Pupil premium strategy statement - Mill Lodge Primary School

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	234
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	16/12/2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	FGB
Pupil premium lead	Jo Challender
Governor / Trustee lead	Katie Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77265
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*	£77265

Part A: Pupil premium strategy plan

Statement of intent

At Mill Lodge Primary School, we allocate the use of Pupil Premium Grant funding to ensure that all disadvantaged pupils receive the highest quality of education to enable them to become engaged, productive and socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Remove barriers to learning created by poverty, family circumstance and background. Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Work to minimise the impact of cultural differences between school expectations and those in the home which may impact well-being, attitudes, attedsnce and engagement.

Our context: 26.5% of pupils are eligible for Pupil Premium Funding. This is broadly in line with national 25.6% (Jan 2025)

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:
• Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
• Provide targeted specialist learning resources including IT based resources.
• Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
• Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences
• Provide opportunities for all pupils to participate in enrichment activities including sport and music
• Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom. Readiness for learning
This is not an exhaustive list and strategies will change and develop based on the needs of individuals

Challenges

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

Challenge number	Detail of challenge
1	There is a significantly higher proportion of SEN pupils that are PP than all pupils – both with EHCP and SEN Support (all – 15% PP- 25.8%)
2	Pupil premium cohort come with a higher proportion of other vulnerabilities than all pupils (boys, EAL, summer born, social work/ Early help involvement, parent in prison)
3	Attendance of pupil premium children is slightly below that of all children
4	Difference of culture between school and home - parental engagement

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
Improve attainment and progress for disadvantaged pupils, particularly those with SEND.	GLD for disadvantaged pupils (including SEND) is at least in line with national disadvantaged averages SEND pupils make expected progress in prime areas (Communication & Language, PSED, Physical Development) based on baseline. Disadvantaged pupils achieve at least national average for disadvantaged cohort in year 1 phonics screen check At the end of KS1 reading, writing, maths combined for disadvantaged pupils is within 4 percentage points of national disadvantaged average. At KS2 progress scores for disadvantaged pupils in reading, writing, maths are positive or at least in line with national disadvantaged averages Disadvantaged pupils achieve at least national disadvantaged average

	SEND pupils demonstrate sustained progress, evidenced by scaled scores and internal tracking. Intervention impact: Pupils receiving targeted support make at least expected progress or better.
Reduce the attendance gap between PP and non-PP pupils.	Attendance for disadvantaged pupils improves and is within 1% of whole-school average Attendance for dis-advantaged pupils in higher that dis-advantaged nationally
Address gender-related attainment gaps, especially in writing and reading.	GLD for disadvantaged boys improves to at least national disadvantaged average. Communication & Language and Literacy outcomes for disadvantaged boys show accelerated progress from baseline. Disadvantaged boys achieve at least national disadvantaged average for phonics screen check At end of KS1 reading and writing attainment for disadvantaged boys is within 4 percentage points of national disadvantaged boys average. At the end of KS2 progress scores for disadvantaged boys in reading and writing are positive or at least in line with national disadvantaged boys averages. Disadvantaged boys achieve at least national disadvantaged average in Reading and Writing
Enhance teaching quality and provide targeted academic support.	All teachers implement evidence-based strategies (e.g., Rosenshine's Principles, explicit instruction) with fidelity, monitored through lesson observations and learning walks. Disadvantaged pupils receiving interventions make progress to stay on track to reach agreed targets. Intervention are of high quality Reading and writing gaps for disadvantaged pupils narrow Maths fluency interventions result in improved scores on standardised assessments SEND and disadvantaged pupils demonstrate improved access to curriculum

Broaden cultural capital and support social-emotional development.	Disadvantaged pupils access at least one enrichment experience (trips, arts, sports, museum/library, visitor workshops). Disadvantaged pupils demonstrate improved wellbeing and cultural engagement as measured by the school's Wellbeing Tracker.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD on adaptive teaching, metacognition, and feedback strategies	Rationale: Disadvantaged pupils often face multiple barriers to learning, including gaps in prior knowledge, lower confidence, and reduced access to support at home. High-quality teaching is the most effective lever for improving outcomes for these pupils (EEF, 2024). EEF Evidence: High-quality teaching (+6 months impact); metacognition (+7 months).	1,2
Deliver CPD focused on strengthening teacher subject knowledge in strong foundations: Early reading, maths and writing - transcription, executive	Disadvantaged pupils start school with lower language development, weaker phonological awareness, and limited early literacy and numeracy skills. Strengthening teacher subject knowledge in these foundational areas ensures high-quality, precise teaching	1.2

function and communication& language	that closes gaps early and prevents compounding disadvantage. EEF evidence: Strong conceptual understanding and reasoning prevent misconceptions and support mastery learning (+5 months EEF impact). phonics (+5 months).	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual instruction using ICT resources to improve basic skills across the school; Nessy – SEND TTRockstars/ numbots-maths EDShed – spelling Language link for those identified – SLCN SEND	Rationale: Pupils are motivated by the use of ICT that gives rewards to pupils for engagement and success. ICT resources can be used in school and in partnership with parents. Some ICT resources allow parents to be supporting learning at home. Key staff to be released to ensure compliance and impact	1,2
Small group tutoring for PP pupils with low prior attainment.	Disadvantaged pupils with low prior attainment often require additional, targeted support to close gaps in core subjects. This approach: • Provides highly focused teaching tailored to specific gaps in knowledge and skills. • Enables greater interaction and feedback, improving understanding and confidence. • Supports catch-up in reading, writing, and maths, which are critical for accessing the wider curriculum.	1,2
Small group tutoring or 1:1 tutoring for PP pupils with SEND		1,2

	EEF Evidence: Small group tuition (+4 months); phonics (+5 months).	

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

Budgeted cost: £ 14,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance interventions	Rationale: Some evidence that attitudes to attendance are lower in some PP families and that education isn't a high priority in the home. Some PP families are unaware of how to help their child or feel they can't. EEF Evidence: Parental engagement (+4 months);	3
Parental engagement programmes	Rationale: build an understanding of a shared culture where school attendance and learning are important. EEF Evidence: Social & Emotional Learning (+4 months).	1,2,4
Subsidise wider opportunities for disadvantaged pupils.	Rationale: PP pupils are less likely to take up extra-curricular activities and wider opportunities with additional cost (i.e.music instruction) Support PP with cost of residential opportunities.	4,
Embed Nurture programme across the school	Rationale: Nurture builds emotional regulation, resilience, and positive relationships, which improve engagement and behaviour—critical for disadvantaged pupils.	1,2,3,4

Total budgeted cost: £ 77265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Dis-advantaged pupils made good progress from their starting points. Although PP pupils attained lower than non-PP pupils at the end of Key stage 1 in reading, writing and maths, there were only 4 PP children in year 2 so comparing % wouldn't be sound for a group this size; 3/4 attained expected in reading,2/4 attained expected in writing and $\frac{1}{4}$ attained expected in maths.

There were 6 PP children in year 1 (including 1 ARC pupil). Four pupils took the PSC, 3/4 met the expected standard.

At the end of KS2, PP pupils attained higher than non-PP pupils in reading, writing and maths. Progress for PP pupils positive from their starting points. Some PP children made significant progress across their time in school. There were 10 PP children in the year group, including 1 LAC and 3 SEND.

There were examples success in raised attendance of individual PP pupils as a result of specific intervention yet overall attendance of PP pupils was lower than non-PP pupils as is the picture nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle
Nessy	Nessy Learning
Spelling Shed	EdShed
Progress in English and maths	GL Assessment
Blast!	Blast

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.