHT</p> <p>HT/DHT</p> | <p>Termly pupil progress meetings and ongoing line management meetings</p>  |

| Desired outcome and chosen approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead                                    | When will you review implementation?   |
|--|--|--|---|--|
| <p><b>Aim – To improve the mental health/well-being and behaviour of all PPG students, particularly those with SEMH needs</b></p> <p>Development of whole school culture to support students’ emotional regulation (Zones of regulation)</p> <p><b>COVID 19</b> - Use of tutor time at the beginning and end of the day to promote student wellbeing</p> | <p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment (EEF).</p> <p>Improvements in attainment are more likely when SEL approaches are embedded into routine educational practices and supported by CPD for staff.</p> | <p>Whole school monitoring of student behaviour and conduct in tutor time and lessons through learning walks and lesson observations.</p> <p>Review of attendance and behaviour data.</p> <p>Review of inclusion plans for students identified with SEMH as a barrier.</p> | <p>SENCo</p> <p>SENCo</p>                     | <p>The whole school environment will be reviewed every termly</p>  |
| <p>Lunchtime peer group interventions to develop social skills</p> <p>In school counselling and therapeutic work provided by Anna Freud Centre, Educational Psychologist and Speech and Language therapist</p> <p>Commando Joe group interventions to build students’ resilience and confidence post school closure</p>                                  | <p>As above</p> <p>Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF, +3 months)</p> <p>Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p>   | <p>Observations of interventions and reviews of pupil progress.</p> <p>Feedback (where appropriate) from external professionals</p>  | <p>Deputy SENCo</p> <p>SENCo</p> <p>SENCo</p> | <p>Social skill groups will be reviewed termly</p> <p>Anna Freud support will be reviewed annually</p> <p>Commando Joe’s will be reviewed termly</p> |

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| <p><b>Aim – To provide financial support to families of PPG students</b></p> <p>Enrichment opportunities made accessible through subsidised costs</p> <p>Before and after school care: funded places</p> <p>Breakfast club and fruit snack provision</p> | <p>The impact of arts and sports participation on academic learning appears to be positive with improved outcomes identified in core subjects and greater effects for younger learners and disadvantaged pupils. Participating in sports and physical activity is also likely to have wider health and social benefits (EEF +2 months).</p> <p>On average, pupils who participate in adventure learning interventions make approximately four months additional progress (EEF).</p> <p>Food provision aims to reduce hunger poverty.</p> | <p>Review of participation and attendance figures for enrichment, extra-curricular and extended provision.</p> | <p>Trust enrichment lead</p> <p>DHT</p> <p>DHT</p> | <p>Termly review of enrichment participation figures</p>      |
| <p><b>Aim – To increase the parental engagement of PPG student families</b></p> <p>SEMH focused parent workshops via Zoom (anxiety, cyber-bullying etc.)</p> <p>Regular programme of parent workshops (academic areas)</p>                               | <p>Please see earlier section for impact of parental engagement strategies.</p> <p>Workshops were requested by parents during Covid 19 to help support their children with their mental health during this difficult time</p>  | <p>Review of attendance figures for parent workshops and progress of student progress</p>                      | <p>SENCo</p> <p>DHT</p>                            | <p>Parent SEMH workshops/engagement to be reviewed termly</p> |

|  |   |                                  |            |  |
|--|---|----------------------------------|------------|--|
| <p><b>Aim – To improve the overall attendance and persistent absence for PPG students</b></p> <p>Implementation of Attendance Improvement plans and a programme of pastoral support to work with targeted families</p> | <p>Please see earlier section for impact of parental engagement strategies.</p> | <p>Review of attendance data</p> | <p>DHT</p> | <p>Attendance improvement plans to be reviewed every 6 weeks</p> |
|--|---|----------------------------------|------------|--|