



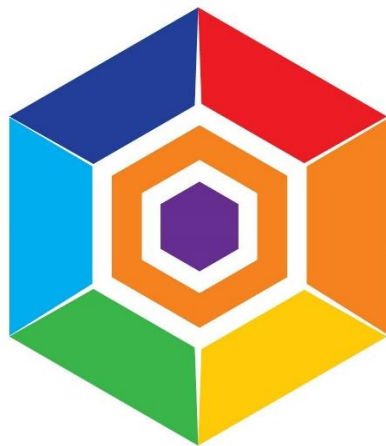
Margaret McMillan

Primary School

Inspiration • Aspiration • Determination

Pupil Premium Strategy Statement

2022-2023



THE
**PRIESTLEY
ACADEMY
TRUST**
BE THE CHANGE

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 and 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Margaret McMillan Primary School
Number of pupils in school	576
Proportion (%) of pupil premium eligible pupils	27% (157)
Academic year/years that our current pupil premium strategy plan covers	2022-2023, 2023/2024 and 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	February 2023, September 2023, September 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Lorraine Martin
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,890
School based tuition allocation this academic year	22,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	237,220

Part A: Pupil premium strategy plan

Statement of intent

At Margaret McMillan we are committed to ensuring maximum progress and the best possible outcomes for all children. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed in order for this to happen.

We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged (including those with low-incomes). Our efforts are focused on accelerating progress and removing barriers to learning in order to diminish the difference in outcomes with their non-pupil premium peers, in school and nationally.

We review our spending plan each year, looking at best value for money.

At Margaret McMillan, we believe the best way to make a difference to all of our children is to:

- Promote an ethos of success and achievement for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Employ and train outstanding staff, who are able to remove barriers and accelerate progress
- Address barriers to learning at the earliest stage, recognising that solutions may require an individual as well as group-wide approach.
- Base our decisions for action on analysis of data, evidence and research.

The statement below details how we have used our pupil premium grant to do this.

Challenges

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

Challenge number	Detail of challenge
1	In KS1 attainment and progress of PP children is not in line with either national or school non-pupil premium children. This is influenced by a number of wide-ranging factors such as limited learning behaviours, including stamina and resilience and less parental support for learning at home. For some parents, language, subject knowledge and up to date methodology is a barrier for them to effectively support their child.
2	Progress outcomes for Pupil premium children at the end of KS2 have often been comparable with their non-PPG counterparts. However, this is not consistent and while progress scores from low starting points are good, the overall attainment remains below those of non- PP children.
3	Some Pupil Premium children in KS1 and those with low prior attainment do not always make as much progress because their vocabulary and language are underdeveloped, resulting in gaps in their learning across the curriculum. A significant proportion of PP children enter school with delayed or poor speech, language and communication. These factors combined result in gaps in learning and therefore poor progress.

4	A higher proportion of Pupil Premium children are identified as having multiple barriers to learning e.g. SEND, and consequently they have range of needs which require additional focused support from a variety of agencies.
5	Lack of experiences (including extra-curricular) for many PP children limits their understanding of the world due to the financial constraints of the family. Lack of wide-ranging experiences also contribute to limited vocabulary and paucity of language (challenge 3).
6	Our most vulnerable children often lack consistency in their lives and this impacts on their readiness to learn and their life skills. Their emotional intelligence and resilience is low when compared to that of their peers. This hinders their academic progress and learning. Emotional and mental health well-being needs have further impacted on outcomes for pupils due to long-term school closures due to the COVID-19 pandemic.
7	Attendance for a significant number of pupils eligible for Pupil Premium is below national expectations. This reduces their school hours and impacts on their achievement.

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
KS1 Children eligible for Pupil Premium make accelerated rates of progress and attainment as a result of high-quality teaching and focused interventions.	Results at the end of KS1 are in line with national from low starting points. Phonics remains above the national average with no gaps between non-disadvantaged and disadvantaged pupils.
Closely monitor expectations across KS2 and ensure PP children are achieving expected outcomes. This will be achieved through quality first learning experiences and additional support structures and interventions.	Results at the end of KS2 are comparable to non-PPG children. Progress at the end of KS2 is above national.
Children are able to access the curriculum due to appropriate and high-quality language and vocabulary teaching. Identified children receive appropriate speech and language interventions.	Observations show improved vocabulary levels in Reception and Year 1. Children's language and vocabulary acquisition throughout their primary years is accelerated. Monitoring shows children are more confident to explain their thinking, to contribute to conversations and discussions.
SEND and vulnerable pupils make strong progress from their starting points.	Children achieve the targets set for them. Their individual needs are identified and they receive appropriate interventions and support from school and specialist services.
Children's knowledge and understanding of the world is increased through social, historical and cultural experiences provided by a PPG subsidised, rich and varied curriculum. This will ensure equality of access. All pupils in school have high aspirations for themselves and reach their full potential irrespective of any barriers.	Children draw upon their wider experiences provided by a rich curriculum and apply them in their learning. PPG Pupils engage in extra-curricular activities to widen breadth of opportunity, provide a depth of experiences and engage in school life. Evidenced through case studies and pupil interviews.
Children are better able to access their learning, show emotional resilience and employ strategies in order to overcome these barriers. Children feel a valued part of our school community.	Evaluations from Bradford Healthy Minds charter mark action plan and accompanying individual case studies demonstrate impact of strategies.

Increased attendance and punctuality so that learning is not interrupted. PA is reduced.	Disadvantaged pupils' attendance in line with other children in school and close to national (95%).
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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: £26,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure evaluation and feedback in class is integral to the learning experience and rigorous monitoring and pupil progress meetings focus on maximising learning for all pupils including PP children.	EEF 2020 Impact of closures on the attainment gap <i>"Alongside targeted interventions, improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students."</i> EEF guidance report – metacognition and self regulated learning – <i>"The use of metacognitive strategies can be worth the equivalent of an additional +7 months progress"</i> .	1 2 3 4
Continuation of <i>Reading for Pleasure</i> work and revisit 4 areas of reading. Investing in Fluency training and development of social reading areas around school Continue to embed teaching of systematic phonics approach and ensure this supports disadvantaged pupils in LKS2. Ensure all staff understand how to ensure "reading to read" is at the heart of our reading approach.	EEF improving literacy in KS1 - <i>"Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading"</i> . RfP OU work, funded by Dfe last year indicates that this has positive benefits to outcomes for pupils. The guidance report advocates a balanced approach which integrates both decoding and comprehension skills.	1 2 3
Engage in Bradford Healthy Minds Chartermark, and begin working towards receiving Silver status by the end of July 2023. <ul style="list-style-type: none"> Address the climate and culture of the classroom Developing professional understanding of the impact of attachment, childhood trauma and neglect 	Chartermark follows the 8 key principles for mental health as recognised by public health England. It is based on the learning of the NHS trailblazer Project. Research has demonstrated that investing time and resources into improving relationships in schools leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term (Behaviour in Scottish Schools Research (BISSR), 2017). This is an effective alternative to traditional behaviour	1 6

<ul style="list-style-type: none"> Building core resilience in learners <p><i>Chartermark part funded by Bradford & DFE grant</i></p>	management approaches, which are shown to be limited in their effectiveness when used in isolation (Education Endowment Fund (EEF), 2019).	
<p>CPD opportunities for all staff to ensure speaking and listening is embedded in all areas of the curriculum to help children with conceptual understanding and recall of learning.</p> <p>Additional staffing in EYFS, to support children's language acquisition in the early years and Y1.</p> <p>Oracy TLR to support staff CPD on vocabulary teaching – word aware programme and apply Elklan approaches across school.</p>	<p>EEF oral language interventions and approaches have been found to have positive impacts on learning, particularly around metacognition and dialogic talk. It advises that spoken language activities are matched to developmental stage and connects with the curriculum and current content being studied.</p> <p>EEF literacy guidance (KS1 & 2) reports recognise that <i>“purposeful speaking and listening activities support the development of pupil’s language capability and provides a foundations for thinking and communication”</i>. It advises that schools <i>“Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities..”</i></p> <p>Research schools network (Aspirer research school) reports significant impact of Word Aware approach on KS2 outcomes in 2 years.</p> <p>EEFs toolkit Oral language interventions - +5 months</p>	3 5

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

Budgeted cost: £ 111,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentor and coach pupils through pre-teaching and post-teaching equipping them with skills and strategies enabling them to access learning and experience success.</p> <p>Targeted interventions for Y6 throughout the year.</p> <p>Autumn support - class-teaching, intervention and catch-up with additional, well trained teaching staff.</p> <p>Class teachers Y1-Y6 to provide targeted small group tuition out of school teaching time. (funded by Dfe allocation and 25% schools proportion out of PPG not RPG)</p>	<p>We know that when we invest in skilled, knowledgeable teaching staff who have a clear picture of the needs of their children will impact positively on outcomes for children.</p> <p>Making clear links between class teaching and timely, targeted interventions for specific pupils is an effective strategy for PP children.</p> <p>EEF High quality teaching tool – identifies that timely, targeted support for pupils using flexible grouping can provide effective in-class support.</p> <p>EEF Selecting intervention tool recognises that <i>“given the importance of teaching quality it is optimal for delivery to be by a qualified teacher”</i></p>	1 2 3

Teaching and learning partners to provide small group and individual interventions for children who are identified through the WelKomm speech & language assessment process. Use SLTA to train school staff in speech & language interventions.	EEF guidance report improving literacy in KS1- <i>"language provides the foundation of thinking and learning and should be prioritised"</i> . EEF oral language interventions - <i>Targeted use of language approaches support disadvantaged pupils to catch up with peers.</i>	1 3
Ensure all disadvantaged children with SEND receive high quality teaching and interventions. Responsive on-going formative assessment ensures teaching is adapted to their learning. Use Provision map to identify and overcome barriers for disadvantaged children with SEND. To ensure that their specific needs are addressed. <i>Costed from SEND allocation</i>	One of the three key areas the EEF indicate schools should ensure are considered when supporting disadvantaged SEND pupils is that interventions should be high quality and rigorously assessed with clear links between the child's specific needs. EEF advice regarding "High quality teaching for pupils with SEND" recognises that <i>"improving high quality teaching for all improves outcomes for SEND pupils"</i> . It follows that this would also be true for all disadvantaged or vulnerable pupils. EEF – <i>"Small group tuition is most likely to be effective if it is targeted at pupils specific needs. Diagnostic assessment can be used to assess the best way to target support"</i> .	4

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

Budgeted cost: £ 111,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide mentor and counsellor time (play therapy, Lego therapy, forest school, social groups, etc.) to help support children's emotional wellbeing and development.	Dfe advice indicates that dealing with non-academic barriers to success in school such as emotional support is an effective use of Pupil premium. EEF toolkit – social and emotional learning. <i>Social and emotional learning interventions are shown to improve SEL skills and are likely to support disadvantaged pupils who have on average weaker SEL skills than their more affluent peers.</i> Play therapy and counselling offers additional benefits to the most vulnerable children to talk through their feelings and emotions in a safe and supportive environment.	6
Appoint School Attendance officer working with BCL attendance consultants to improve attendance, punctuality and readiness to learn for the most disadvantaged pupils.	It is widely recognised that children need consistency and uninterrupted learning in order to achieve their potential. High levels of attendance are essential in ensuring that all pupils can benefit from the opportunities provided by education. Government report (2016) shows overall absence has a statistically significant negative link to attainment – i.e.	7

Monitor attendance data to identify trends. Implement 1-1 support for pupils with absence patterns. Enhance positive relationships with parents and set clear expectations of good attendance including early identification and half termly meetings.	Every extra day missed was associated with a lower attainment outcome. National data 2019 shows absence of pupils eligible for FSM is 3 pp higher than pupils not eligible.	
Subsidising and part funding visits and extra-curricular learning to broaden experiential learning and increase participation. Provide uniform vouchers to pupils eligible for PPG Subsidise breakfast club provision to ensure punctuality and readiness to learn for the PP pupils.	Subsidised visits and enrichment ensure engagement and participation is accessible for all children. Money should not be a barrier to equality of access to an enhanced curriculum. Children need to feel accepted and part of the community of the school. Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach (Cardiff University, 2015). EEF evaluations of Magic Breakfast concluded that a before school club provided an average of 2 months additional progress for pupils in KS1.	6
Enhance careers education into the school curriculum including hosting take over day, aspirational careers day led by ex pupils (Not costed)	What works? Career related learning in primary schools <i>"the evidence suggests that career related learning in primary schools has the potential to help broaden children's horizons and aspirations especially (though not exclusively) those most disadvantaged."</i>	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 249,999 (£12,779 from other school income)

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021/22 academic year.

<p>2021/22 saw a continuation of turmoil and disruption due to the pandemic. Staff absences due to quarantine and illness was particularly acute in Autumn 2 and the Spring term. Additional staffing in place mitigated this to some degree.</p> <p>Teaching</p> <p>School embarked on Achievement for all "National Achieving wellbeing Pilot Project" – charity went into administration in November 2021. Therefore we looked for an alternative project and training that could help us achieve this objective. We joined Bradford Healthy Minds Chartermark, and begin working towards receiving Sil-</p>
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ver status by the end of July 2023. School has begun working on some of the goals from The Healthy Minds Chartermark action plan. Inclusion lead has completed mental health lead training and teaching staff have received training on trauma informed teaching and emotional coaching training. Some staff have already reported emotion coaching strategies are having an impact. This work will be continued in 22/23.

In the Y6 cohort the number of pupils with SEND and PPG 22% (8/36) compared to 15% (8/53) of non- PPG pupils with SEND. This has had an impact on the outcomes for PPG at year 6.

The gap between PPG and Non- PPG was least in reading.

KS2 SATS Outcomes	Expected standard Reading	Expected Standard Writing (TA)	Expected standard Maths	Expected standard GPS	Expected standard RWM
All Y6 (89)	65/89 73%	65/89 73%	65/89 73%	67/89 75%	52/89 58%
Non PPG (53)	41/53 77%	43/53 81%	43/53 81%	45/53 85%	33/53 62%
PPG (36)	24/36 66%	22/36 61%	22/36 61%	22/36 61%	19/36 53%

Similarly, the KS1 results show that children in receipt of PPG have achieved less than those non-PPG.

KS1 SATS outcomes	Expected standard Reading (TA)	Expected Standard Writing (TA)	Expected standard Maths (TA)	Expected standard RWM
All Y2 (86)	48% (41)	47% (40)	52% (45)	40% (34)
Non PPG (64)	53% (34)	53% (34)	59% (38)	47% (30)
PPG (22)	32% (7)	27% (6)	32% (7)	18% (4)

Additional phonics and reading sessions were in place for children Y1-Y3. Additional Phonic teaching ensured outcomes were on the way to recovery – Y1 71% and Y2 86% met the phonics screen. It should be continued 22/23.

Phonics outcomes	Y1	Y2
All	71% (62/87)	86% (77/89)
Non PPG	73% (46/63)	93% (63/68)
PPG	67% (16/24)	67% (14/21)

Although PPG Reception children achieved below their non-PPG counterparts, both groups achieved more highly in ELG word reading, demonstrating the effectiveness of the focus of additional support in phonics in the EYFS.

GLD	GLD	ELG CL	ELG word reading	ELG Understanding natural world
All (89)	52.8% 47 pupils	59.6% 53 pupils	74% 66 pupils	59.6% 53 pupils
Non PPG (71)	55% (39)	61% (43)	76% (54)	61% (43)
PPG (18)	44% (8)	56% (10)	67% (12)	56% (10)

Targeted academic support

- Additional funding enabled school-based tuition to be provide to 97 children across years 1-6. Although this hasn't fully closed the gap caused by the Covid pandemic, it has enabled children to keep up better in class.
- Health unable to provide a S&L Therapist so additional S&L assistant time was commissioned. EYFS staff trained to identify, assess and support S&L needs. This Speech and Language assistant has also worked for 1 day a week with pupils from Years 1-5 since the Autumn term. TLPs in Reception up to Year 2 have been trained up to screen children and deliver the WellComm support. This is to develop the understanding of language for identified pupils. Children although still behind are catching up.
- Reception TLP's delivering bespoke Welcomm interventions daily. 24/89 of Reception children at the beginning of the year had the communication age of 2 years to 2years 11months. All children have made progress in their speech development since baselines were carried out. The majority of targeted children are now communicating at the ages of 4-6years. With some children making even more progress. Welcomm interventions will continue in year 1 to help these children close the gap with their peers.

Wider strategies

- Counselling was in place as was additional pastoral support groups provided by mentors and the leadership team. Prime focus on relationship education and PSHE. The Education Emotional Wellbeing Practitioners (EEWP) have delivered Self-esteem workshops for Y3/4 and therapeutic writing for a group of year 5/6 children. A lunchtime Nurture group has been established and a peer mentoring program has begun for identified pupils in KS2. A few identified pupils have been referred to a Wellbeing Worker through the charity Be Me Be You Bee Well.
- Attendance remains a significant challenge for school. This has been recognised at a national level by DFE – recent white paper update. Attendance at MMPS lower than national average. Our attendance officer resigned and left in February. A new attendance officer was appointed and took up post in 9/5/22. This includes all covid absences and extended leave.

Attendance 21/22	Attendance YR to Y6	PA YR to Y6
All	89.3%	41%
Non PPG	89.9 %	38.2 %
PPG	87.9 %	48.9 %

There were no externally provided programmes