

Pupil premium strategy statement

Millom School has set priorities in response to the disruption to education through the COVID-19 pandemic, which maintain a positive focus on the recovery of all students, and a focus on students who may be classified as disadvantaged. The school priorities are;

- Take Part
- Read More
- Better Learner

The priorities have been chosen to be easy to communicate to all stakeholders, and to remain in focus throughout all activities during the current academic year. The actions and planning that sit behind these priorities focus on student engagement in their own learning, continuing established work on metacognition, founded in EEF research. Promotion of reading in the school supports national strategies to address barriers to accessing learning; working with evidence proven intervention strategies. A language of engagement of all students, typified by high levels of student attendance 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	517
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	N Eaton
Pupil premium lead	N Eaton
Governor / Trustee lead	G Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,595
Recovery premium funding allocation this academic year	£15,225
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	£117,820

Part A: Pupil premium strategy plan

Statement of intent

Millom School's priorities for the academic year 2021-22 have been chosen to focus the efforts of staff and students towards recovery from disrupted education through proactive, easy to understand actions.

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.

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.

Challenge number	Detail of challenge
1	Gaps in learning, as a result of school closure over the past two years, which need to be closed
2	Reading ages of some students being below their chronological age, limiting access to learning opportunities
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 July & September 2021
Level of persistent absence of disadvantaged students at Millom School will have been reduced from levels seen in 2020-21	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.
to improve 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.

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: £62,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivered through INSET sessions during academic year, including use of IRIS package to share good practice	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: £29,800

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)	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
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

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

Budgeted cost: £25,320

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	3

Total budgeted cost: £117,820

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.

Attendance Impact

September 2020 reopening, following a significant period of school closure, saw whole-school attendance stand at 94.4% for the first half-term, and 93.9% for the second half of the Autumn term. National attendance data for all state-funded secondary schools reported an attendance level of 94.3% for the Autumn term, showing school figures as a comparable to the national picture. A clear plan of communicating school procedures under COVID-19 prior to the start of the term promoted confidence in returning to a school environment. Where students were hesitant about the return to school, support included; enhanced communication with families and visits to the school to see the new operation of the school, successfully addressed these issues.

Following school reopening in March 2021, school attendance was broadly in line with national and local attendance comparisons (March: Millom = 92.9%, Cumbria = 92.7%, National = 90.1%. April: Millom = 93.4%, Cumbria = 93.7%, National 92.1%) highlighting a confidence in systems in place to keep the school and wider community as safe as possible. When comparing attendance of students eligible for Free School Meals during the same period, similar trends were seen (Millom FSM = 87.4% Cumbria FSM = 88.7%). Data being shared through Local Authority led channels at this time allowed for real-time comparisons to be made, something only possible with considerable time delay in waiting for national attendance statistics to be published.

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	Randstadt Provision of online tutoring
PiXL intervention strategies	PiXL Range of intervention/support strategies, including apps and reorganisation of tutor groups to focus support.