

Pupil premium strategy statement – Millais 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	1348
Proportion (%) of pupil premium eligible pupils	10.76%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	Under review
Statement authorised by	Dr Alison Lodwick Headteacher
Pupil premium lead	Mr Keith Sivyour Assistant Headteacher
Governor / Trustee lead	Mrs Caroline Carroll

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,395
Recovery premium funding allocation this academic year	£43,608
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£207,003

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Millais is to support all students who are disadvantaged irrespective of prior attainment and background. The activities outlined in this statement are designed to provide an environment for staff and students to succeed together in the classroom where we can best address educational disadvantage.

Our focus is for disadvantaged students to achieve and sustain second quartile for progress 8 compared to all disadvantaged pupils amongst similar school, (using the EEF's families of schools database). In addition, we aim to improve attendance for disadvantaged pupils to the national average.

Our pupil premium strategy was reviewed by Marc Rowland in November 2020, Marc identified that:

- 1. There is much to be commended in the school's strategy. It is a model of good practice. It is well researched. It supports all pupils who are disadvantaged, not just those eligible for the Pupil Premium. There is a strong culture of inclusion and buy-in to the strategy across the school. Middle leaders recognise its purpose and are restless to implement it well for better outcomes for pupils. Staff are reflective, open and positive.*
- 2. The main recommendation is to implement the strategy well and avoid the temptation of adding in additional activity.*

This strategy forms part of our wider recovery and learning strategy which has seen Millais develop its own academic tutoring and pastoral coaching program.

The key principles of our strategy:

- A culture of collective responsibility for disadvantaged students, integrated into appraisal systems at all levels throughout the school.
- Evidence based CPD opportunities to empower staff with the expertise to provide high quality teaching based on 'making every lesson count' (Embedding Formative Assessment focus) and the vocabulary gap.
- Early evidence-based intervention using the EEF tiered model of - teaching and learning, academic intervention, and wider approaches.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS3 & 4
2	Disadvantaged students' attendance is lower than their peers with the gap growing in KS4.
3	Disadvantaged students' reading ages are on average lower than their peers on entry to the school.
4	Disadvantaged students' cultural capital and parental engagement is on average lower than their peers.
5	Wellbeing survey's, discussions, observations, and results from Lucid Pass screener indicate that many students from disadvantaged families have lower resilience and increased social & emotional concerns.

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 student attainment among disadvantaged students across the curriculum at the end of KS4.	Progress data for Y10 and Y11 shows a narrowing of the gap. Disadvantaged students achieve and sustain second quartile for progress 8 compared to all disadvantaged pupils amongst similar school, (using the EEF's families of schools database).
Attendance gap between disadvantaged students and their non-disadvantaged peers reduced.	Attendance of disadvantaged students to be in line with the national average in 2026.
Improved reading comprehension among disadvantaged pupils across KS3.	Lucid Exact assessments in year 7 are repeated in year 9 and demonstrate improved comprehension skills among disadvantaged students and a smaller gap between them and their non-disadvantaged peers.
Disadvantaged students to participate in a wide range of enrichment activities. Disadvantaged parents to have increased engagement with school.	Tracking of extra-curricular sessions used to prioritise and direct disadvantaged to engage. Socio-economic barriers removed to support the development of skills essential for curriculum understanding. Attendance at parents evening for disadvantaged students is in line with their peers by 2026.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by data collected from student voice, student and parent surveys, Lucid PASS results.

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: £3502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and continuation of SSAT Embedding Formative Assessment 2-year professional development programme until December 2023.	Students in the Embedding Formative Assessment schools made the equivalent of two additional months' progress in their Attainment 8 GCSE score. This result has a very high security rating. The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	1
CPD on Closing the vocabulary gap. This is to begin January 2024	Acquiring disciplinary literacy is key for students as they learn new more complex concepts in each subject. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,3

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

Budgeted cost: £45,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition Maths Yr7(Success at Arithmetic) Small group tuition English (Lexia) Weekly Reading buddies for Yr7&8	Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3

<p>Creation of an inhouse tutoring and pastoral coaching programme to provide a blend of coaching and school-led tutoring for pupils who are underachieving. Tutoring up to May 2023. SPA programmes afterwards.</p> <p>Aim to start wider intervention programmes for students at risk from gaining a grade 5 in either English or Mathematics who are targeted as grade 5.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1</p>
<p>The Scholars Programme provided for 12 Higher Attaining Disadvantaged in Years 9 /10 students annually.</p>	<p>The Brilliant Club's Scholars Programme gives pupils from non-selective state schools the opportunity to work with a PhD researcher to experience university style learning.</p> <p>https://thebrilliantclub.org/evaluation/programmes-evaluation/</p> <p><i>UCAS independent impact evaluation 2021 "Year 10 Scholars Programme graduates were also statistically significantly more likely to apply to, receive offers from and to progress to highly-selective universities than their peers who did not take part in the programme. Some 38% of pupils who completed The Scholars Programme in Year 10 progressed to a highly selective university.</i></p>	<p>1, 4</p>

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

Budgeted cost: £157,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated attendance	DFE 2016 -found the higher the overall absence rate across KS4 the lower the likely level of attainment at the	2

<p>officer to closely monitor disadvantaged students' attendance working closely with pastoral staff to build relationship with families implementing strategies where needed.</p>	<p>end of KS4. "Overall absence had a statistically negative link to attainment".</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Purchase of 'Action Your Potential programme' to work in weekly partnership with parents to support all student's wellbeing.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
<p>Increased 1:1 career adviser Interviews for year 9 and year 8 students.</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that career's interventions have an effect size of +0.38 and are likely to have positive effect on student achievement.</p>	4,5
<p>Provide high quality pastoral care including mentoring and support of vulnerable students by Learning Mentors</p>	<p>EEF Toolkit (2021) reports that mentoring has a +2-month benefit to students</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	5
<p><i>iheart</i> programme purchased for identified yr7&8 students to promote resilience and wellbeing.</p>	<p>The EEF reports that there is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>Healthy Minds EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Enrichment co-ordinator appointed to encourage</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather</p>	4

<p>extra-curricular engagement.</p>	<p>than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Contingency funding to prevent students from being unable to access enrichment opportunities and have resources and equipment required for learning.</p>	<p>Students find it harder to access the curriculum if they lack the tools in which to do so. Supplying essential equipment and uniform alleviates some pressures in the home. Students will not feel disadvantaged at school if they have a same equipment as their peers. Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>

Total budgeted cost: £207,003

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching & Learning:

Purchase of SSAT Embedding Formative Assessment 2-year professional development programme: This programme runs until December 2023.

Impact of activity so far:

- Team of 16 EFA leads trained within the school to facilitate sessions for other staff which has led to a greater degree of expertise amongst classroom teaching staff
- Seven workshops of formative assessment strategies have taken place so far, widening the range of strategies which can be seen in teaching across the school
- Workshops have enabled cross curricular groups which have built relationships between departments and started a culture of peer observation – both factors which indirectly support pupil achievement through the development of networks to share strategies and best practice
- Survey of staff results suggest that this has given an improved focus on formative assessment strategies in lessons:
- 93% of staff have you observed any of the EFA strategies when carrying out peer observations or lesson observations?
- When staff have used the strategies in lessons 98% have realised a noticeable impact on learning/understanding?
- 94% found that the project made them more focused on planning for effective formative assessment between workshops?
- Inset day Jan 2023 – time scheduled for staff to be in CAs sharing best practice EFA in their subject(s) so that we can refine the focus at a disciplinary level
- Visit to Richards Lodge school Jan 2023 to see best practice in action and write next stage of development plan for consistency of EFA across the school community
- EFA focus in subject Deep Dives from Jan 2023 – to be part of the focus on PP students in lessons and when completing work scrutinies

CPD on Closing the vocabulary gap:

This did not start properly in 2021/22. It is planned to begin this in January 2024.

Achievement of disadvantaged students at KS4

This data is based on unvalidated GCSE and equivalent results for 2022:

Progress 8	Target	Result
	2022*	2022*
All	0.63	0.50
Non - Disadvantaged	0.70	0.60
Disadvantaged	0.10	-0.29
Gap	-0.60	-0.89
Attainment 8	Target	Result
	2022	2022
All	58.0	58.1
Non - Disadvantaged	60.0	60.3
Disadvantaged	40.0	40.7
Gap	-20.0	-19.6
Ebacca laurate APS	Target	Result
	2022	2022
All	5.46	5.45
Non - Disadvantaged	5.66	5.68
Disadvantaged	3.56	3.61
Gap	-2.10	-2.07
% Strong Pass En & M	Target	Result
	2022	2022
All	63	67
Non - Disadvantaged	68	74
Disadvantaged	26	15
Gap	-42	-59

Progress 8 is well above national disadvantaged (-0.55)

Attainment 8 is above national disadvantaged (37.5)

Ebacc APS is well above national disadvantaged (3.19)

%Strong English & Maths Pass is well below national disadvantaged (29.5%)

Targeted Academic Support:

Small Group Tuition Maths Y7: (2 of the 9 Students were disadvantaged)

The results of the baseline for Addition and Subtraction were:

Before completing the intervention the average score was 29/40 (73%)

After completing the intervention the average score was 34/40 (85%)

The results of the baseline for Multiplication and Division were:

Before completing the intervention the average score was 13/40 (33%)

After completing the intervention the average score was 25/40 (63%)

Small Group Tuition English (Lexia): (19 of 50 students were disadvantaged with low literacy levels on entry use Lexia during lesson time for a two month period)

On average, students made an average of +0.8 levels of progress in Word Study; +0.2 levels of progress in Grammar and +0.4 levels of progress in reading comprehension.

Weekly Reading Buddies for Y7 & Y8: (25 Year 7 and 8 students with the lowest reading scores based on Lucid entry data were selected to take part in Reading Buddies, a large proportion of whom are PP).

They did ten minutes of paired reading with a Year 10 reading ambassador every Wednesday morning. No data is available yet to support their reading progress.

Creation of an inhouse tutoring and pastoral coaching programme to provide a blend of coaching and school-led tutoring for pupils whose education has been most impacted by the pandemic:

A total of 75 PP students were tutored in 2021-22 across English, Maths, Science, Humanities, MFL and Creative & Expressive Arts. They were amongst the more difficult student groups to attend sessions (together with SEND students).so the total number that actually attended was very pleasing. There has been measured impact in Maths, Science, Humanities, MFL and Creative & Expressive Arts..

The Scholars Programme provided for 12 Higher Attaining Disadvantaged in Years 9 /10 students annually:

11 students of which 7 were disadvantaged undertook this programme in 2021/22 with final grades as follows:

6 were awarded 1st class (2 disadvantaged)
3 were awarded 2nd class lower (all disadvantaged)
1 was awarded 3rd class (disadvantaged)
1 did not submit

The first data capture in 2022/23 shows that 9 out of the 11 students above are making better than expected progress across all their subjects.

Wider Strategies:

Designated attendance officer to closely monitor disadvantaged students' attendance working closely with pastoral staff to build relationship with families implementing strategies where needed:

Disadvantaged students attended school for 84.3% during the 2021/22 academic year. In 2020/21 the national attendance for disadvantaged students was 92.5%.

Purchase of 'Action Your Potential programme' to work in weekly partnership with parents to support all student's wellbeing:

Timeline of work to date (21/22 Academic Year)

7th October Face to Face Parent Launch

1st November Face to face Staff Launch

2nd November Virtual Student Launch via Tutors and Video

23rd November Face to face Student Assembly with Darren

5th January Face to face Year 11 small group workshop with Andrew/Darren - study capture sheets.

7th July Face to face Transition Day with Year 6

Case Study – Year 10 student going into Year 11 22/23 has ASC diagnosis and high anxiety about school. Mum reached out to AYP through our parent portal and has been in one-to-one contact since March 22. Student receives 1:1 virtual coaching and parents receive separate coaching alongside. AYP inform CLW of email correspondence. Fast forward to October 22. Student is able to attend mock exams in school, thanks to the work they have completed with AYP.

Increased 1:1 career adviser Interviews for year 9 and year 8 students: The following will need implementing in 2022-23:

- Plan for some PP budget to be used to secure outside careers advice for all PP students in Year 8 & 9.
- Year 9 will be given aspiration interviews by internal staff pre options (Feb 2023 onwards). PP students will also be guaranteed outside careers advice.
- Summer term 2023 – Year 8 PP academic check ins (internal staff) and to be offered careers interviews with external careers advisor.

Provide high quality pastoral care including mentoring and support of vulnerable students by Learning Mentors:

Learning Mentor Support Spring term 2021 -2022:

Year Group (Total number in year group)	PP Seen (Total number of PP in year group)	Non-PP Seen	Total	% PP seen /year group, compared to (% total PP in year group)
7 (254)	3 (29)	6	9	33% / 11%
8(303)	8(43)	11	19	42% /14%
9(286)	1(28)	7	8	13% / 10%
10(318)	7(32)	23	30	23% / 10%
11(300)	8(35)	20	28	27% / 12%

iheart programme purchased for identified yr7&8 students to promote resilience and wellbeing:

The iheart programme with Blossom group had some impact but the poor regular attendance of the group meant that this was limited as parts were missed. The group also found that the programme was aimed at Neurotypical students and had not taken into consideration their neurodiversity – they felt quite strongly about this.

Enrichment co-ordinator appointed to encourage extra-curricular engagement: Jon Mizler was appointed to this role in 21-22.

Contingency funding to prevent students from being unable to access enrichment opportunities and have resources and equipment required for learning:

Year Group	% of non PP students attending a club	% PP students attending a club
7	53.7	48.3
8	45.6	41.0
9	36.8	30.0
10	22.8	24.1

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia	Lexia Learning Systems LLC
Embedding Formative Assessment (2-year professional development programme).	SSAT
Lucid Pass	GL Assessment

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Mainly revision guides, Food Technology ingredients and a school trip.
The impact of that spending on service pupil premium eligible pupils
Two thirds of these students are “on track” in terms of academic progress.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.