

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Millgate School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	81.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Bruce, Deputy CEO
Pupil premium lead	Sara Marsh, Head Teacher
Governor / Trustee lead	Kate Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,120
Recovery premium funding allocation this academic year	£28,420
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	£132,540

Part A: Pupil premium strategy plan

Statement of intent

Millgate School is built on an ethos of *Transforming Lives and Inspiring Futures*. A significant proportion of our learners qualify for pupil premium and are classed as 'disadvantaged'; further still, the majority of our cohort have arrived at our setting having experienced a fractured and unsettled education in previous settings. Our aim is to use pupil premium funding to help us achieve and sustain transformative outcomes for our young people.

While our students make exceptional progress when compared to their individual starting points, our ultimate goal for young people is that they leave our school with a clear pathway to future success. This presents us with challenges this year as we strive to improve attendance yet further, support our young men and women in successful transitions into further study and employment and address the significant gaps created because of COVID19.

Fundamental to the success of our young people is a broad, ambitious and challenging curriculum. Our curriculum development is central to transforming lives and has been developed with student need, talents and passions at its heart. Significant investment of practitioner time has already been spent on improving pedagogical knowledge, working collaboratively and using student data and profiles to build a curriculum that is truly cohesive. Long before the pandemic, students have arrived to this setting with gaps in their knowledge and understanding. Consequently, we have channelled our team's experience in 'catch up' into the content selection and delivery. Further planned investment in curriculum development, teacher training and independent study is planned for the next 3 years to make the crucial difference needed for our most disadvantaged learners.

Alongside curriculum, the heart of our work is building a learning environment that is filled with the love, care and fun that our children need. Our pupil premium strategy allows us to ensure our students experience the rites of passage and cultural capital of their mainstream and non-disadvantaged peers. The school has a busy calendar of events that shape the journeys and stories of our young men and women.

Their readiness for life beyond Millgate School remains a great challenge and responsibility. Our drive on mental health, social interaction and literacy remain pivotal to making the difference we strive for.

Challenges

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

Challenge number	Detail of challenge
1	In 2021, the gap between non-disadvantaged and disadvantaged students widened. The difference in 2020 had been 0.9, but increased to 1.3 in 2021. While the progress 8 (overall) for disadvantaged learners was close to national average at -0.18, our non-disadvantaged figure sat above national at +1.12. Overall pupil progress in maths, is an area for continued improvement, as the only subject with a negative average pupil progress figure.
2	As a result of COVID19, our 2020 and 2021 leavers have experienced a difficult transition into post 16. NEET figures within the first two years after leaving are on average were 16.3% (National figure for all young people is currently 11.6%). However, at present 40% of our leavers are struggling to engage in further education, apprenticeships or employment.
3	The impact of COVID on students and families mental health and well-being was significant last year. The number of operation encompass calls were 5 times higher in 20/21 than 18/19. 44% of our cohort required family support and 28% of students accessed counselling. Our challenge is to increase the support available to best tackle the worrying increase in recorded mental health concerns.
4	Attendance data shows that average attendance is lower in our disadvantaged cohort, with a gap of 8.36%
5	Data shows a significant number of children with reading ability below standard (71.4%). In October 2021, 31.4% of our cohort have a standardised score below 80. Moreover, a further 40% of students sit between a standardised score of 80 and 100.

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
Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.	<p>An improvement in progress 8 figure for disadvantaged learners from -0.18 to a positive figure.</p> <p>A reduction in the gap between disadvantaged and non-disadvantaged, from 1.3 to below 0.8.</p>

<p>Disadvantaged pupils feel better prepared for post 16 education or employment opportunities through key work, transition interventions and improved college links.</p>	<p>Reduce numbers of NEET students in 2021 leavers cohort. Ensure levels of NEET are level with, or no more than 8% above national figure. Ensure figure remains significantly better than children in similar settings (SEMH special).</p>
<p>Disadvantaged students make better progress as a result of increased attendance.</p>	<p>Whole school attendance figure to continue its year on year improvement. The gap between disadvantaged and non-disadvantaged to reduce to a figure below 6%.</p>
<p>Student attainment, confidence and well-being is increased by improved literacy levels.</p>	<p>Reduce the proportion of our cohort reading at a level below standard from 71.4% to a maximum of 60%, in year 1. Reduce the proportion of our cohort reading at a level below a standardised score of 80 from 31.4% to 20%.</p>

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 (Performance development, training, recruitment and retention)

Budgeted cost: **£59,540**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund teacher release time to work collaboratively on our curriculum remodel, set out to build a truly cohesive, aspirational and challenging education for all.</p>	<p>Evidence from EEF suggests that developing a curriculum rich with student opportunities to develop their metacognition and self-regulation has significant impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Impact of teacher collaboration on the retention of staff and quality of education https://schoolsweek.co.uk/research-how-can-we-foster-effective-teacher-collaboration/</p>	<p>1, 2</p>
<p>Increasing the Extended Leadership Team with a person responsible for teacher development, particularly our UQT/SCITT programme. Develop our support staff talent and invest in their release time for university study for grow our own pool of exceptional teachers, with expert understanding in SEND.</p>	<p>This investment increases the engagement for staff from senior leaders, as advocated on page 21 onwards of DfE document below: School and college staff wellbeing: evidence from England, the UK and comparable sectors Research report December 2019, CooperGibson Research It also draws on our reading of Mandy Coalter's book, Talent Architects: How to make your school a great place to work, that draws on her extensive HR experience in the schools sector and beyond to support you to build a great place to work where everyone can excel in the interests of the children.</p>	<p>1</p>
<p>Middle leadership development 3 staff being mentored and supported with release time to work on NPQLs; 1 trainee assistant SENCO; 2 mental health leads. completing NASENCO award.</p>	<p>Assessment framework and development of leadership behaviours detailed in the document from the DfE below: National Professional Qualification (NPQ) content and assessment framework. In year 1, all three middle leaders, working on NPQSL and NPQBCL will focus on the challenges for disadvantaged learner listed above and develop their understanding of leading with impact, particularly within the areas of behaviour, culture and SEND.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: **£47,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-Led Tutoring guidance	As set out in the school-led tutoring guidance, school to cover the further 25% costs of school-led tutoring. https://www.gov.uk/government/publications/school-led-tutoring-grant	1, 5
Purchases of Accelerated Reader and associated training, Purchase, training and delivery of Dyslexia Gold	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader Internal data shows strong impact of 'Dyslexia Gold' within the first three months of pilot. https://dyslexiagold.co.uk/Links	5
Purchase of GL assessment to inform interventions for maths	The school already has data showing the effective use of GL assessments to inform literacy interventions. https://www.gl-assessment.co.uk/case-studies/cippenham-primary-school-aiming-higher-in-maths/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2.
All leavers to be supported by keyworkers for 5 years on leaving. All leavers to be gifted a £50 CPD voucher that they can cash in with us in the first year of further study to support with the materials needed for their college/ apprenticeship course.	With no KS5 provision for special SEMH leavers, we have strong internal evidence and student voice to support the continued work of keyworkers into Y12 and 13. https://www.mencap.org.uk/learning-disability-explained/research-and-statistics Often supporting annual reviews at college, attending provision review and implementation meetings, our knowledge of our young people is shared and our support is pivotal to their success.	2
Post 16 readiness intervention. Year 11 behaviour mentor to deliver to all. Including bus training, college visits, college interviews and transition meetings.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575323/Home_to_school_travel_and_transport_guidance.pdf	2
Study camp and independent study drive. All Year 10 and 11	This yearly intervention build on all our school's extensive knowledge about SEMH children and	1, 2, 3, 4

students complete independent study to earn their place on camp. Time spent there is focussed on easing anxiety ahead of exam period and personalised exam therapy and tuition.	follows many of the principles outlined in the EEFs report below: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Discovery – Staff delivery of our intervention that links to curriculum content, but also develops children’s emotional literacy and adds cultural capital and academic challenge.	This intervention is heavily linked to our curriculum re-model and the principles set out in Mary Myatt’s <i>The Curriculum: Gallimaufry to coherence</i> .	1, 2, 3
Whole school reading interventions – Stop and Read resources. Every child a book this Christmas.	Research shows that children who read for 15 minutes a day (or more) are significantly less likely to become NEET. We stop as a school everyday to read for 15 minutes at 11am. Investment in texts that children select, along with sensory/prop boxes, engage students in shared reading and discussion. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2, 5

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

Budgeted cost: **£25,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance incentives and transition. This includes bi-weekly certificates and milkshakes. Persistent absence triggers individual plans, with phase leaders and behaviour team heading out to individual addresses to encourage young people in each morning. Bespoke transition plans are developed with individual needs at the centre, with staff working creatively	https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	2, 3, 4

and flexibly to ensure students feel safe and happy in school		
Rites of passage. Summer residential, Summer Fete, Oscars Awards Evening, Easter Bunny Hunt, Musical Performance, Winter Wonderland, Christmas Dinner Day and prize giving.	The school hosts annual events. As shared in the document below, these help in removing the financial barriers, offering academic extension, personal development and cultural enrichment to our disadvantaged learners. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf	2, 3, 4
Uniform	To ease the considerable pressure on disadvantaged families, our school provides two uniform t-shirts and school jumper to every learner. Moreover, we have a hardship fund to purchase further clothing items when needed. As advocated: https://cpag.org.uk/news-blogs/news-listings/let%E2%80%99s-not-stop-school-uniform	3, 4
Whole school training and implementation of Superflex and Zones of Regulation.	Developing a whole school behaviour policy that moves towards greater self-regulation, will rely on staff training and implementation of these interventions: https://www.zonesofregulation.com/research--evidence-base.html https://www.socialthinking.com/Articles?name=superflex-team-unthinkables-five-step-power-plan	2, 3
Summer keeping in touch. We hold summer activities in every week of the holidays.	In order to monitor the wellbeing of children over the summer holiday and develop further key relationships with staff in school, we run trips in every week of the summer holiday.	3, 4

Total budgeted cost: £132, 540

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 2020 to 2021 academic year.

As outlined in our challenges, the gap between non-disadvantaged and disadvantaged young people did widen based on KS4 outcomes. There is also a worrying increase in the number settled within post 16 study or employment

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. Despite Millgate School having the best attendance figure when compared to local special schools, the disruption to the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, bringing practitioners together throughout the academic year to drive school improvement. The school progress 8 figure sits at +0.2, which is an incredible achievement based on the complex SEND of our learners. Our GCSE Study Skills and Technique Workshops contributed to improving student outcomes for Maths and Science. 50% of students left with 5 GCSE graded 1-9. 45% left with at least grade 4 or above. 10% left with 5 GCSE graded 9-4 including English, Science and Maths.

The impact to staff and students' mental health was undeniable. We used pupil premium funding to fund events that brought the whole school together, including residential visits, fetes, awards evenings and whole school trips out. This impacted positively in their engagement and focus in class. Attendance last year at 84% (improved by 6%) on previous year. Behaviour for disadvantaged learners was significantly down, along with bullying and other serious significant issues.

We continued to provide support to families in crisis. We delivered over 1200 food parcels to homes, continued to provide uniform and home to home family support workers for all our disadvantaged learners to deliver the care needed to keep our young people safe and thriving within school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
Talk for Writing	Talk for Writing
Superflex	Social Thinking
Zones of Regulation	Kuypers Consulting, Inc.
Dyslexia Gold	Engaging Eyes Ltd
Maths, No Problem!	Maths, No Problem!

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	