Millom School and Sixth Form

Pupil Premium Strategy Statement

Date: October 2025

Review: October 2026

Millom School continues to focus on three clear priorities that guide everything we do:

- **Improving Academic Outcomes**
- **Widening Opportunity**
- **Ready to Learn – Every Lesson Counts**

These priorities were first set in 2024–25 and remain in place because they reflect the real needs of our students. They are easy to understand and help us stay focused on what matters most—supporting every child to thrive.

Our Values

Everything we do is shaped by our school values:

- **Excellence** – We aim high for every student, helping them achieve their best.
- **Empowerment** – We give students the tools and confidence to take charge of their learning.
- **Equality** – We ensure all students have access to the same opportunities.
- **Equity** – We provide tailored support to meet individual needs.

These values are embedded across our curriculum, behaviour systems, and support strategies.

What's New This Year?

We've built on last year's work and used evidence from our own school and national research to update our plans. This includes:

Improving Reading

Reading is key to success in every subject. We've expanded our reading support by continuing our three-phase intervention (Phonics, Fluency, Comprehension) and launching a **new computer-based programme called ReadingWise**. This helps us target support even more precisely, and it's delivered **during the school day** to avoid missing other lessons. We're also continuing with **Accelerated Reader** and **Reciprocal Reading** strategies across subjects. These approaches promote **Excellence** in literacy and ensure **Equity** for students with lower reading ages.

Short-Term (Term 1): At least 25% of KS3 students receiving intervention show measurable improvement in reading age (NGRT/STAR tests). ReadingWise pilot successfully launched.
 Medium-Term (Term 2): Proportion of KS3 students with reading ages more than two years below chronological age reduces from 27% to 20%.

Long-Term (End of Year): Disadvantaged students in the bottom 20% of readers show accelerated progress, reducing the gap with peers. Reading improvements contribute to stronger outcomes in English and wider curriculum subjects.

Supporting Attendance

We know that being in school every day makes a huge difference. We're working hard to reduce **persistent absence**, especially for disadvantaged students. This includes **home visits**, **personalised attendance plans**, and **positive phone calls home**. We're also using data to spot problems early and working with families to overcome barriers. These actions reflect our commitment to **Equality** and **Empowerment**, helping every student access their learning.

Short-Term: FSM6 persistent absence reduced from 40.7% (July 2025) to below 30%.
Medium-Term: FSM6 PA rate reduced to 25% or lower; personalised attendance plans in place for all flagged students.
 Long-Term: FSM6 persistent absence reduced to below 20%, in line with or better than national averages. Attendance gaps between FSM6 and non-FSM6 students significantly narrowed.

Improving Behaviour and Engagement

We're embedding our **Millom School Values** in every interaction. Our **Positive Regard Behaviour Strategy** helps students understand expectations and make better choices. Staff are trained to use **restorative approaches**, and we're tracking positive behaviour to celebrate success. This supports **Equity** by ensuring fair and consistent support for all students.

Helping Students Learn Independently

We're continuing to use strategies from the **Education Endowment Foundation (EEF)** to help students become more confident, independent learners. This includes teaching them how to plan, monitor, and reflect on their learning. We're also making sure our **Teaching Assistants** are used effectively, supporting students to think for themselves rather than relying on help. These strategies promote **Empowerment** and **Excellence**.

 Short-Term: Staff complete training on EEF strategies for metacognition and TA deployment by end of Term 2.

Medium-Term: Lesson observations show increased use of strategies promoting independence (reflect/review/re-draft cycles).

Long-Term: Disadvantaged pupils demonstrate measurable improvement in self-regulation and metacognitive skills; reliance on scaffolding reduced.

Reducing Lost Learning

We're tackling the impact of missed lessons due to lateness, absence, or behaviour. This includes **structured reintegration plans**, **access to learning during isolation**, and **support teams** that work together to keep students on track. These actions ensure **Equity** and help students stay **Ready to Learn**.

Reducing Lost Learning

Impact will be evaluated through:

- **Quantitative Data**: Comparison of disadvantaged pupil outcomes with national figures; analysis of reading age improvements, attendance rates, and GCSE performance.
- **Persistent Absence Tracking**: PA data for disadvantaged pupils monitored termly and benchmarked against national averages.
- **Soft Data Collection**: Pupil voice surveys, engagement logs, and mentor reports to assess confidence, attitudes to learning, and independence.
- **Impact Analysis**: Identification of successful strategies and replication across departments; review of interventions that show limited impact for refinement.

Working Together

We're proud to be part of the **WELL Project** and the **Cumberland Council RADY initiative (Raising Attainment of Disadvantaged Young People)**. These partnerships help us share ideas and improve our support for students who need it most.

What Does This Mean for Your Child?

If your child is eligible for Pupil Premium, they may benefit from:

- Extra support with reading and literacy
- Help with attendance and punctuality
- Access to mentoring and behaviour support
- Opportunities to build confidence and independence
- A curriculum that's designed to meet their needs

We believe every child deserves the chance to succeed, and we're committed to making that happen—**every lesson counts**.

School overview

Detail	Data
School name	Millom School
Number of pupils in school	485
Proportion (%) of pupil premium eligible pupils	21% (104)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-28
Date this statement was published	October 2025
Date on which it was reviewed	
Date on which it will be reviewed	October 2026
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	£110,173.08
Recovery premium funding allocation this academic year	£0
Recovery premium funding allocation 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	£110,173.08

Part A: Pupil premium strategy plan

Statement of intent

At Millom School, our vision is to ensure every student is **Ready to Learn – Every Lesson Counts**. Our strategic intent for 2025–26 is driven by our core values:

- **Excellence** – delivering high-quality teaching and learning that inspires achievement.
- **Empowerment** – enabling students to take ownership of their learning journey.
- **Equality** – ensuring all learners have access to the curriculum and opportunities to succeed.
- **Equity** – providing tailored support to meet individual needs and close gaps.

This year's implementation plans reflect a whole-school commitment to inclusive, evidence-informed practice. We aim to reduce barriers to learning, close attainment gaps, and foster independent, self-regulated learners through the following priorities:

Curriculum & Vulnerable Learners

We will **embed Read Write software as a normal way of working**, enabling students to access learning independently and confidently. Staff and students will receive training, and CPD will focus on adaptive planning and inclusive assessment. This supports our value of **Empowerment**, ensuring students with literacy needs can thrive.

We will also **maximise the impact of Teaching Assistants**, aligning with the EEF's guidance to promote independence and reduce over-reliance. Teachers will plan for graduated support withdrawal, enabling pupils to engage with challenging content.

Behaviour

Through the **Positive Regard Behaviour Strategy**, we will **embed Millom School Values** in every interaction. Staff will consistently apply the behaviour policy, use restorative conversations, and track positive points. This promotes **Equity** by ensuring all students understand expectations and receive fair, consistent support.

Attendance

We will **target persistent absence and lateness** through structured interventions, home visits, and staff-led routines. Attendance will be a visible priority across tutor time, assemblies, and parental engagement. This supports **Equality**, ensuring all students are present and ready to learn.

Reading

We will continue to deliver our **three-phase reading intervention** (Phonics, Fluency (decoding), Comprehension), led by trained TAs and sixth form mentors. **Reciprocal Reading** will be embedded across the curriculum, and **Accelerated Reader** will be used to monitor progress.

To further enhance targeting, we will pilot a **computer-based intervention called** *ReadingWise*, delivered **during the school day in reading intervention periods** to minimise disruption to other subjects. This ensures interventions are **even more tailored to learner needs**, supporting **Excellence** and **Equity**.

Lost Learning

We will address the **cumulative impact of absence, lateness, and behaviour** through a **whole-school strategy aligned with our values**. This includes **restorative practices**, **structured reintegration**, and **data-driven interventions**. Staff will be trained to support inclusive practices and ensure learning continues even during isolation. This reflects our commitment to **Equity** and **Empowerment**.

Passive Learner Behaviours

We will challenge passive learning by **raising expectations**, embedding **Bloom's taxonomy**, and promoting **reflect and review/re-draft/repeat** cycles. Teachers will monitor

engagement, adjust support, and plan for excellence. This supports **Empowerment** and **Excellence**, ensuring all students are challenged and supported to achieve their best.

EEF Strategy Integration

Across all plans, we will embed the **EEF's Metacognition and Self-Regulated Learning** strategies. Pupils will be taught to plan, monitor, and evaluate their learning, supported by staff who model and scaffold these approaches. This aligns with our values of **Empowerment** and **Excellence**, helping students become confident, independent learners.

By aligning our implementation plans with our core values and the EEF's evidence-based strategies, Millom School will continue to be a place where every pupil is supported to thrive, every lesson counts, and every learner is empowered to succeed.

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, fluency and decoding 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	**Short-Term (by end of Term 1)** • At least **25% of KS3 students receiving intervention** show measurable improvement in reading age (via NGRT or STAR Reading tests). • **ReadingWise pilot is successfully launched**, with students accessing the platform during reading intervention periods. • Staff report improved **attitudes to reading** among targeted students. • **Borderline profile students** are accurately matched to the correct intervention phase (Phonics, Fluency, Comprehension, or ReadingWise). **Medium-Term (by end of Term 2)** • The proportion of KS3 students with a reading age **more than 2 years below chronological age** reduces from 27% to **20%**. • **ReadingWise data** shows increased engagement and progress for participating students. • **Sixth form mentors** are trained and actively supporting reading sessions.

	• Evidence of **improved attendance and behaviour** among students receiving reading intervention. **Long-Term (by end of academic year)** • Reading age gap closes further, with **17% or fewer KS3 students** requiring intensive reading intervention. • **Disadvantaged students** in the bottom 20% of readers show accelerated progress, reducing the gap with peers. • FFT20 targets for Year 11 students are met or exceeded, with reading intervention contributing to improved English outcomes. • ReadingWise is evaluated and either scaled up or adapted based on impact data.
Level of persistent absence of disadvantaged students at Millom School will have been reduced from levels seen in 2022-23	**Short-Term (by end of Term 1)** • **Persistent absence (PA) rate among FSM6 students** reduced from 40.7% (July 2025) to **below 30%**. • **Attendance data is shared weekly** with staff and used to identify at-risk students. • **Personalised attendance plans** are in place for all disadvantaged students flagged by the early warning system. • **Home visits and parental engagement programmes** initiated for families of persistently absent students. **Medium-Term (by end of Term 2)**

	• **FSM6 PA rate reduced to 25% or lower**, with improved attendance across SEND and EHCP groups. • **Multi-agency collaboration** is active for complex cases, with documented impact on attendance.] • **Positive phone calls home** and **attendance-focused tutor meetings** are embedded in weekly routines. • **Staff CPD on inclusive practices and restorative approaches** completed **Long-Term (by end of academic year)** • **FSM6 persistent absence reduced to below 20%**, in line with or better than national averages. • **Attendance gaps between FSM6 and non-FSM6 students** significantly narrowed. • **Structured reintegration plans** for previously persistently absent students show improved engagement and progress. • **Whole-school attendance strategy** is embedded and aligned with Millom School values of **Equity**, **Empowerment**, and **Excellence**.
Develop students as learners, with a particular focus on disadvantaged student and SEND students	**Short-Term (by end of Term 1)** • Teachers begin using **sequenced planning models** (e.g. Block A–D: foundations to excelling) to support progression and challenge for all learners. • Staff training on the **EEF's Maximising the Impact of Teaching Assistants** and **Metacognition and Self-Regulated Learning** is completed.

- Teachers use **graduated withdrawal of support** to promote independence in SEND and disadvantaged learners.
- CPD plans include objectives focused on **developing learner independence and engagement**.

Medium-Term (by end of Term 2)

- Lesson observations and work scrutiny show increased use of **reflect and review/re-draft/repeat cycles** in teaching.
- SEND and disadvantaged students demonstrate improved **engagement and independence** in lessons, as evidenced by QA processes and pupil voice.
- TAs contribute to **SEN briefings** and share strategies that support learner development.
- Teachers report increased confidence in planning for **adaptive teaching and challenge behaviours**.

Long-Term (by end of academic year)

- SEND and disadvantaged students show measurable improvement in **self-regulation and metacognitive skills**, as evidenced by pupil feedback and assessment outcomes.
- Teachers consistently plan lessons that promote **independent learning**, with reduced reliance on scaffolding and increased pupil ownership.
- The gap in learner independence between SEND/disadvantaged students and their peers is narrowed.

	• Millom School's teaching and learning culture reflects the values of **Empowerment**, **Equity**, and **Excellence**, with all students supported to become confident, reflective learners.

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: £53,984 (49%)

Activity	Evidence that supports this approach	Challenge number(s) addressed

Staff training this year will include:
 	
• **Reciprocal Reading** – helping students understand and enjoy texts through structured reading strategies.
• **Using Reading Data** – identifying students who need support and tracking progress.
• **EEF Teaching and Learning Strategies** – using proven methods to help students become independent, confident learners.
• **Adaptive Teaching** – tailoring lessons to meet the needs of all students, including those with SEND.
• **Positive Regard Behaviour Training** – supporting staff to manage behaviour consistently
	Teaching & Learning
	
	• **Lesson observations** showing use of:
	  o **Reciprocal Reading strategies** in lessons.
	  o **Adaptive teaching** tailored to student needs.
	  o **EEF-informed approaches** such as metacognition and scaffolding.
	• **Work scrutiny** revealing:
	  o Differentiated tasks and challenge for all learners.
	  o Evidence of re-drafting, reflection, and independent learning.
	  o Use of Read Write software and accessible resources for SEND students.
	
	Reading Intervention
	
	• **Reading age data** from NGRT, STAR Reading, and ReadingWise.
	• **Progress tracking** of students in Phonics, Fluency, and Comprehension groups.
		1 & 3

and fairly, using restorative approaches that reflect our school values.

Our Values in Action

All training is designed to reflect and promote our core values:

- **Excellence** – helping staff deliver the highest standards of teaching.
- **Empowerment** – giving students the tools to take charge of their learning.
- **Equality** – ensuring every student has access to great teaching.
- **Equity** – providing the right support at the right time for those who need it most.

- **Student voice** feedback on reading confidence and enjoyment.
- **Tutor logs** and sixth form mentor reports from reading sessions.

Behaviour & Engagement

- **Behaviour data** showing reduction in repeat incidents and increased positive points.
- **Restorative conversation records** following Positive Regard training.
- **Staff feedback** on consistency and confidence in behaviour management.
- **Student voice** on understanding and modelling Millom School Values.

Attendance

- **Attendance dashboards** showing improved rates for FSM6 and SEND students.
- **Records of home visits**, parental meetings, and personalised attendance plans.
- **Tutor meeting minutes** discussing attendance strategies and student progress.

CPD Impact

- **Staff self-reflection tools** completed after INSET sessions.

	• **Performance management objectives** linked to CPD themes. • **Department meeting notes** showing shared practice and follow-up actions. • **Directory of Good Practice** showcasing successful strategies across subjects.	

Smaller Class Sizes for Year 7
 	
 To help our youngest students settle into secondary school and build strong learning habits, we've kept **Year 7 class sizes small**. This allows teachers to give more individual attention and helps students develop key skills in **metacognition and self-regulated learning**—learning how to plan, reflect, and take ownership of their progress.
 	
 Staff Training to Support Every Learner
 	
 Throughout the year, staff will take part in **CPD (Continuing Professional Development)** sessions focused on:
 	
 • **Reciprocal Reading** – helping students understand and enjoy
	1. Smaller Class Sizes in Year 7
	
	 • From the Reading and Lost Learning plans:
	     o **Smaller Year 7 classes** are maintained to support the development of strong practices in **metacognition and self-regulated learning**, allowing for more personalised teaching and better monitoring of student engagement.
	
	 2. CPD Delivered Through INSET
	
	 • CPD sessions include:
	     o **Reciprocal Reading** training for all staff (Reading Plan).
	     o **Use of reading data** to target interventions (Reading Plan).
	     o **EEF Teaching and Learning Strategies**, including metacognition and adaptive teaching (CV Plan).
	     o **Positive Regard Behaviour Training** to support consistent and restorative behaviour
		1 & 3

texts through structured reading strategies.

- **Using Reading Data** – identifying students who need support and tracking progress.
- **EEF Teaching and Learning Strategies** – using proven methods to help students become independent, confident learners.
- **Adaptive Teaching** – tailoring lessons to meet the needs of all students, including those with SEND.
- **Positive Regard Behaviour Training** – supporting staff to manage behaviour consistently and fairly, using restorative approaches that reflect our school values.

management (Behaviour Plan and Lost Learning Plan).

3. Quality Assurance Processes

- Evidence of good practice is gathered through:
  - **Lesson observations** focused on adaptive teaching, reading strategies, and behaviour management.
  - **Work scrutiny** showing differentiation, re-drafting, and use of accessible resources.
  - **Student voice activities** capturing feedback on reading, behaviour, and engagement.
  - **Performance management reviews** linked to CPD objectives and EEF strategies (CV Plan).

4. Reading Intervention Impact

- Termly **NGRT and STAR Reading tests** track progress.
- **ReadingWise pilot programme** provides targeted digital intervention during the school day.
- **Sixth form mentors** support reading sessions, increasing capacity and peer engagement.

5. Behaviour and Attendance Improvements

- **Positive Regard strategies** embedded across school, with restorative conversations and behaviour tracking.

	• **Attendance data dashboards** used to monitor persistent absence, especially among disadvantaged students. • **Home visits, personalised plans, and multi-agency collaboration** documented in Attendance and Lost Learning plans.	

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

Budgeted cost: £35,255 (32%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
At Millom School, we believe that reading is the gateway to learning. That's why we've developed a whole-school reading strategy that supports every student—especially those who need extra help—with proven, evidence-based approaches. **How We Support Reading** Reading is promoted across the school in three key ways: • **In Lessons** – Teachers use strategies like **Reciprocal Reading** to help students understand texts and build confidence.	**Dedicated Reading Lead** To ensure reading remains a central focus, Millom School has appointed a **Reading Lead** who oversees all reading interventions, monitors progress, and supports staff in delivering high-quality reading instruction across the curriculum. **How We Support Reading** Reading is embedded into school life in three key ways: • **In Lessons** – Teachers use strategies like **Reciprocal Reading** to help students understand texts and build confidence.	1, 2 & 3

- **During Tutor Periods** – Students take part in structured reading sessions using **Accelerated Reader**, helping them choose appropriate books and track progress.
- **Targeted Intervention** – Students who need extra support receive tailored help through:
  - **Fresh Start Phonics** – our phonics programme for older students who need to build decoding skills.
  - **Fluency and Comprehension Packages** – delivered by trained staff to improve reading speed and understanding.
  - **ReadingWise** – a new computer-based programme that provides personalised support during the school day, without disrupting other lessons.

Why It Works

All of our reading strategies are based on national research and proven methods. We use data from **NGRT and STAR Reading tests** to identify students who need help and

- **During Tutor Periods** – Students take part in structured reading sessions using **Accelerated Reader**, helping them choose appropriate books and track progress.
- **Targeted Intervention** – Students who need extra support receive tailored help through:
  - **Fresh Start Phonics** – our phonics programme for older students who need to build decoding skills.
  - **Fluency and Comprehension Packages** – delivered by trained staff to improve reading speed and understanding.
  - **ReadingWise** – a new computer-based programme that provides personalised support during the school day, minimising disruption to other subjects.

Staff Training and Development

To support this strategy, staff receive **CPD through INSET sessions** focused on:

- Using reading data to identify and support students.
- Applying **EEF teaching and learning strategies**, including metacognition and adaptive teaching.
- Delivering reading interventions effectively.

monitor their progress. Staff are trained through **INSET sessions** to use reading data effectively, apply **EEF teaching strategies**, and adapt lessons to meet individual needs.		
At Millom School, we are committed to helping every student reach their full potential. This year, we are strengthening our approach to **academic mentoring**, with a particular focus on supporting **disadvantaged students** to close gaps in knowledge and improve progress. ## What Is Academic Mentoring? Academic mentoring involves regular, focused support for students who may have missed learning due to absence, lateness, or other barriers. Mentors work with students to: • Identify gaps in understanding • Set clear learning goals • Build confidence and independence • Reconnect students with their learning journey This support is especially important for students who have experienced **lost learning**	**Targeted Support for Disadvantaged Students** • The plan identifies the **cumulative impact of absence, lateness, isolation, and suspension** as key contributors to learning gaps, especially among disadvantaged learners. • Academic mentoring is part of a **coordinated support strategy** involving pupil support teams, pastoral care, and external agencies. • **Mentoring and incentives** are used to re-engage students with repeated lateness and absence. **2. Reintegration and Catch-Up** • Students returning from **suspension or isolation** receive **structured reintegration plans**, which include academic catch-up and mentoring. • **Mentor support** is explicitly mentioned as part of the behaviour and attendance recovery process. **3. Data-Driven Identification** • The school uses a **data dashboard** and **early warning systems** to identify students at risk of falling behind.	1 & 3

due to behavioural incidents, suspensions, or persistent absence.

How It Works at Millom School

- **Mentoring is targeted** at students most in need, including those eligible for Pupil Premium and those with SEND.
- **Staff use data** to identify students with gaps in knowledge and track their progress.
- **Mentors meet regularly** with students to review learning, provide catch-up support, and encourage engagement.
- **Structured reintegration plans** are used for students returning from exclusion or isolation, ensuring they don't fall behind.
- **Positive Regard behaviour training** helps staff build strong relationships and support students in making positive choices.

- These tools help staff target mentoring where it's needed most, ensuring **equity** in academic recovery.

4. Inclusive Practices and Staff Training

- Staff receive **CPD on inclusive practices**, including how to support vulnerable learners through mentoring and restorative approaches.
- **Positive Regard training** equips staff to build strong relationships and support students in re-engaging with learning.

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

Budgeted cost: £20,932 (19%)

Activity	Evidence that supports this approach	Challenge number(s) addressed

At Millom School, we know that regular attendance is essential for learning, progress, and wellbeing. That's why we've strengthened our approach to **monitoring attendance**, with a particular focus on supporting **disadvantaged students** who are persistently absent.
 	
## How We Monitor and Support Attendance 	
 	
- **Attendance data is reviewed weekly** to identify students at risk of persistent absence, especially those eligible for Pupil Premium or with SEND.
- A dedicated **Learning Mentor with a specific attendance focus** works closely with students and families to understand barriers and provide support.
- **Personalised attendance plans** are created for students who need extra help, including regular check-ins, home visits, and positive reinforcement.
	1. High Levels of Persistent Absence Among Disadvantaged Students
	
	- As of July 2025, **40.7% of FSM6 students** and **52.9% of SEND students** were persistently absent. This data highlights the need for targeted monitoring and intervention.
	
	2. Role of the Learning Mentor (NMO)
	
	- The plan includes a review and expansion of the **Learning Mentor's role**, specifically to:
	    o **Increase capacity for home visits**
	    o **Support targeted attendance interventions**
	    o **Work directly with disadvantaged students**
	
	3. Weekly Monitoring and Data-Driven Identification
	
	- Attendance groups are identified weekly through meetings between senior staff and the Learning Mentor.
	- **Attendance data is used to flag at-risk pupils**, including those with historical patterns of poor
		1 & 3

• Attendance is a key topic in **tutor time, assemblies, and staff meetings**, helping to build a culture where every day in school matters.
• Staff are encouraged to **"talk attendance"** and celebrate improvements, reinforcing the importance of being **Ready to Learn – Every Lesson Counts**.
	attendance.
	
	4. Personalised Support and Communication
	
	• **Attendance action plans**, **targeted phone calls**, and **positive reinforcement** are used to support students and families.
	• Attendance is a regular focus in **tutor meetings**, **assemblies**, and **staff briefings**, ensuring whole-school awareness.
	
	5. Clear Outcomes and Targets
	
	• The plan sets measurable goals:
	   o **FSM attendance to reach 92% by Term 3**
	   o **Persistent absence reduced to 19% or lower**	

At Millom School, we are committed to ensuring that every student feels connected to their learning and supported in their progress. This year, we are placing a strong focus on the **engagement of key groups**, especially **disadvantaged students**, who may face additional barriers to success.	**1. Identification of Disengaged Students**
	
	• Attendance data from July 2025 shows:
	   o **21.3% of students** are persistently absent.
	   o **40.7% of FSM6 students** and **52.9% of SEND students** are persistently absent.
	     This highlights a clear need to focus on re-
		3

How We Support Engagement	engaging disadvantaged learners.	

• **Attendance monitoring** helps us identify students who are at risk of disengagement due to persistent absence.
• A dedicated **Learning Mentor** works with disadvantaged students to improve attendance, build routines, and re-engage with school life.
• **Academic mentoring** is provided for students who have missed learning, helping them catch up and rebuild confidence.
• Staff use **inclusive teaching strategies**, including adaptive planning and metacognitive approaches, to ensure all students can access the curriculum.
• **Positive Regard behaviour training** supports staff in building strong relationships and promoting positive choices.
• **Student voice activities** give pupils a chance to share their experiences and help shape improvements.
	2. Targeted Support via Learning Mentor
	
	• A **Learning Mentor with a specific attendance focus** (NMO) is assigned to work with disadvantaged students.
	• Their role includes:
	   o Weekly identification of key pupils.
	   o Home visits and personalised attendance plans.
	   o Liaising with families to address barriers to engagement.
	
	3. Academic Mentoring and Reintegration
	
	• The **Lost Learning Plan** outlines:
	   o **Mentoring and incentives** for students with repeated lateness or absence.
	   o **Structured reintegration plans** for students returning from suspension or isolation.
	   o **Access to curriculum during isolation** to maintain engagement.
	
	4. Inclusive Teaching and Behaviour Support
	
	• Staff receive **CPD on inclusive practices**, including:	

	o **Positive Regard behaviour training** to build relationships and reduce isolation.
	o **EEF strategies** to promote metacognition and self-regulated learning.
	o **Adaptive teaching** to meet diverse learner needs.
	
	5. Student Voice and Monitoring
	
	• Engagement is monitored through:
	   o **Tutor meetings**, **lesson observations**, and **student voice activities**.
	   o Use of a **data dashboard** to track patterns and inform interventions.	

At Millom School, we are committed to preparing students for life beyond the classroom. This year, we are strengthening our **Careers Advice and Guidance (CAIAG)** offer, with a particular focus on supporting **selected students from Year 9**, including those who may benefit from early planning and personalised support. **How We Support Careers Education** • **One-to-one interviews** are being delivered in partnership	**Early Intervention for Disadvantaged Students** • The school's broader strategy includes a focus on **raising aspirations and engagement** among disadvantaged students, as seen in the Lost Learning and Attendance plans. • Providing **individual careers guidance from Year 9** ensures students begin planning early, helping to close gaps in ambition and access to post-16 pathways. **2. Targeted Support Through External Partnership**	1

with **Inspira**, a careers guidance organisation that specialises in helping young people explore future pathways.

- These interviews help students:
  - Understand their strengths and interests
  - Explore career options and qualifications
  - Set goals and plan next steps
- The programme is designed to support **disadvantaged students** and those who may need additional guidance to raise aspirations and make informed choices.

- **Inspira** is a recognised careers guidance provider in Cumbria, offering impartial, personalised advice to young people.
- One-to-one interviews allow for tailored discussions around:
  - Career interests and strengths
  - Qualifications and pathways
  - Barriers to progression and how to overcome them

3. Alignment with School Priorities and Values

- The CAIAG programme supports Millom School's priorities of:
  - **Improving academic outcomes** by linking learning to future goals
  - **Widening opportunity** through exposure to careers and qualifications
  - **Ready to Learn – Every Lesson Counts** by increasing motivation and purpose
- It also reflects the school's values:
  - **Empowerment** – helping students take ownership of their future
  - **Equity** – providing tailored support for those who need it most

4. Evidence from National Research

- The Education Endowment Foundation (EEF) and Gatsby Benchmarks highlight the importance of

	personalised careers guidance in improving outcomes, especially for disadvantaged students. • Early careers advice is linked to increased engagement, better decision-making, and reduced NEET (Not in Education, Employment or Training) rates.	

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 2024 to 2025 academic year.

Attendance Impact

At Millom School, we believe that every day in school matters. Regular attendance is essential for learning, wellbeing, and future success. That's why we continue to prioritise attendance across the school, with a particular focus on supporting **disadvantaged students**.

Our Approach

- We monitor attendance weekly using detailed data to identify students at risk of persistent absence.
- A dedicated **Learning Mentor** works with students and families to remove barriers and improve attendance.
- Staff are trained to **"talk attendance"** in tutor time, assemblies, and lessons, reinforcing its importance.
- **Personalised attendance plans**, home visits, and positive phone calls are used to support and re-engage students.

What the Data Shows

- In **2023–24**, Millom School's overall attendance was **0.2% above the national average** (Fischer Family Trust), showing strong whole-school engagement.
- However, attendance for **disadvantaged students** was **3.1% below the national average**, highlighting a key area for improvement.
- In **2024–25**, overall attendance rose to **91.7%**, now **0.4% above national**.
- Attendance for **disadvantaged students improved significantly**, reaching **86.2%**, which is now **in line with the national average**—a notable increase from **82.3% the previous year**.

Our Values in Action

This progress reflects the Millom School Values:

- **Excellence** – striving for high attendance across all student groups.
- **Empowerment** – helping students take responsibility for their routines and learning.
- **Equality** – ensuring every student has the opportunity to attend and succeed.
- **Equity** – providing tailored support for those who need it most.

Impact

Through targeted mentoring, consistent monitoring, and inclusive support, we are closing the attendance gap for disadvantaged students. This means more students are **Ready to Learn – Every Lesson Counts**, and more families are actively engaged in their child's education

Student Progress Impact

At Millom School, we are committed to ensuring that every student—regardless of background—makes strong academic progress. Our focus on **reducing the attainment and progress gaps** between disadvantaged students and their peers continues to be a key priority, supported by targeted interventions and inclusive teaching practices.

Progress and Attainment Overview

- In **2024**, GCSE analysis showed a **very encouraging reduction in the progress gap**:
    - Disadvantaged students who **fully completed Key Stage 4** achieved a **progress score of –0.07**, slightly higher than their non-disadvantaged peers.
    - This trend was also reflected in **English and E-Bacc progress scores**.
    - The official gap of –0.47 (disadvantaged –0.75 vs. all students –0.28) was significantly impacted by **four students with prolonged absence**, highlighting the link between attendance and academic outcomes.
- In **2025**, the **Attainment 8 score** for all students rose to **45**, while the disadvantaged group achieved **38**, reducing the gap from **10 points in 2024 to 7 points**.
    - Due to the absence of Key Stage 2 SATs, **Progress 8 figures were not released nationally**.
    - Millom School's internal analysis (using **Year 7 CAT scores and FFT benchmarks**) showed a **narrow progress gap of –0.14** between disadvantaged (–0.68) and non-disadvantaged (–0.54) students.
    - When one student with significant attendance concerns is removed, the gap narrows further to **–0.08**, closely mirroring the 2024 adjusted Progress 8 outcomes.

This progress reflects key areas:

- **Quality of Education**
    - Curriculum intent and implementation are evidenced through improved progress scores and reduced gaps.
    - Teachers use assessment and data to adapt teaching and support disadvantaged learners.
- **Behaviour and Attitudes**
    - Attendance and engagement are closely monitored, with mentoring and reintegration strategies in place for students with disrupted learning.
- **Personal Development**
    - Disadvantaged students receive tailored support, including academic mentoring and careers guidance, to raise aspirations and prepare for next steps.
- **Leadership and Management**
    - Leaders use data strategically to identify gaps, evaluate impact, and refine interventions.
    - Staff are supported through CPD focused on inclusive teaching, adaptive planning, and metacognitive strategies.

Millom School
& Sixth Form

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
PiXl 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
Accelerated Reader	Renaissance learning
NGRT Tests	Renaissance learning
Fresh Start Phonics	Fresh Start Phonics
Reading Wise	Reading Wise