



Millom School and Sixth Form



Pupil Premium Strategy Statement

Date: October 2023

Review: October 2024



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Pupil premium strategy statement 2023-24

Millom School has set priorities in response to the disruption to education through the COVID-19 pandemic and a focus on students who may be classified as disadvantaged and/or SEND.

The school priorities are;

- Take Responsible
- Learn to Read, Read to learn
- Better Learner: Student Centred approach
- Supporting students with SEND

The priorities have been chosen to be easy to communicate to all stakeholders, and to remain in focus throughout all activities.

When setting these priorities in the 2023-24, it was anticipated that the priorities would for longer than one year; monitoring actions and impact to develop the priorities over a longer period of time. The actions and planning that sit behind these priorities focus on student engagement in their own learning, learning to and improving to their ability or read continuing established work on metacognition, founded in EEF research. The school is also looking to support and increasing number of students with SEND.

Promotion of reading in the school supports national strategies to address barriers to accessing learning; working with evidence proven intervention strategies. Evidence gained through 2022-23 has allowed for updated strategies that will support reading in additional ways.

A language of engagement of all students is promoted across the school, typified by high levels of student attendance at a local and national in the wake of disrupted education, and the promotion of the school learning journey and the principals of the Millom Learner.

School overview

Detail	Data
School name	Millom School
Number of pupils in school	479
Proportion (%) of pupil premium eligible pupils	16.49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-25
Date this statement was published	October 2023
Date on which it was reviewed	
Date on which it will be reviewed	October 2024
Statement authorised by	S Olliver
Pupil premium lead	S Olliver



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Governor / Trustee lead

G Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,740
Recovery premium funding allocation this academic year	£28,152
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	£136,892

Part A: Pupil premium strategy plan

Statement of intent

Millom School's priorities for the academic year 2022-23 were chosen to focus the efforts of staff and students towards improving outcomes from all students. This is developing the work completed during previous years in order to recover from disrupted education through proactive, easy to understand actions. These priorities were intended to span beyond a single academic year, so are being continued throughout 2024-25. Initial findings from 2022-23 have shown positive impact of the measures proposed through this plan, principally a narrowing of the attainment gap between disadvantaged students and their peers

Through evidence-based interventions into developing reading, and supporting identified students with reading ages below their chronological age, disadvantaged students will be a priority group of students. Any financial barriers to accessing support or learning materials will be addressed by the school, to give students the same experiences. Analysis of interventions used during 2021-22 have indicated an improvement in the reading of student especially this in the mid low range of their reading ability.

Professional development of teaching staff will have particular focus on Education Endowment Fund researched methods of Metacognition & Self-Regulated Learning; ensuring high quality teaching and learning takes place across the school to address gaps in knowledge that have arisen through disruption to education, where disadvantaged students have suffered significant impact.

Student engagement in all of the above activities will be closely monitored, primarily through school attendance. Where attendance concerns are identified, particularly in cases of persistent absence of disadvantaged students, appropriate support will be availed on a case-by-case basis.

Challenges

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



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Challenge number	Detail of challenge
1	Students being below expected levels of progress as a result of longer-term effects of disruption to education throughout COVID19 pandemic and possible effect of being disadvantaged.
2	Reading ages of some students being below their chronological age, limiting access to learning opportunities. Key reading techniques, such as phonics being under developed at the time of joining secondary school
3	Persistent absence of disadvantaged students reduces the opportunity to engage in high-quality teaching & learning, and intervention strategies

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
Reading ages of students who have been identified as needing support will increase	Sample testing of student reading ages, particularly disadvantaged students will demonstrate improvement against baseline data taken in January, July & September 2023
Level of persistent absence of disadvantaged students at Millom School will have been reduced from levels seen in 2022-23	Monthly attendance reports discussed by the school Leadership Team will monitor key groups of students throughout the year. National and local data will allow for meaningful comparisons of progress against this outcome.
Develop students as learners, with a particular focus on disadvantaged students, SEND students and those most impacted by lockdowns	Quality Assurance & benchmarking processes will assess standards of provision, making evidence available to school leaders to identify and share good-practice.



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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: £65,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivered through INSET sessions during academic year, including use of Reciprocal reading, EEF teaching and learning strategies	Quality Assurance processes such as lesson observations, work scrutiny exercises and student-voice activities will evidence good practice.	1 & 3
Class sizes keep to a minimum, especially in year 7 to support development of strong practices in Metacognition and Self-Regulated Learning	Quality Assurance processes such as lesson observations, work scrutiny exercises and student-voice activities will evidence good practice.	1 & 3

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

Budgeted cost: £43,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading will be supported through evidenced interventions as part of lessons, during tutor periods and targeted intervention (EG Accelerated Reader, IDL and Fresh Start phonics)	Appointment of dedicated reading support lead will allow for thorough interrogation of student progress in reading (Reading Ages). Students will be more engaged with learning & intervention opportunities.	1, 2 & 3



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Academic mentoring of students, particularly disadvantaged students will work to address gaps in knowledge	Assessment of students throughout the year will influence the reporting of progress data during the course of the year. Progress towards school targets will be analysed following data collections exercises.	1 & 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student attendance monitoring; particular focus on disadvantaged persistent absence, supported by Learning Mentor with specific attendance focus.	Data from previous years shows the impact of specific focus on the attendance of these students who can be supported by a specific member of staff.	1 & 3
Focus on student engagement of key groups, specifically disadvantaged students who were disengaged during periods of school closure	Data gathered regarding engagement with remote learning during school closure identifies students who require specific support to close gaps in learning; reported through behaviour reports to Senior Leadership Team. These issues are still in evidence 2 full school years after the pandemic	3
Students are being provided with CAIAG for selected students from Year 9	The current Year 11 cohort are the first group of students targeted. This will hopefully a low number of NEETs from this cohort	1

Total budgeted cost: £136,892

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 2022 to 2023 academic year.



Attendance Impact

Throughout 2022 - 23, Millom School attendance was broadly in line with national and local attendance figures and trends. The cumulative attendance figure for the year was within 0.6% of the national average (Fischer Family Trust Data) attendance figure. For disadvantaged students, this gap was slightly wider, showing roughly 1% below the national average, identifying this a continued focus for the current year.

Student Progress Impact

Analysis of the 2023 GCSE examination data has shown an encouraging reduction in the gap between academic progress of disadvantaged students and their peers. Whilst a gap of -0.3 between the disadvantaged group and non-disadvantaged groups still exists, it is narrower than in previous years where the gap between the two groups has been in excess of -0.5

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
National Tutoring Programme	School Led tutoring was used for this programme
PiXL intervention strategies	PiXL Range of intervention/support strategies, including apps and reorganisation of tutor groups to focus support.
Reading Led provision	WELL Project