



The Pupil Premium Policy

Pupil premium is funding to improve educational outcomes for disadvantaged pupils at Mill Hill Primary Academy, we currently have 58% of our pupils eligible.

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve

Approaches	
High-quality teaching	Staff at Mill Hill Primary Academy are fully aware that pupil progress is entirely related to the quality of the teaching and learning that is provided on a day to day basis. Staff training is solely aimed at improving the quality of learning and teaching. Staff embark on tailor made CPD programs based on their areas for development. The quality of learning and teaching is closely monitored by academy leaders at all levels, but particularly by the Senior Leadership Team.
	Staff, both in their roles as teachers and support staff are aware of which students are eligible to benefit from the Pupil Premium funding. They are acutely aware of the resources available and therefore can ensure that relevant pupils are in a position to receive the appropriate provision as required. Staff are also aware of the achievement data around eligible pupils. This identification/promotion strategy of eligible students means that all staff have a professional appreciation of the Pupil Premium initiative. Although eligibility is high profile this is not visible to other pupils. We are also supported by a Trust Director for Inclusion.



	<p>A member of our WISH team is the Pupil Premium Champion. She ensures that all the children eligible for PP have access to support both in and outside of the Academy. Such interventions include for example, music lessons, uniform support, trips and homework sessions.</p>
	<p>The academy has rigorous procedures for monitoring data for all students across the academy. The key to successful data management is using the analysis of this data to allow strategic interventions to be put into action to ensure that individual and groups of students continue to make the progress expected of them. Data procedures at Mill Hill Primary Academy feed into all aspects of academy performance to monitor student progress, attendance, behaviour and other factors that may occur outside of the academy. The data also allows analysis of staff/department performance and the quality of the curriculum. Decisions on the academy budget are often derived from the analysis of data; hence both academic and non-academic interventions draw on the budget and subsequently the allocated Pupil Premium funds.</p>
	<p>At Mill Hill Primary Academy we put children at the heart of everything we do. Our exciting and creative curriculum is designed to enable children to reach their full potential by developing a love of learning, a desire to succeed, a determination to overcome barriers and an opportunity to excel regardless of their starting point or background. Our school motto of “Work Hard, Dream Big and Never Give Up” is the founding principle and our driving force to ensure all pupils work hard and achieve their dreams. Please see our curriculum documents for more details.</p>
	<p>Our Enable and Extend co-ordinator works with staff and pupils to ensure all children have the opportunities to excel.</p>
	<p>We are fully staffed with highly skilled and experienced teachers with all classes having one highly talented LSP.</p>
	<p>We recruit very strong new teachers through our strong links with local IT providers and our staff turnover is very low.</p> <p>We have a number of very strong ECT/IT mentors and have also developed a strong sense of mentoring and coaching through our extended leadership structures of subject leader, shadow subject leader and Phase leader.</p> <p>We have extensive ICT resources that support high quality teaching and learning easy.</p> <p>Provision has been made available for all students to study outside of curriculum time. This is through online platforms such as Class DOJO, Bug Club, Times Tables Rock Stars, Maths Watch and Prodigy Maths.</p>



Approaches	
Targeted Academy support	Literacy intervention. The improvement of literacy skills of students is a key factor in not only improving their attainment, but also allows greater access to a whole range of essential life skills. A strategic program to develop literacy is underway across the academy. Students are identified and placed on a wide program of literacy intervention. These include talk boost, phonics and reading interventions. This includes additional curriculum time in English, withdrawal programs for targeted students, reading and phonics programs and staff training initiatives. A specialist member of staff has been appointed to oversee this strategy. Student progress in literacy is tracked and monitored allowing for further strategic interventions to be initiated. Further information is available about the progress made in literacy.
	Mathematics intervention. Intervention programs are in place in all year groups, mainly enabled by ensuring all classes have a LSP. Pupil Premium has been used to staff and resource the progress agenda in Mathematics. Close monitoring is undertaken for those disadvantaged students. We are also supported by Maths Excellence Partnership and a Trust Director for Maths.
	Personalised support is made available for students as the need arises. Academically this may be in the form of specialist mentor/learning support provision, praise/reward schemes. Alternatively specialist intervention of a pastoral nature may be required (self- esteem, domestic support etc.), to enable pupils to achieve. Funding from Pupil Premium is made available for this as required.
	Our Vice Principal is our SENCO and she is supported in her role by the WISH Hub and the Enable and Extend co-ordinator. LSP's deliver targeted intervention of pupils.
Wider strategies	Mill Hill Primary Academy is a fully inclusive academy that believes in the education of the whole child. Whilst it fully embraces the need for academic success, it also highly values the provision for extra-curricular opportunities. Pupil Premium funding is used to ensure that all students have equal access to trips (including a residential), courses, sporting opportunities, opportunities within the arts (including free music tuition) etc. A full program of enrichment activities (many of which are funded by the academy) are made available to all pupils and Pupil Premium allows equal access. Mill Hill is an extended academy that provides breakfast clubs in the morning, after school care and a variety of social and academic provision at the end of the day. We also provide all children with a bagel for breakfast every day. The substantial rewards package is aided by Pupil Premium which embeds an ethos of commitment to success and a student desire to succeed. City Music School and individual Peri lessons are also part of the wider curriculum we are able to offer due to Pupil Premium funding.
	The link between good attendance and achievement is undeniably strong. Mill Hill Primary Academy has robust systems to monitor attendance and intervene when necessary. Attendance for



	disadvantaged students is monitored and acted upon as appropriate. We have a dedicated Attendance officer and we use Pupil Premium funds to buy in additional EWO support and promote rewards. We are also supported by a Trust Director for Inclusion.
	<p>Our Welfare, Inclusion and SEND Hub (WISH) provides significant emotional and academic support for our children, many of which are vulnerable and Pupil Premium. This hub provides intervention sessions, behaviour for learning rewards, parental workshops, daily classroom assistance and a SEND support programme. The team consists of our WISH lead (who is our DSL and Assistant SENCO), our Family Support Worker/Attendance Officer, our Behaviour for Learning Mentor (who is our PP champion), our Welfare and Inclusion Support Practitioner and our CIC and EHCP Champion.</p> <p>Careers advice, information and guidance remains high on the agenda for supporting our pupils to become well rounded students. Access to opportunities for disadvantaged pupils is made available through our curriculum and extended curriculum programmes and residentials. We have also been supported by the Opportunity Area and have passed the primary Quality Award for its Careers Related Learning Programme incorporating the 8 Gatsby Benchmarks.</p>

Intended Outcomes

- Improved oral language skills and vocabulary among disadvantaged pupils.
- Improved reading attainment among disadvantaged pupils.
- Improved maths attainment for disadvantaged pupils.
- To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils and their families.
- To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.