Pupil premium strategy statement – Millennium Primary 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	378 (354 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	24% (26% excluding nursery)
Date this statement was published	6th November 2025
Date on which it will be reviewed	Annually
Statement authorised by	Anna Bellou, Head of School Rachel Mollett, Executive Headteacher
Pupil premium lead	Hayley Redmond Deputy Headteacher
Governor / Trustee lead	Claire Glia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,255
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*	£134,255

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children at Millennium Primary School, irrespective of their background or the challenges they face, are in receipt of high-quality learning which is carefully planned, sequenced and delivered with thoughtful pedagogy based upon our strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make good progress in reading, writing and maths as well as the wider curriculum. We acknowledge the direct link between our pupil premium children and those children with SEND needs.

● We intend for all of our pupils from a disadvantaged background to leave Millennium as confident individuals who make good progress and achieve high attainment across all subject areas.

● All members of staff and Local Academy Counsellors (LAC) accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs in order to raise expectations of what they can achieve.

● We aim to eliminate common barriers to learning for disadvantaged children.

● We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

● We will provide pastoral support for both pupils and parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience.

● We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted programmes.

● We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

● We are committed to providing opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.

● Pupil premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.

● Non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. Our aim is that over their time at Millennium, appropriate additional learning will be put in place to ensure we have closed the attainment gap for individual children.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils start their education at a lower level of achievement, meaning they are not achieving age-related expectations and beyond.
2	Many disadvantaged children are not exposed to challenging, high-level vocabulary that they need to perform well, including families that do not speak English at home and some have parents whose English is limited.
3	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home, do not have aspirational home backgrounds or have limited opportunities for social, cultural or educational experiences beyond their immediate environment, also impacted by the cost of living crisis.
4	Pupils often lack opportunities to read at home with parents, or parents lack confidence in doing this with their children. The availability of good quality books can be limited for our disadvantaged children outside school.

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 ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check, at the end of KS1 in reading,	● Achievement of disadvantaged pupils across school is in-line with non-disadvantaged pupils

writing and mathematics and by the end of KS2 in reading, writing, mathematics and GPS.	nationally for all standardised assessment points: - Y1 Phonics Check - KS1 SATs - Y4 Multiplication check - KS2 SATs
To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.	● Data collection points in October, February and June show progress in disadvantaged pupils closing the gap and reaching EYFS GLD at the end of the academic year.
To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.	● Data collection points in October, February and June show progress in disadvantaged pupils attaining the higher standard. ● Year 2 and Year 6 pupil progress meetings demonstrate progress for key pupils through gap analysis.
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication. To ensure a high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects.	● Experiences and visitors planned for all pupils across the year. ● Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment. ● Parental engagement activities are strategically planned and numbers/ feedback demonstrate sustained access.
To ensure the individual needs of disadvantaged children with additional barriers to learning are addressed appropriately and make good progress.	● There will be systematic approach for individual pupils who: - have a SEN/D - are P/LAC - are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, PLAC and other disadvantage barriers” This could include - Access to our ELSA - Sensory provision - Assess, Plan, Do, Review cycles
For all disadvantaged pupils to attend school regularly and on time, PA inline	● A consistently sharp focus by teachers on the attendance and

with national and attendance in line with all pupils.	punctuality of disadvantaged pupils. ● Attendance team, HoS and Attendance Advisory Service identify families quickly and early intervention is implemented
Improved oral language skills and vocabulary among disadvantaged pupils.	● Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of 6 evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £92,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 4

teacher training through working with Voice 21 in order to develop the effective use of oracy in school.		
Embed DfE validated Systematic Synthetic Phonics programme (Little Wandle) and purchase additional resources (additional books for children to take home and use in school) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4
Ensure staff understand the key Reading principles and the way reading is taught at the school. CPD for subject leads regarding best practice, CPD for LSA staff of framework, SSP and delivery of reading interventions, including working with our local Little Wandle Champion School.	A systematic and consistent approach to reading based on strong theoretical research ensured the best outcomes for pupils Reading Framework	1, 2, 4
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able. Hopskotch will develop our EYFS practice, Claire Gadsby and IXL will provide targeted CPD across the school and Voice 21 deliver whole school oracy CPD. Training to develop teacher knowledge of the most effective	Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011).	1, 2, 4

ways to ensure children remember more and make good or better progress from starting points.		
Release time for middle leaders to provide additional coaching/mentoring support for Early Career and Recently Qualified Teachers as well as those who are new to school through induction, in addition to LSAs and HLTAs. To ensure all children receive quality first teaching and the children's offer is consistent across the school.	Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).	1, 4
Enhancement of our Reading, writing and maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time for subject leaders to drive curriculum and enhance high quality teaching.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 4
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.	1, 2, 4

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

Budgeted cost: £21,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Children identified and supported through new SSP Little Wandle Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Online digital programmes including: TT Rockstars home learning access, IXL and maths.co.uk,, spag.co.uk, purple mash, Collins (across the school)	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1, 3, 4
Termly pupil progress meetings with teachers & DHT/HoS/EHT to examine the progress of disadvantaged pupils compared to non disadvantaged	EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD Sutton trust - quality first teaching has direct impact on student outcomes	1, 4
Additional sessions targeted at disadvantaged pupils based on their need: • phonics • reading • maths	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD Sutton trust - quality first teaching has a direct impact on student outcomes.	1, 2, 4
Additional EP time for the academic year to carry out a higher number of assessments and observations to secure	Use of the AP for metacognition and self-regulation. Training staff and working with pupils (Zones of regulation) EEF Teaching and Learning Toolkit	1, 4

the right support for our disadvantaged children.		
SALT to be employed 1 day a week in addition to local authority allocation	UCL Many of our disadvantaged children have delayed speech. Early intervention is particularly so for children with developmental language disorders (DLD) because their difficulties have implications - not just for communication in school, but for their learning and life chances	1, 2, 3

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

Budgeted cost: £21,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspiration and Achievement week in order to expose possible aspirations to all children, impacting on their future decisions.	Key drivers of the disadvantage gap: 'the gap in cognitive and 'non-cognitive' skills, attitudes and aspirations.'	3
The implementations of OPAL (outdoor plant and learning) to enhance pupil wellbeing, improve behaviour and enhance cultural capital.	Pupils need to have a strong wellbeing and in control of their behaviours to do well academically and in turn meet academic milestones	3 1
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Working closely with SEASS Attendance advisory service	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015). The DfE	1, 2, 3

	guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Embedding enrichment opportunities throughout the curriculum including: visiting workshops, educational trips, residential trips for Y6	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.	3

Total budgeted cost: £134,255

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Internal data at the end of KS1 and KS2 showed that the gap in the performance data of disadvantaged pupils has improved from last year. Gaps have narrowed in most year groups. The priority areas for year groups in this academic year are shown in red.

		PP Expected +	Non PP Expected +
Reading	Year 1	86%	79%
	Year 2	67%	97%
	Year 3	90%	96%
	Year 4	78%	93%
	Year 5	85%	86%
	Year 6	100%	97%
Writing	Year 1	79%	79%
	Year 2	56%	97%
	Year 3	90%	93%
	Year 4	78%	88%
	Year 5	90%	86%
	Year 6	89%	97%
Maths	Year 1	93%	88%
	Year 2	100%	100%
	Year 3	90%	93%
	Year 4	78%	88%
	Year 5	85%	86%
	Year 6	44%	97%

Strategies 2025-26

- Atom Learning after school intervention to support Pupil Premium children with Reading
- Year 6 follow an enhanced timetable to support their learning in Maths. There is also additional maths support for those children falling behind.