



Millom School and Sixth Form



Pupil Premium Strategy Statement

Date: October 2024

Review: October 2025



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Pupil premium strategy statement 2024-25

Millom School has set priorities in response to the needs identified within the school's improvement planning. The school priorities are;

- Improving academic outcomes
- Widen opportunity
- Ready to Learn – every lesson counts

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 2024-25, it was anticipated that the priorities may be 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 2023-24 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.

The school is also working with the WELL project and the Cumberland Council RADY project (Raising Attainment of Disadvantaged Young People).



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School overview

Detail	Data
School name	Millom School
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	24% (111)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	October 2024
Date on which it was reviewed	
Date on which it will be reviewed	October 2025
Statement authorised by	S Olliver
Pupil premium lead	S Olliver
Governor / Trustee lead	G Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,910
Recovery premium funding allocation this academic year	£0
Recovery premium funding allocation carried forward from previous years (enter £0 if not applicable)	£6279.00
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	£103,189

Part A: Pupil premium strategy plan

Statement of intent

Millom School's priorities for the academic year 2023-24 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 2023-24 have shown positive impact of the measures proposed through this plan, principally a narrowing of the attainment gap between disadvantaged students and their peers, for students who attend school.

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 2023-24 have indicated an improvement in the reading of student especially this in the mid low range of their reading ability.



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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. The school is looking to develop the teaching practice of staff in terms of adaptive teaching for all disadvantaged students (including Pupil Premium and SEND students)

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. The school has developed (and is now embedding) an early intervention daily strategy of the improvement of the attendance in particular students who are persistently absent.

Challenges

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

Challenge number	Detail of challenge
1	Students being below expected levels of progress as a 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 and fluency 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



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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 October 2024 January and July 2024
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. Work of Learning Mentor monitored to see improvements
Develop students as learners, with a particular focus on disadvantaged student and SEND students	Quality Assurance & benchmarking processes will assess standards of provision, making evidence available to school leaders to identify and share good-practice. Development of adaptive teaching practices for all staff.



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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: £50562,61 (49%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivered through INSET sessions during academic year, including use of Reciprocal reading, reading data, EEF teaching and learning strategies and adaptive teaching 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: £33020.48 (32%)

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, Fluency package 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
Academic mentoring of students, particularly disadvantaged students will work to	Assessment of students throughout the year will influence the reporting of progress data during the course of the year. Progress towards school	1 & 3



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address gaps in knowledge	targets will be analysed following data collections exercises.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19606.91 (19%)

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	Data gathered regarding engagement with home-based learning in terms of homework completed on a device.	3
Students are being provided with CAIAG for selected students from Year 9	The current Year 11 cohort are the second group of students targeted. This will hopefully a low number of NEETs from this cohort	1

Total budgeted cost: £103,189

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 2023-24, Millom School attendance was broadly in line with national and local attendance figures and trends. The cumulative attendance figure for the year was 0.2% above the national average (Fischer Family Trust Data) attendance figure. However for disadvantaged students, this gap was negative, showing roughly 3.1% below the national average, identifying this a continued focus for the current year.

Student Progress Impact

Analysis of the 2024 GCSE examination data has shown a very encouraging reduction in the gap between academic progress of disadvantaged students and their peers, when considering the pupils that fully complete their Key Stage 4 education with us. For these pupils, they had an overall progress score of -0.07 , which is slightly higher than the progress



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score of the non-disadvantaged group. This was also true of the separate English and E-Bacc progress scores. Whilst an official gap of -0.65 between the disadvantaged group and non-disadvantaged groups exists, it must be acknowledged that the average progress of the comparatively small group of disadvantaged pupils in this cohort was significantly impacted by four students who did not attend school for some time during their Key Stage 4 education.

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
PiXI intervention strategies	PiXL Range of intervention/support strategies, including apps and reorganisation of tutor groups to focus support.
Reading Lead provision	WELL Project
Reciprocal Reading	Cumberland County Council
RADY – Raising attainment of Disadvantaged Young People.	Cumberland County Council
Disadvantaged provision Project – marc Rowland	WELL Project

