



MILBY PRIMARY SCHOOL:

Pupil premium strategy statement (2023 - 2026)

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 – December 2025

Detail	Data
School name	Milby Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	18.6 (79 children)
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026
Date this statement was published	December 2023
Dates on which it will be reviewed	December 2024, 2025 & 2026
Statement authorised by	Mr M Archer (Headteacher)
Pupil premium lead	Mrs L Horishny (Pupil Premium Lead)
Governor lead	Mr T Barrows (pupil premium governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Ever 6: $69 \times £1,515 = £104,535$ PLAC: $5 \times £2,630 = £13,150$ Service: $3 \times 350 = £1,050$
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£118,735.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Milby Primary School, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to narrow any attainment gap between those pupils categorised as disadvantaged and the wider school population. Our pupils in receipt of pupil premium funding may face one or more barrier to learning and engagement, and we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition, we aim to provide all children with a rich and purposeful curriculum, with access to a variety of enriching experiences. We aim to find each child's area of expertise and nurture it in order for them to excel.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. We acknowledge the fact that our most disadvantaged pupils need additional support in order to promote educational equity. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In accordance with research carried out by the Education Endowment Foundation (EEF), we believe that the following evidence informed strategies are essential to closing the gaps created by disadvantage: quality first teaching, feedback to pupils and high-quality interventions.

Our strategy is also integral to wider school plans for educational recovery, notably in its targeted support through the school-led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The key principles of this strategy are to:

- Ensure that all adults within the school have the highest expectations of all pupils, regardless of their background.
- Ensure that all pupils are supported to achieve their best and that we act early to intervene at the point need is identified.
- Support the mental health and wellbeing of disadvantaged pupils, and support their self-belief and confidence.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcome and raise expectations of what they can achieve.

Challenges

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

Challenge number (rank order)	Detail of challenge
1	Assessment data comparing the attainment of pupil premium children with non-pupil premium children indicates the following gaps in all core subjects: -13% in reading, -28% in writing and -26% in maths (2024-25).
2	Assessments, observations and direct discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers in foundation stage and key stage one. This negatively impacts on their development as readers and their success across the curriculum, including the development of effective comprehension skills.
3	For the 2024-25 academic year, our data shows that attendance among disadvantaged pupils was 91.4%, compared to 96.7% for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress as well as their social and emotional development.
4	Families are facing financial barriers which are unprecedented, and these barriers can be magnified for families who meet the criteria for PPG. This can impact on the ability of parents to ensure that their child is suitably prepared for school as well as limit experiences and opportunities beyond their home life and immediate community.

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 reduce the attainment gap in reading and comprehension skills, and writing, between the pupil premium and non-pupil premium children.	The gap between school pupil premium and non-pupil premium children narrows. By the end of KS2 pupil premium pupils achieve at least in line with national expectations: (2025 National results) Reading 75% Writing 72% Maths 74%
To remove barriers to early reading, particularly decoding and fluency, for all children, with a focus on phonics in year 1.	Over 90% of pupils eligible for pupil premium will pass the phonics screening in year 1, with 100% of current year 2 PPG children passing the screening when re-tested.

School will deliver an engaging, broad and varied curriculum to ensure that all children, and particularly pupil premium children, access a wide range of quality enrichment experiences both in and out of school, that enable them to contextualise their learning.	There will be a proportionate amount of pupil premium children participating in after-school sports, enrichment clubs and recognised groups throughout the school. Pupils eligible for pupil premium will have the opportunity to have funded music tuition and fully-funded educational visits and residential trips.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Rates of attendance of pupil premium children will improve to at least 94%. Pupil premium children with attendance below 90% will show a clear and consistent improvement in their attendance across the three terms.

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 (CPD, recruitment and retention)

Budgeted cost: **£8500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through quality first teaching, all teachers prepare and plan a range of high-quality, progressive lessons which promote good and better progress. CPD is carefully structured through the school's improvement plan (SIP); this is supported through regular monitoring and moderation followed by clear and targeted feedback. 100% of teaching to be at least good and more teaching to be outstanding throughout the school (30%).	The EEF states that 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. Good and better teaching leads to good and better rates of progress.	1 and 2
Through CPD, staff will develop strategies to improve pupils' metacognition and self-regulation. Time will be provided to enable strategies to be embedded and impact reviewed.	The EEF states that the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.	1 and 2

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

Budgeted cost:£92,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled additional support for pupil premium children to improve reading, writing and maths skills through activities dependent on need. This will be delivered through additional teaching assistant time for all year groups to support pupil premium individuals, or allow the teacher to have additional time to work with identified children.	The NFER identified the most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially paired or small group additional teaching. These strategies are all supported by evidence of effectiveness in the Sutton Trust, EEF and Teaching and Learning Toolkit.	1 and 2
Improve the effectiveness of feedback by providing regular, additional, high-quality opportunities for feedback for disadvantaged pupils. This will be facilitated by weekly opportunities for teachers to meet with their disadvantaged children in order to provide a mentoring element to their learning and overall wellbeing (through pupil voice), in a 1:1 capacity.	Providing quality feedback has a direct, high impact on learning outcomes. The EEF identifies that feedback done well can: support pupil progress, build learning, address misunderstandings, and thereby close the gap between where a pupil is and where the teacher wants them to be.	1, 2, 3 and 4
Additional phonics and reading comprehension sessions targeted at disadvantaged pupils who require further support to accelerate progress. This will be delivered through the use of additional teaching assistant time in key stages one and two.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics and reading interventions have been shown to be most effective when delivered as regular sessions over a defined period.	1 and 2
Barriers to learning are identified for all pupil premium children, especially those with SEND, to help provide precise targeted support to accelerate progress. Funding for the SENDCo to support pupil premium children through individual consultations with class teachers, to closely monitor attainment and progress and ensure there are termly structured intervention plans in place to follow the 'assess, plan, do, review' process, in order to provide the right support for children.	As stated in the DfE guidance on supporting the attainment of disadvantaged pupils, one of the identified seven building blocks to success is focusing on outcomes for individual pupils rather than on strategies.	1 and 2

Wider strategies (attendance, behaviour and wellbeing)

Budgeted cost: **£18,710**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fortnightly meetings between Office Administrator, Attendance Champion and Pastoral Lead to review attendance concerns and embed a new graduated approach to include: regular contact with family if a child is not in school; pastoral support for families struggling with attendance; and attendance related vouchers. Termly meetings in school with the WAS targeted support officer.	If a child is not in school regularly, gaps in learning will develop which impacts on their overall progress and attainment. Children are also affected by absence, both socially and emotionally. The DfE's guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Social and emotional skills will be nurtured through: access to a wide variety of after school clubs and enrichment activities; funding for music tuition and educational visits; and access to morning breakfast club provision.	Evidence from research suggests that learning a musical instrument supports academic progress. Evidence also states that access to a wide variety educational visits and visitors improves engagement in curriculum learning.	1, 2, 3 and 4
Daily 'Welcome Club' will provide additional social and emotional support as well as breakfast, for the most vulnerable pupils at the start of the day.	Evidence suggests that children who regularly attend a breakfast club have a boost in their behaviour, concentration and attainment; are supported to ensure they eat healthily; are more likely to attend school on time; and have opportunities to support their own social and emotional development. The EEF states that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in KS1.	1, 2, 3 and 4

Total budgeted cost: £119,577.00

(Short fall covered by school budget: £842)

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.

Summer term data comparison over the last 2 years at Milby Primary School:

	2023/24			2024/25		
	PP	Non-PP	Difference PP compared to non-PP	PP	Non-PP	Difference PP compared to non-PP
Reading	51%	84%	-33%	56%	69%	-13%
Writing	35%	73%	-38%	44%	72%	-28%
Maths	42%	82%	-40%	54%	80%	-26%

From 2023/24 to 2024/25 the attainment gap between pupil premium funded children and non-pupil premium funded children has closed by the following:

Reading: gap closed by 20%

Writing: gap closed by 10%

Maths: gap closed by 14%

The introduction of the daily 'Welcome Club' has played a key role in improving attendance and punctuality for identified Pupil Premium pupils at Milby Primary School. By providing a calm, supportive start to the day, including breakfast and opportunities for social and emotional support, pupils arrive in school feeling settled, valued and ready to learn. This directly supports our strategy to improve attendance and wellbeing for disadvantaged pupils and to remove barriers to learning at the earliest point. Daily contact allows staff to identify pastoral, emotional or learning concerns quickly, enabling timely intervention and preventing issues from escalating, which in turn improves pupils' engagement in lessons.

Funding has been used strategically to deploy additional Teaching Assistant support across the school. This has enabled time for teachers to spend focused time working with disadvantaged pupils through mentoring, high-quality feedback and pupil voice discussions, strengthening relationships and supporting pupils' confidence and self-belief. Additional adult capacity has also allowed for targeted phonics and early reading interventions, particularly in EYFS, Year 1 and Year 2, ensuring that gaps in decoding, fluency and comprehension are identified early and addressed systematically. This targeted approach supports the school's aim that all pupils, including those eligible for pupil premium, are supported to pass the phonics screening check and become confident, fluent readers.

Staff understanding of the needs of disadvantaged pupils has been strengthened through focused CPD linked to the School Improvement Plan, with a continued emphasis on Quality First Teaching, metacognition and effective feedback. Regular reference to Education Endowment Foundation guidance ensures that teaching strategies are evidence-informed, inclusive and em-

bedded within daily classroom practice. As a result, expectations remain consistently high, teaching is increasingly responsive to pupils' needs and disadvantaged pupils demonstrate improved behaviour for learning, resilience and engagement.

In line with the school's commitment to providing a rich and purposeful curriculum, funding has also been used to ensure disadvantaged pupils have full access to after-school clubs, enrichment opportunities and residential visits. There is now a proportionate representation of pupil premium pupils attending clubs and participating in wider school experiences, including educational visits and residential. These opportunities enhance pupils' social development, confidence and sense of belonging, while supporting engagement and motivation within the wider curriculum.

Overall, the targeted and strategic use of pupil premium funding at Milby Primary School is having a positive impact on pupils' attendance, engagement, wellbeing and academic progress. By combining high-quality teaching, targeted interventions and wider enrichment, the school is working effectively to narrow the attainment gap between pupil premium and non-pupil premium pupils, while ensuring all pupils are supported to achieve their potential. Outcomes for disadvantaged pupils are improving over time, and the school remains committed to sustaining this progress through ongoing evaluation and refinement of its Pupil Premium strategy.

Externally provided programmes

Programme	Provider
-----------	----------

Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Cracking Comprehension	Rising Stars
Thrive Approach	Thrive Approach
Bug Club Phonics	Active Learning
Literacy Shed	Education Shed
Spelling Shed	Education Shed
White Rose Maths	White Rose Maths
Times Tables Rock Stars	Maths Circle