

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mill Lane Primary School
Number of pupils in school	157
Number of pupil premium eligible pupils	53
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26 26/27 27/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	C Barlow
Pupil premium lead	A Wilby/A Massarella
Governor / Trustee lead	A Iltaf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43166 (7/12 from 24-25 budget) assuming same funding for 2025-2026, then total is £74,000
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£74,000

Part A: Pupil premium strategy plan

Statement of intent

- Our intention is that all pupils, regardless of the advantages or disadvantages they may have in their lives, achieve their true potential in all subjects. Pupil premium will support the progress of disadvantaged pupils so that they secure attainment outcomes in line with non-disadvantaged pupils and are ready for their next stage of education.
- We wish for all children to experience success at school and enjoy their time at Mill Lane Primary School and embody this in our ethos: *“Learning through hard work, friendship and fun”*.
- We also understand that not all children who face personal challenge and difficulties are classed as disadvantaged and may also not fall under a traditional banner such as “looked after”. Many ‘invisible’ children have times of difficulty which are beyond their control through events such as family breakdown or bereavement – these children will not be overlooked.
- Through high quality teaching we aim to identify and meet the needs of ALL learners at Mill Lane Primary School. We believe that this approach will reap the biggest rewards for all learners enabling gaps to be closed where they exist and for less disadvantaged pupils to make and sustain high levels of attainment.
- We will ensure every child can read. We will achieve this by delivering a highly structured approach to delivering synthetic phonics and wider reading skills and giving all children the chance to catch up if they should need it.
- We will address both the needs of individuals, e.g. if a pupil has suffered a bereavement, and those needs which are more common. We will not judge or make assumptions but rather work with individuals and families as needs are identified through positive and effective relationships and effective assessment.
- We will do the following in order to best meet need:
- *Have an ongoing focus on quality first teaching for all*
- *Identify need as early as possible and put in place appropriate support*
- *Create challenging and stimulating working environments for all*
- *Set work that challenges, but offer support where needed*
- *Provide appropriate education to meet need*
- *Encourage pupils to be independent, to self-regulate and to have strong self-efficacy*

Challenges

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

Challenge number	Detail of challenge
1	We know that language – particularly oracy – is a challenge for most of our children but is most obviously a barrier for our disadvantaged pupils. Impoverished language inhibits learning and causes significant barriers to effective and meaningful reading. We know this from talking to parents, pupils and colleagues and it is evident in observations and assessments. Poor language makes accessing teaching harder for these pupils in the classroom.
2	Low levels of attendance are a challenge for some of our pupils, many of whom who are eligible for pupil premium grant. Alongside attendance, punctuality is also a challenge.
3	Typically Mill Lane has suffered from low levels of parental engagement with school. Many parents have failed to attend in school courses and meetings and only communicate with school when they see there is a “problem”.
4	Under developed self-regulation skills and low levels of resilience underpin the attitudes to learning of many our pupils. This is further embedded by parents who choose to “rescue” their children rather than allowing them to manage their own experiences and feelings and develop emotional literacy and social skills. Children need to follow strategies from Zones of Regulation.
5	Children attending Mill Lane school have, in many cases in the past, exhibited low levels of confidence and aspiration – they believe their lives are limited to Batley and career opportunities are either non-existent or limited to what their dad does.

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
Children who attract Pupil Premium funding will develop their communication and language skills/oracy. They will be taught a broad, subject specific vocabulary in all subjects. They will achieve in line with their peers at KS2 SATs for reading, writing and maths.	All pupils will be able to talk with confidence about their learning and know and remember subject specific vocabulary. KS2 results will be in line with or better than national and show no discrepancy between pupil premium children and non-pupil premium children – unless this difference is attributable to other factors. All pupils will make good progress between KS1 and KS2 in reading, writing and maths.
Pupils will attend school regularly and in line with national expectations.	Attendance for the school will exceed 95%.

Persistent absentees will reduce to fall in line with national expectations.	Persistent absentees will be in line or less than national.
More parents will engage with school for positive reasons so that their child can see a positive relationship and closer working leads to better outcomes for the child(ren).	Parents will be invited and will attend Stay & Play prior to their children joining school. Parents will attend sessions prior to their child starting in reception to understand the ways they can support school life and learning with a specific emphasis on reading and phonics. In years 1 and 2 parents will attend sessions to learn about the expectations for their children and how they can support with learning at home with a specific focus on reading and maths. Parents will engage in pre-key stage 2 meetings to learn about changes to routines and expectations and how they can support their child's learning journey further. Parents will attend rewards assemblies periodically to celebrate effort and achievement. Parents will be involved in transition arrangements to high schools. Parents will attend Parent Consultation Evenings. Parents will support enrichment activities in school such as performance assemblies, supporting events and other visits.
Pupils will learn to develop ways to manage their own emotions using The Zones of Regulation. This learning will lead to improved resilience and better application to learning.	Fewer children will require adult intervention if facing a challenge. All pupils, including disadvantaged, will develop sustained concentration and increased independence as they move through school.
Pupils will leave Mill Lane Primary School confident about their ability to achieve in high school and having an understanding of the opportunities that may be open to them in their future.	All pupils in year 6 will articulate a variety of career options available to them and talk with confidence and excitement about their transition to high school.

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: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to support the effective delivery of the synthetic phonics scheme including re-training.	EEF Teaching and Learning Toolkit – Phonics can add +5 months to pupil progress in a year.	1,4
Teaching schemes for PE, Music and Computing.	The EEF Guide to Pupil Premium 2024 - quality teaching helps every child	1
Maths and English networks for subject leaders.	The EEF Guide to Pupil Premium 2024- quality teaching helps every child	1
Retraining for teachers on the most effective deployment of teaching assistants.	EEF – Making Best Use of Teaching Assistants 2021 – 7 recommendations	1
Key stage meetings to discuss the children	The EEF Guide to Pupil Premium 2024	1-5
Pupil progress meetings	The EEF Guide to Pupil Premium 2024	1-4
Regular meeting between teachers TA's	EEF – Making Best Use of Teaching Assistants 2021 – 7 recommendations The EEF Guide to Pupil Premium 2024	1-5

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and regular supportive meetings for Educational Teaching Assistants	EEF – Making Best Use of Teaching Assistants 2021 – 7 recommendations	1,4
Effective deployment of appropriately trained Education Teaching Assistants to work with teachers in supporting pupils who struggle to access learning	EEF – Making Best Use of Teaching Assistants 2021 – 7 recommendations	1
Daily language interventions for those new to English – EALIP	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions can add +4 months progress	1
Targeted support for pupils behind in reading- • KS1 phonics intervention • KS2 phonics intervention • Year 6 reading boosters • Targeted daily reading group year 6	EEF Teaching and Learning Toolkit - Reading comprehension strategies can add +6 months progress	1,4,5
Targeted support for year 6 pupils behind in maths	EEF Improving maths in KS2	1,4,5
Drawing and Talking intervention	EEF – Making Best Use of Teaching Assistants 2021 – 7 recommendations The EEF Guide to Pupil Premium 2024	1,2,4,5
Speech and language interventions	EEF – Making Best Use of Teaching Assistants 2021 – 7 recommendations The EEF Guide to Pupil Premium 2024	1,4,5
Winston's Wish	EEF – Making Best Use of Teaching Assistants 2021 – 7 recommendations The EEF Guide to Pupil Premium 2024	1,4,5

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily intervention on attendance and punctuality by HT and DHT	Addressing behaviour and attendance 'What are the most effective ways to support disadvantaged pupils' achievement?' DfE and NFER Nov 2015	2
Parental events and initiatives including assemblies, classes, meetings and advice on how parents can support their children at home	EEF Teaching and Learning Toolkit – Parental Engagement can add +4 months progress	3, 4
Extra-curricular activities that are free for all pupils to widen pupil knowledge and aspiration	Page 7 – Menu of Approaches -Tier 3 'Using pupil premium – guidance for school leaders', DfE, March 2022 We are aware that many of our pupils and their families have a limited range of experiences out of school. We want to address this to increase pupils' cultural capital and support their future aspirations.	5
Stay and Play sessions	EEF Teaching and Learning Toolkit – Parental Engagement can add +4 months progress	1,3
Educational visits including, trips to the theatre, subject related trip and residential visits.	The EEF Guide to Pupil Premium 2024. Lancaster University portal 2024 EEF Teaching and Learning Toolkit – Physical activity can add +1 months progress	1,2,3,4,5
Supplying uniform	The EEF Guide to Pupil Premium 2024	4,5
Breakfast Club	EEF Teaching and Learning Toolkit – Extending school time can add +3 months progress. Physical activity can add +1 months progress Education Hub 2022	1,2,4,5
Home Visits	The EEF Guide to Pupil Premium 2024. EEF Teaching and Learning Toolkit – Parental Engagement can add +4 months progress	1,2,3,4,5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

End of Key Stage 2 results showed that pupil premium children performed worse than their non-Ever 6 peers – some of this is due to being new to English and some is as a result of significant SEND. Results for Ever-6 pupils are close to national results for all pupils.

	Reading % at ARE	Writing % at ARE	Maths % at ARE	RWM Combined % at ARE
Ever 6 (10)	60%	70%	70%	60%
Non-Ever 6 (11)	82%	73%	91%	73%

Resources were bought to develop the language and social interaction of nursery children many of whom have been adversely and significantly impacted by the COVID pandemic and related lockdowns. Although progress is ongoing the focus on language is proving to be fruitful and oracy will continue to form part of the whole school development plan for 2025-2026. As part of curriculum development there has been a focus on subject specific vocabulary which has been supported by an overhaul of the whole curriculum and its language demands.

Educational Teaching Assistants benefitted from external training in 2023-2024 to develop their understanding and skills in supporting question of pupils and general practice; as a result all staff have higher expectations in relation to pupil independence. School has restructured to take advantage of the enhanced skills of ETAs who are now employed in a more strategic role supporting learning.

Additional interventions were in place to support year 6 in reading with the aim of them achieving their potential in KS2 assessments 71% of all pupils in year 6 achieved age-related expectations in reading with 60% of pupil premium pupils passing.

All pupils had the opportunity to participate in all educational visits both on and off site which deepened learning and understanding and, in some cases, formed the basis of a unit of work.