

Mill Lane C.P. School & Windmill Community Nursery Pupil Premium – Report to Governors and Parents April 2019 – March 2020



The pupil premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those in the main body who historically have higher attainment levels. The funding is provided direct to schools, which decide how best to spend the allocation according to local needs. Below is a summary of how much funding Mill Lane received and how Mill Lane has used its funding in the past year and the ways in which pupils' learning has been supported.

| | Rec / Nur | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|---------------|-----------|------|------|------|------|------|------|
| FSM | 2 | 1 | 2 | 2 | 3 | 3 | 3 |
| LAC / Adopted | 2 | 0 | 1 | 0 | 0 | 0 | 0 |
| Service | 2 | 0 | 2 | 0 | 0 | 0 | 0 |

| | Children on free school meals (2019/20 - £1,320/pupil) | Children Looked After / Adopted 2019/20 - £2,300/pupil) | Children from service families (2019/20 - £300 pupil) | Total |
|----------------------------|--|---|---|---------|
| Number of Eligible Pupils | 16 | 2 | 4 | 22 |
| Pupil Premium received (£) | £21,120 | £4,600 | £1,200 | £26,920 |

1 LAC after child left in November so we received a reduced amount. 2 children from services families started after the October census so we received no funding for these families. We have included them in our end of year data summary.

| Action | Target Group | NC Year | Cost | Evidence of attainment & progress |
|---|--------------|----------|--------|---|
| HLTA small group extra maths | FSM | Year 6 | £1,026 | Termly tracking and end of year results |
| HLTA Reciprocal Reading Group | FSM | Year 6 | £1,026 | Termly tracking and end of year results |
| Year 5 booster maths / reading groups | FSM | Year 5 | £988 | |
| Access to online reading books / SPAG games | All | FS - KS2 | £500 | NARA reading test at end of year and end of year results |
| Phonics Bug – access to online phonics games | All | FS - KS2 | £500 | Phonic screening results, Youngs Spelling test |
| Extra spelling sessions & using online programs | FSM | KS2 | £760 | Improved spelling age at end of year in Youngs spelling test |

| | | | Total = £25,416 | |
|--|-----------|----------------------|-----------------|--|
| Workshops | All | All | £1,600 | |
| Subsidising breakfast club / after school club | FSM | FS – Yr 6 | £600 | Reaching EHA outcomes |
| Music lessons | FSM / LAC | Yr 6 & Yr 2 | £1,200 | Confidence / pupil survey |
| Support for trips / activities | All | All | £800 | Participation in events |
| 1:4 Talk Boost Group | FSM | Year 1 | £494 | Confidence in class |
| 1:4 emotional support | LAC | Rec / Yr 1 | £190 | Ongoing pupil voice throughout the year |
| Forest School | All | Rec / Yr 1 / 3 & 5 | £1,976 | Pupil voice at end of program |
| 1:4 Cookery group | FSM/LAC | KS2 | £494 | Pupil voice at end of program |
| Kalm Kids | All | Early Years / Year 1 | £988 | Behaviour in class |
| Kalm Kids | All | KS2 | £988 | Behaviour in class |
| 1:4 SEAL / Play & Art Therapy | All | Reception / Yr 1 | £988 | End of year results / attitude to learning |
| 1:4 SEAL Support / Art Therapy | All | KS2 | £988 | End of year results / attitude to learning |
| Extra TA in to provide early years support | All | Nursery / Reception | £2,470 | Progress against early years statements |
| Small group extra TA support in numeracy lessons | All | KS1 & KS2 | £3,420 | Termly tracking & end of year results |
| Small group extra TA support in literacy lessons | All | KS1 & KS2 | £3,420 | Termly tracking & end of year results |

This year we have no data on which to show the impact of the interventions due to the coronavirus. For 4 months the children also had a disruption to their normal class learning. For 3 months children mainly relied on home learning and although the majority of children engaged with this learning, it obviously doe not have the same impact and booster groups did not take place as they would have done.

As some families did not have access to ICT equipment at home, we provided 3 FSM families with i-pads so they could access the online learning. Vulnerable families were able to come to the key worker sessions when the school was in lockdown and we also had weekly phone calls to these families too.

Our plan is to continue with the same level of support as above with the same targeted intervention programs.