



## Pupil premium strategy statement – Mill Hill Primary Academy 2025/2026

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Sarah Hulme Adele Mills
Pupil premium lead	Sarah Hulme (Head of Academy) Jane Yates (Business Manager) K Edwards (Pupil Premium Champion)
Governor lead	Kath Smith/Barbara Mitchell (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£294,750.19
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£294,750.19</b>

# Pupil premium strategy plan

## Statement of intent

Our intention at Mill Hill Primary Academy is that every pupil—regardless of their background or any challenges they face—makes strong progress and achieves highly across all subjects. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are supported to meet, and exceed, these expectations, including those who are already high attainers.

We recognise the additional barriers faced by our most vulnerable pupils, such as those with a social worker, those experiencing instability, and young carers. The actions within this strategy are therefore designed to meet a wide range of needs, ensuring support is targeted effectively whether or not pupils are eligible for the Pupil Premium.

High-quality teaching remains central to our approach, with a strong focus on the areas where disadvantaged pupils require the greatest support. Evidence consistently shows that this has the most significant impact on closing the attainment gap, while also benefiting our non-disadvantaged pupils. Embedded within our intended outcomes is a clear aim to sustain and improve attainment for all pupil's, ensuring progress is strong for both disadvantaged and non-disadvantaged learners.

Our approach is rooted in high-quality, diagnostic assessment that identifies specific barriers and individual needs rather than relying on assumptions. The strategies we have chosen are complementary, coherent, and designed to work together to help pupils thrive.

To ensure our approach is effective, we will:

- Provide consistent challenge for disadvantaged pupils in all aspects of learning
- Intervene early, responding swiftly when needs emerge
- Maintain a whole-school commitment in which every member of staff takes responsibility for disadvantaged pupils' outcomes and holds high expectations of what they can achieve

Approaches	
<b>Approach to High-Quality Teaching</b>	Staff at Mill Hill Primary Academy fully recognise that pupil progress is directly linked to the quality of day-to-day teaching and learning. As outlined in the ADP, high-quality teaching remains a central priority. Staff access tailored CPD programmes based on individual areas for development, alongside regular whole-school training focused on key improvement areas, particularly phonics, reading and writing. Teaching quality is closely monitored by leaders at all levels, especially the Senior Leadership Team, to ensure continual improvement.
<b>Staff Knowledge of Disadvantaged Pupils</b>	All teachers and support staff are aware of which pupils are eligible for Pupil Premium funding and understand the specific

	challenges they face. Staff ensure that these pupils access the necessary academic and pastoral support. Identification systems are robust but confidential, ensuring eligibility is not visible to peers. Staff also use pupil-level achievement, attendance and behaviour data to plan teaching responsively. The academy is additionally supported by a Trust Director for Inclusion to strengthen practice.
<b>Targeted Support &amp; Pastoral Provision (PP Champion / WISH Team)</b>	A designated Pupil Premium Champion within the WISH team ensures that all eligible pupils access targeted support inside and outside the classroom. This includes access to music tuition, uniform assistance, educational visits, counselling/play therapy, nurture provision and homework support. Provision is tailored to individual needs and monitored for impact.
<b>Use of Data to Inform Strategy and Practice</b>	The academy employs rigorous systems for monitoring pupil progress, attendance, behaviour and wider contextual factors. Leaders use this data to identify gaps, plan interventions and track impact at pupil and group level. Data also informs curriculum evaluation, staff deployment, and school budget decisions—including allocation of Pupil Premium funding to academic and non-academic interventions where they will have the most impact.
<b>Curriculum Alignment With ADP Priorities</b>	The academy's curriculum is ambitious, well-sequenced and designed to enable pupils to know more, remember more and apply their learning across subjects. It is explicitly mapped to prior and future learning, ensuring that disadvantaged pupils develop secure knowledge and skills over time. It reflects the school motto— <i>Work Hard, Dream Big, Never Give Up</i> —and supports pupils to overcome barriers and achieve well regardless of starting point or background.
<b>Enable &amp; Extend Provision</b>	The Enable and Extend Co-ordinator works with staff to ensure all pupils, including those eligible for Pupil Premium, access challenge, enrichment and opportunities to excel. This includes wider curriculum enrichment, cultural capital experiences and targeted challenge for pupils with high prior attainment.
<b>Staffing &amp; Professional Expertise</b>	Mill Hill Primary Academy is fully staffed with highly skilled and experienced teachers supported by a trained Learning Support Practitioner in every class. Recruitment is strengthened by strong links with local ITT providers, resulting in very low staff turnover. Mentoring and coaching are deeply embedded through experienced ECT mentors, subject leaders, shadow leaders and phase leaders.
<b>Resources &amp; Access to Learning Beyond the Classroom</b>	The academy benefits from extensive ICT resources which support high-quality teaching and learning. Pupils access additional learning opportunities through online platforms including Class Dojo, Little Wandle Times Tables Rock Stars, Numbots, Grammarasaurus and Rolloma enabling learning to continue beyond curriculum time.

Approaches	
<b>Targeted Academy Support – Literacy</b>	Improving literacy remains a core priority within the Academy Development Plan. A whole-academy programme enhances pupils’ reading, writing and communication, supported by robust diagnostic assessment. Pupils access targeted interventions including Talk Boost, Little Wandle phonics, Enabling Reading, Reading Squad, writing catch-up, the revised spelling programme, and LSP/WISH interventions. External advisory support informs continuous refinement of reading and writing journeys. The Head of Academy oversees SEND, phonics and early reading, and the Vice Principal leads the reading and writing journeys. Progress is rigorously tracked, enabling rapid and responsive intervention.
<b>Targeted Academy Support – Mathematics</b>	Mathematics intervention is implemented across all year groups, supported by an experienced LSP in every class. Teachers and LSPs deliver immediate and structured support through planned catch-up sessions. Pupil Premium funding contributes to staffing and resourcing the progress agenda. The Assistant Principal leads mathematics, with a clear focus on monitoring disadvantaged pupils’ progress. Further specialist input is provided by the Maths Excellence Partnership.
<b>Personalised Academic &amp; Pastoral Support</b>	Personalised provision is made available when individual need is identified. This includes academic mentoring, targeted learning support and structured reward systems. Pastoral intervention—including emotional wellbeing support, self-esteem work and family support—ensures pupils are ready to learn. Funding is deployed flexibly through the WISH Hub (Welfare, Inclusion and SEND). The team includes: WISH Lead (Assistant SENCO/DSL), Deputy SENCO, Family Support and Attendance Officer, Behaviour for Learning Mentor (PP Champion), Behaviour for Learning Mentor and EHCP Champion. The Head of Academy (SENCO) is supported by the Vice Principal, WISH Hub and the Enable and Extend Co-ordinator. LSPs deliver targeted interventions aligned to assessed need.
<b>Wider Strategies – Enrichment &amp; Equal Access</b>	Mill Hill Primary Academy provides a rich extended curriculum and ensures disadvantaged pupils can access high-quality enrichment opportunities. Pupil Premium funding removes financial barriers to trips (including residential), arts activities (including free music tuition), sporting opportunities and extracurricular clubs. As an extended school, Mill Hill offers breakfast provision, after-school care and a range of social and ac
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<b>Challenges</b>	
<b>1. Economic deprivation</b>	<p>We have a large and above national average number of PP children and this has grown over the last few years due to a rise in unemployment. We have seen an increase in the number of families needing additional help from the school to access support services such as local food banks, support with housing and household bills. High levels of parental need and for many parents/carers they do not have the skills to fully support their child's learning. This high level of deprivation linked with many parent's/carers low literacy levels does limit many of our children's wider experience of the world and vocabulary.</p> <ul style="list-style-type: none"> <li>Stoke-on-Trent is one of the most deprived local authority areas in England. There are high levels of child poverty, fuel poverty, poor housing conditions, low levels of educational attainment and poor health outcomes for its population.</li> </ul>

	<p>The Indices of Multiple Deprivation 2019 rank Stoke-on-Trent as the 13th most deprived local authority (out of 317) in England. Over half of areas in Stoke-on-Trent (51%) are classified among the most deprived 20% in England, and approximately one-third of areas (32%) fall in the most deprived 10%, with almost one-third of the population in the city living in areas classified amongst the 10% most deprived in England (2019 data).</p> <ul style="list-style-type: none"> <li>• 2019 – Stoke was 13th/317 LA's - most deprived</li> <li>• 2023 – Stoke is 4th/317 LA's most deprived</li> <li>• Tunstall/Burslem 2 &amp; 3/37 wards most deprived. 70% of our children from these wards.</li> <li>• In the 2018 Social mobility index, which compares the chances across the country that a child from a disadvantaged background will do well at school and get a good job, Stoke on Trent's ranking was 263 out of 324 districts. The social mobility index by constituency (October 2018) showed constituencies as follows: North was 388/533, Central was 424/533 and South was 262/533. Mill Hill Primary Academy is in the bottom 40% by early years' life stage.</li> <li>• The Living Standards Outlook 2021 report, as published by Resolution Foundation, reported that: "Although relative poverty fell in 2020-21, by the end of the Parliament in 2024-25, we estimate 23.0 per cent of individuals will be living in relative poverty – up from our estimate of 21.1 per cent in 2020-21. We also expect child poverty to rise, with some 730,000 more children living in poverty by 2024-25 compared to 2020-21, meaning that by the end of the Parliament we expect one-in-three children will be living in poverty in the UK." (The Resolution Foundation: 2021).</li> <li>• According to the MOSIAC type (2021) 43.4% of our families are on a budget compared to 19.3% of all pupils across the city. This is more than likely higher in 2023.</li> <li>• 56.8% of academy population are classed in the MOSAIC (2021) group I (family basics) compared to 28.9% of all pupils across the city. This is more than likely higher in 2023.</li> <li>• According to the English indices of deprivation (2019) 54.6% of our children fall in the 0-10% deprived compared to 42.2% of all pupils across the city. 39.7% of our children are classed as 10-20% most deprived compared to 21.6% locally. This is more than likely higher in 2023.</li> <li>• According to IDACI (2019) 66.2% of our children are classed as 0-10% most deprived compared to 31.8% locally. 14.8% in 10%-20% and 13.5% 20%-30%. This is more than likely higher in 2023.</li> </ul> <p>Researchers from Staffordshire University and York University with Citizens Advice Staffordshire North and Stoke-on-Trent produced a report in 2023 which looked at how austerity cuts to health, welfare and social services are driving increasing poverty and destitution in</p>
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	Stoke-on-Trent. The report points to the fact that as of October 2022, 30,669 people in Stoke-on-Trent were claiming Universal Credit – 88% up on pre-pandemic levels. They claim that last year's autumn statement from the Chancellor failed to tackle Stoke-on-Trent's underlying problems, and would actually inflict more pain and destitution on the city. In Stoke-on-Trent live they claim the report says that the city is heading towards a humanitarian crisis due to rising living costs and extremely low pay and benefits.
<b>2. Low baseline language and communication on entry</b>	A significant proportion of pupils enter Early Years with communication, language and vocabulary skills well below age-related expectations, limiting early access to phonics, early reading and the wider curriculum.
<b>3. Weak early reading, phonics and fluency</b>	Many disadvantaged pupils require sustained, systematic support to secure phonics knowledge and reading fluency. Gaps in decoding, fluency and comprehension hinder progress across subjects.
<b>4. Gaps in core mathematical knowledge and number fluency</b>	Disadvantaged pupils often have insecure number sense, difficulty retaining key mathematical facts and limited reasoning skills, affecting progress and confidence in mathematics.
<b>5. Attendance below national averages for disadvantaged pupils</b>	Disadvantaged pupils have lower attendance and higher persistent absence than their peers. Mobility and contextual factors contribute to inconsistent access to learning.
<b>6. High mobility and mid-year admissions</b>	Mobility is above national, with pupils frequently joining mid-year and often with incomplete assessment information. This disrupts learning and requires rapid assessment and targeted support.
<b>7. Social, emotional and mental health (SEMH) needs</b>	Many disadvantaged pupils present with SEMH needs linked to external pressures or family circumstances, affecting engagement, regulation and readiness to learn. High demand is placed on the WISH Hub.
<b>8. Limited access to enrichment and reduced cultural capital</b>	Without financial support, disadvantaged pupils would have restricted access to enrichment opportunities (e.g., trips, music tuition, clubs, residential), limiting cultural capital, confidence and aspiration.
<b>9. SEND and disadvantaged overlap</b>	A high proportion of disadvantaged pupils also have SEND. This dual-disadvantage requires high-quality teaching, specialist intervention and consistent adult support to secure progress.

### Intended Outcomes: 2025–2026

Intended Outcome	Success Criteria
<b>1. Improved early language, communication and vocabulary for disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>• ≥70% of disadvantaged pupils reach expected C&amp;L outcomes in EYFS.</li> <li>• Improved speech, language and vocabulary demonstrated through SALT assessments and classroom talk.</li> <li>• Increased oral confidence and vocabulary retrieval in structured and unstructured learning.</li> </ul>

<p><b>2. Improved phonics outcomes and reading fluency, narrowing the gap between disadvantaged and non-disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• ≥85% of disadvantaged pupils pass Y1 Phonics Screening; ≥90% of Y2 retakes pass.</li> <li>• Reading fluency (WPM/prosody) improves for all targeted pupils.</li> <li>• Disadvantaged pupils regularly access high-quality SSP and daily reading practice.</li> <li>• Increased proportion of disadvantaged pupils achieving EXS and GDS in reading.</li> </ul>
<p><b>3. Strong progress in mathematics for disadvantaged pupils, including improved number fluency and reasoning.</b></p>	<ul style="list-style-type: none"> <li>• Disadvantaged attainment within 5% of non-disadvantaged at KS1 &amp; KS2.</li> <li>• Improved number fluency and recall evidenced through termly assessments (Numbots and TTRS).</li> <li>• Increased proportion of disadvantaged pupils achieving EXS and GDS.</li> <li>• High-quality interventions delivered consistently by teachers and LSPs.</li> </ul>
<p><b>4. Improved attendance and reduced persistent absence among disadvantaged pupils, including those with high mobility.</b></p>	<ul style="list-style-type: none"> <li>• Overall attendance for disadvantaged pupils ≥95%.</li> <li>• Persistent absence for disadvantaged pupils reduced to &lt;10%.</li> <li>• Mobility pupils achieve ≥94% attendance within 6 weeks of joining.</li> <li>• Clear evidence of parental engagement with attendance interventions.</li> </ul>
<p><b>5. Enhanced emotional regulation, wellbeing, and readiness to learn for disadvantaged pupils, supported through WISH Hub provision.</b></p>	<ul style="list-style-type: none"> <li>• Improved emotional literacy and regulation shown through WISH assessments/Boxall profiles.</li> <li>• Reduction in SEMH behavioural incidents for targeted pupils.</li> <li>• Improved classroom engagement and sustained participation in learning.</li> <li>• Positive feedback from pupils and parents on wellbeing and support.</li> </ul>
<p><b>6. Improved access to cultural capital, enrichment, and wider opportunities for disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils access at least one enrichment activity/club per term.</li> <li>• 100% participation in all trips, visits, artistic opportunities and residential due to PP funding.</li> <li>• Increased aspiration and confidence evidenced through pupil voice and staff observation.</li> <li>• Strong contribution to personal development outcomes.</li> </ul>
<p><b>7. Improved outcomes for disadvantaged pupils with SEND through aligned academic and pastoral support.</b></p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils with SEND make expected or accelerated progress from starting points in core subjects.</li> <li>• High-quality targeted support delivered through WISH, SENCO, Enable &amp; Extend and LSPs.</li> <li>• Improved attendance for PP+SEND pupils.</li> <li>• Strong alignment between provision plans, assessments and intervention cycles.</li> </ul>



## Pupil Premium Strategy Funding Allocation

### Teaching and Learning

Activity	Summary of Activity / Links to ADP	Funding	Intended Outcomes
High-quality phonics teaching & Little Wandle training across EYFS–KS2	Full programme fidelity, additional training, monitoring, and resources.	£22,000	Improved phonics outcomes; increased reading fluency.
CPD on adaptive teaching, curriculum sequencing & SEND strategies	Aligned to ADP: “Adaptive Curriculum for All”; supports responsive planning & AfL.	£18,500	All disadvantaged pupils receive high-quality, adaptive teaching.
Staff training in writing, spelling morphology, and handwriting alignment (LW + Penpals)	Whole-school approach to spelling and handwriting; enhances writing journey.	£16,000	Improved writing outcomes and spelling accuracy.
Investment in high-quality texts & reading areas	Enrichment of reading experiences, ensuring disadvantaged pupils access literary heritage.	£12,000	Stronger reading engagement and improved comprehension.
Maths CPD and curriculum coaching (MEP support)	Coaching, mastery planning support, targeted training for reasoning & fluency.	£14,500	Improved maths attainment and increased GDS pupils.
Digital learning platforms (Reading Plus, TTRS, Infinity Maths, Spelling apps)	Supports home learning access and digital equity.	£16,000	Improved confidence & attainment in reading and maths.
Curriculum development time for Subject Leaders & ADP alignment	Ensures curriculum reviews, sequence checks, and robust monitoring.	£13,500	Improved curriculum coherence & stronger subject leadership.

### Targeted Academic Support

Activity	Summary of Activity	Funding	Intended Outcomes
National Tutoring Programme (teacher-led & LSP-led)	Small-group tutoring for reading, writing & maths.	£28,000	Accelerated progress; closing attainment gaps.
1:1 reading interventions – Reading Squad / Enabling Reading	Targeted fluency and comprehension work.	£14,250	More pupils reach EXS and GDS in reading.
Targeted phonics intervention (LW rapid catch-up)	For pupils not meeting expected pace.	£9,500	Improved phonics / retake success.
Writing intervention groups (PVPG, sentence structure & stamina)	Focus on disadvantaged pupils in Y1–Y6.	£12,500	Improved writing outcomes and independence.

Maths gap-filling intervention (daily LSP support)	Every class with a skilled LSP for real-time support.	£22,000	Improved fluency, reasoning & GDS outcomes.
Digital access: laptops/tablets for priority pupils	Ensures equity in homework & remote learning.	£10,000	Strengthened home learning engagement.

### Wider Strategies-Attendance, SEMH, Enrichment, Personal Development

Activity	Summary of Activity / Links to ADP	Funding	Intended Outcomes
Attendance improvement strategy	EWO support, home visits, reward systems, mobility induction support.	£21,000	≥95% attendance; ↓ PA to <10%.
WISH Hub staffing (Behaviour, SEMH, Inclusion)	PP champion, behaviour mentors, counselling/play therapy, family support.	£32,000.19	Improved wellbeing, reduced behavioural incidents.
Pastoral and safeguarding support for families	Workshops, early help meetings, targeted support.	£9,000	Improved engagement & attendance.
Enrichment, cultural capital & trips/residential subsidies	Ensuring all PP pupils attend trips, clubs and arts activities.	£14,000	Increased enrichment participation.
Uniform, music tuition & resource support for key families	Removing barriers to participation & wellbeing.	£10,000	Improved inclusion & readiness to learn.

### Summary of Funding Allocation

Category	Total Allocated
Teaching	£112,500.00
Targeted Academic Support	£96,250.00
Wider Strategies	£86,000.19
<b>Total</b>	<b>£294,750.19</b>

### Review of the Previous Academic Year (2024–2025)

Outcomes for disadvantaged pupils were strong overall, with clear evidence of accelerated progress across core subjects.

#### Early Years Foundation Stage (EYFS)

- Disadvantaged pupils made good progress from very low starting points, particularly in communication and language.
- GLD improved compared with the previous year, though writing and early literacy remain areas for continued focus.
- Targeted speech and language support had measurable impact, narrowing gaps in expressive and receptive language.

## Phonics & Early Reading

- Disadvantaged pupils achieved outcomes broadly in line with, or above, national benchmarks in the Year 1 Phonics Screening Check.
- High programme fidelity to Little Wandle contributed to strong reading foundations.
- Year 2 disadvantaged pupils who re-sat made accelerated progress, with the majority passing.

## Key Stage 1 (KS1)

- Reading outcomes strengthened, supported by structured fluency groups and targeted LSP-led intervention.
- Writing improved but remains an area for deeper curriculum development; spelling interventions showed early positive impact.
- Maths outcomes were secure, with disadvantaged pupils benefiting from immediate same-day intervention.

## Key Stage 2 (KS2)

- Disadvantaged pupils made strong progress in reading, writing and maths, maintaining performance broadly in line with non-disadvantaged peers.
- A notable increase in pupils achieving Greater Depth, particularly in reading and maths, reflecting high expectations and improved reasoning skills.
- Writing showed stable performance and reduced within-school gaps due to improved modelling and feedback cycles.

## Attendance & Behaviour

- Attendance for disadvantaged pupils improved compared with 2023–24, though mobility and persistent absence continue to affect some cohorts.
- A strengthened attendance strategy, improved monitoring accuracy and enhanced EWO engagement contributed to reduced PA.
- Behaviour incidents reduced significantly for pupils receiving WISH support, with positive engagement in mentoring and regulation programmes.

## Personal Development & Inclusion

- Uptake of enrichment, music tuition, clubs and wider curriculum opportunities increased for disadvantaged pupils.
- The WISH Hub provided effective pastoral and SEMH support, improving resilience, wellbeing and readiness to learn.
- Engagement with families strengthened through workshops, SEND reviews and Early Help support.

## Curriculum & Teaching Quality

- CPD and coaching improved consistency of teaching, especially in reading and writing.
- Subject leadership improved through accurate curriculum monitoring and coaching, resulting in better sequencing and vocabulary instruction.
- Diagnostic assessment was embedded more consistently, enabling timely and targeted intervention.

We remain firmly committed to ensuring that all disadvantaged pupils continue to achieve highly, feel valued, and thrive within the nurturing and ambitious environment at Mill Hill Primary Academy. Through high-quality teaching, targeted intervention and our strong culture of inclusion, we will continue to remove barriers, close gaps, and broaden horizons for every child. Our focus for 2025–2026 is to build on the strong progress made to date, sustaining momentum and ensuring that every disadvantaged pupil has the knowledge, skills and confidence to “Work Hard, Dream Big and Never Give Up.”