

## Pupil Premium Strategy Statement Old Mill Primary School



This statement details our school's use of pupil 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	369
Proportion (%) of pupil premium eligible pupils	49 children 13% (correct as of 13.06.25)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Alison Smith-Stewart (Head Teacher)
Pupil premium lead	Sophie Foster (Deputy Head Teacher)
Governor / Trustee lead	Carly McBride

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,950

## Part A: Pupil premium strategy plan

### Statement of intent

Old Mill is an inclusive school, with our motto, 'Striving for Excellence, Going for Gold' encapsulating our daily commitment to fostering the best possible achievement amongst all pupils, across all subject areas, irrespective of their background or the challenges that they face. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including for those who are already high attainers.

We carefully consider the challenges faced by our vulnerable children, including those who have a social worker and those who are young carers, regardless of whether they are disadvantaged or not, by assessing and analysing each child's individual barriers to learning. Understanding our pupils, their families, and barriers to learning is at the heart of our strategy to support disadvantaged pupils. Disadvantaged children often face a range of barriers to learning, including limited support at home, underdeveloped language and communication skills, low confidence, and reduced well-being. They may also experience more frequent behaviour challenges, attendance issues, and problems with punctuality. Additionally, complex family situations can hinder their ability to flourish.

At Old Mill, our approach is grounded in high-quality teaching, following the 'tiered approach' recommended in the EEF's Guide to the Pupil Premium. We believe that the classroom is where we can make the most substantial impact on our pupils. Quality First Teaching has been shown to be the most effective method for closing the achievement gap for disadvantaged students and also benefits those who are not disadvantaged. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will continue to assess where extra support is needed for students whose education and wellbeing were affected by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, and our robust, ongoing analysis and assessment will ensure that our strategy is fit for purpose; no assumptions are made regarding the impact of disadvantage, nor do we adopt a 'one size fits all' approach. This alone makes sure that our priorities are properly diagnosed and that the effect of any measures adopted can be accurately monitored.

The key principles of our strategy are as follows:

- We aim to achieve excellent educational and personal development outcomes through **quality first teaching**.
- We are committed to **promoting progress for all children**, despite their backgrounds or challenges, ensuring all children are challenged in the work that they're set.
- We **act early to intervene** at the point need is identified, and our approach is **tailored to address individual obstacles**.
- **Data and evidence guide our strategies**, which undergo regular review, following a tiered approach.
- We create **opportunities** for all pupils, ensuring that those eligible for pupil premium explore **extra-curricular activities**, have access to a variety of **cultural experiences** to enrich their education, and develop their **skills** and **character**.

- We adopt a whole school approach in which **all staff take responsibility for disadvantaged pupils' outcomes and raise expectations** of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that our pupil premium children are not making as rapid progress in reading, writing and maths as non-pupil premium children. <i>NB: This can be cohort dependent in terms of numbers of PP and barriers to learning.</i>
2	Observations of, and discussions with, pupils and their families, have identified an increase in children presenting with a range of Social, Emotional and Mental Health issues.
3	Assessments, observations, and discussions with pupils reveal that many disadvantaged pupils have underdeveloped oral language skills and significant vocabulary gaps.
4	Many of our pupil premium children lack the rich and varied experiences that their non-pupil premium peers typically have, resulting in limited world knowledge and vocabulary acquisition.
5	Low aspirations of our pupil premium families results in proportionally lower parental engagement and support with homework and reading.
6	Data analysis suggests that the attendance of pupil premium children is at risk of being lower than that of non-pupil premium children, particularly with regards to persistent absenteeism.
7	Growth in numbers of EAL pupils, particularly from diverse backgrounds – some of which have significant needs.

## 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
Narrow the attainment gap in EYFS Good Level of Development (GLD) between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged pupils and non-disadvantaged pupils narrows in EYFS GLD. EYFS GLD for disadvantaged pupils is in line with the national average, or better.
Narrow the attainment gap in the Phonics Screen Check Pass between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged pupils and non-disadvantaged pupils narrows in the Phonics Screen Check. Phonics Screen Check Pass for disadvantaged pupils is in line with the national average, or better.

Narrow the attainment gap at the end of Key Stage 2 in Reading between disadvantaged and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment in Reading between disadvantaged pupils and non-disadvantaged pupils. Reading EXS+ for disadvantaged pupils is in line with the national average, or better.
Narrow the attainment gap at the end of Key Stage 2 in Writing between disadvantaged and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment in Writing between disadvantaged pupils and non-disadvantaged pupils. Writing EXS+ for disadvantaged pupils is in line with the national average, or better.
Narrow the attainment gap at the end of Key Stage 2 in Maths between disadvantaged and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment in Maths between disadvantaged pupils and non-disadvantaged pupils. Maths EXS+ for disadvantaged pupils is in line with the national average, or better.
Narrow the gap between disadvantaged and non-disadvantaged in school attendance.	Reduce the gap in percentage attendance between disadvantaged and non-disadvantaged pupils. Reduce the percentage of disadvantaged pupils who are persistently absent compared to non-disadvantaged pupils.
Improve disadvantaged pupils' cultural capital through enrichment and broad opportunities.	Increase in disadvantaged pupils accessing enrichment clubs. Increase in disadvantaged pupils' understanding and awareness of the world.
To achieve and sustain improved wellbeing for all pupils in our school; particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• Increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Reduction of negative behavioural incidents.</li> <li>• Reduced anxiety and high levels of wellbeing, resulting in pupils being ready to learn.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to coach staff in Read Write Inc. (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.  Impact: +5 months (EEF) <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 3
Continue to coach staff in Zones of Regulation to improve pupils' decision-making skills, interaction with others and their self-management of emotions.	Alongside academic outcomes, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.  Impact: +4 months (EEF) <a href="#">Social and Emotional Learning - Teaching and Learning Toolkit - EEF</a>	1, 2
Embed new Reading and Writing lesson delivery throughout the school, placing a greater emphasis on explicit teaching of metacognitive and self-regulatory strategies. CPD for all staff.	Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of children's learning can be effective.  Impact: +8 months (EEF) <a href="#">Metacognition and Self-Regulation - Teaching and Learning Toolkit - EEF</a>	1, 3
Enhance and broaden feedback strategies through high quality CPD.  Invest in, and utilise, AirServer and iPads to deliver high quality, impactful feedback.	Daily feedforward in all core subjects, in which teachers provide constructive, timely, and supportive feedback that not only addresses academic work but also supports pupils' emotional and behavioural development.  Impact: +7 months (EEF) <a href="#">Feedback - Teaching and Learning Toolkit - EEF</a>	1, 2, 3
Tailor support and provision to the unique academic needs of disadvantaged and	Evidence indicates that to support pupils to achieve meaningful success, teachers	1, 2, 3

SEND pupils, ensuring it is personalised to overcome their individual barriers to learning.	must strive to set children challenging but achievable tasks. <a href="#">Developing Intrinsic Motivation</a>	
Teach well-structured lessons that enable children to know and remember more.	Effective teachers ensure that their children efficiently acquire, rehearse and connect background knowledge by providing ample instructional support. They provide this support by teaching new material in manageable amounts, modelling, guiding pupil practice, helping children when they make errors and provide opportunities for sufficient practice and review.  <a href="#">Rosenshine's Principles of Instruction</a>	1, 3
Incorporate visual aids to support language acquisition of EAL pupils.	Utilise pictures, diagrams, and multilingual word mats to support comprehension and retention of new vocabulary and concepts.  <a href="#">Bell Foundation Primary Strategies EAL Learners</a>	7

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teach bespoke phonics lessons to EAL pupils to ensure targeted development of early reading skills, focusing on phonemic awareness, decoding, and vocabulary acquisition, enabling them to access the wider curriculum with increased confidence and fluency.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.  Impact: +5 months (EEF) <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>  <a href="#">Bell Foundation Primary Strategies EAL Learners</a>	7
Reduction in class sizes in Year 6 to support key pupil premium children	Studies have found that smaller class sizes in primary schools can have	1, 3

<p>at risk of not meeting age related expectations in Year 6 in reading, writing and maths.</p>	<p>a greater positive impact on disadvantaged pupils than their peers.</p> <p>Impact: 2+ months (EEF)  <a href="#">Reduced Class Sizes - Teaching and Learning Toolkit - EEF</a></p>	
<p>Homework Club led weekly to provide a dedicated time and space for pupils to receive support with their homework.</p>	<p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Impact: 5+ months (EEF)  <a href="#">EEF Homework</a></p>	5
<p>Phonics tutoring to ensure that children are keeping up – not catching up.</p>	<p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Impact: +6 months (EEF)  <a href="#">One to One Tuition - Teaching and Learning Toolkit - EEF</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Impact: +5 months (EEF)  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1, 3
<p>One to one reading with an adult at least twice a week, prioritising disadvantaged children.</p>	<p>Impact: +6 months (EEF)  <a href="#">One to One Tuition - Teaching and Learning Toolkit - EEF</a></p>	1, 3, 5
<p>One to one reading interventions ('Top Triangle'), taking place in the afternoons, focusing on non-fluent readers and prioritising disadvantaged children.</p>	<p>Impact: +6 months (EEF)  <a href="#">One to One Tuition - Teaching and Learning Toolkit - EEF</a></p> <p>On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Impact: +6 months (EEF)  <a href="#">Reading Comprehension Strategies - Teaching and Learning Toolkit - EEF</a></p>	1, 3, 5

<p>One to one Speech and Language interventions, taking place in the afternoons, supporting communication development and prioritising disadvantaged children.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Impact: +7 months (EEF)  <a href="#">Oral Language Interventions - Teaching and Learning Toolkit - EEF</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Small group interventions during assembly times, ran by teachers, focusing on maths skills using the Number Stacks programme.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Impact: +4 months (EEF)  <a href="#">Small Group Tuition - Teaching and Learning Toolkit - EEF</a></p>	<p>1, 3</p>
<p>Small group interventions during afternoons, ran by support staff, focusing on reading fluency.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Impact: +4 months (EEF)  <a href="#">Small Group Tuition - Teaching and Learning Toolkit - EEF</a></p>	<p>1, 3</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to Breakfast Club to support attendance and drive higher levels of concentration, leading to better academic outcomes.</p>	<p>Breakfast Club not only provides children with a nutritious start to the day, but also engages them in informal learning and reading activities. Evidence suggests that breakfast clubs can improve both attendance and attainment.</p> <p>Impact: +2 months  <a href="#">Impact of Breakfast Club - IFS</a></p>	<p>1, 6</p>

	<a href="#">Impact of Breakfast Club - EEF</a>	
Support and advice from Attendance Officer to improve attendance and reduce persistent absenteeism.	Attendance and family liaison officers play a multifaceted role within schools, primarily focused on monitoring attendance data and liaising with pupils, their families, and school staff to address attendance issues.  <a href="#">Attendance Officers to Improve Attendance - EEF</a>	6
Improve parental engagement of disadvantaged pupils through regular contact, parent forums and parent surveys.	Parents can discuss their children's progress and ways that they can support learning at home. Such engagement has been positively linked to improvements in academic outcomes.  Impact: +4 months (EEF) <a href="#">Parental Engagement - Teaching and Learning Toolkit - EEF</a>	1, 5, 6
Bursary to support with the cost of school uniform.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Wearing school uniform can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.  <a href="#">School Uniform - Teaching and Learning Toolkit - EEF</a>	5
Improve children's cultural capital opportunities by subsidising costs of educational enrichment opportunities, trips, visits and residential.	Even today, middle-class children have more cultural capital than their less advantaged peers. Consequently, the children of middle-class families are still much more likely to succeed at school, have a university education and succeed in their adult life.  <a href="#">Arts Participation - Teaching and Learning Toolkit - EEF</a>  <a href="#">Sutton Trust - Financial and Cultural Resources to Boost Children's Chances of Success</a>	5
Increase extra-curricular enrichment opportunities, e.g. Gardening Club.	Even today, middle-class children have more cultural capital than their less advantaged peers. Consequently, the children of middle-class families are still much more likely to succeed at school,	5

	<p>have a university education and succeed in their adult life.</p> <p><a href="#">Sutton Trust - Financial and Cultural Resources to Boost Children's Chances of Success</a></p>	
<p>Enhance pupils' mental health and wellbeing provision through dedicated time with ELSA.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Impact: +4 months (EEF)</p> <p><a href="#">EEF - Social and Emotional Learning - Teaching and Learning Toolkit</a></p>	2
<p>Develop attachment and trauma aware practice throughout the school to improve mental health, wellbeing and attendance.</p>	<p>Attachment and trauma practice supports pupils with ACEs to regulate their emotions and develop resilience.</p> <p><a href="#">Trauma Informed Approaches</a></p>	2, 6
<p>Deliver Forest School block sessions to all children, as part of our curriculum offer, to build on characteristics for learning and develop positive wellbeing.</p>	<p>Forest School provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access, and can supports pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><a href="#">Social and Emotional Learning - Teaching and Learning Toolkit - EEF</a></p>	2
<p>Run adult-led provision, 'Happy Lunchtime Club' in which children can participate in structured activities, leading to improved behaviour at lunchtimes.</p>	<p>Alongside academic outcomes, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Impact: +4 months (EEF)</p> <p><a href="#">Social and Emotional Learning - Teaching and Learning Toolkit - EEF</a></p>	2
<p>Adjust seating arrangements to benefit EAL pupils.</p>	<p>Strategically seat EAL pupils with supportive peers to facilitate language practice and social integration.</p>	7

	<a href="#">Bell Foundation Primary Strategies EAL Learners</a>	
ELSA sessions to support the emotional and social needs of EAL pupils, particularly refugees, who might experience adjustment challenges and trauma.	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Impact: +4 months (EEF)</p> <p><a href="#">EEF - Social and Emotional Learning - Teaching and Learning Toolkit</a></p> <p><a href="#">Bell Foundation Primary Strategies EAL Learners</a></p>	7

**Total budgeted cost: £69,184**

## Part B: Review of the previous academic year 24-25

### Outcomes for disadvantaged pupils

Intended Outcomes of 2024/2025 strategy	Progress towards achieving outcomes outlined in 2024/2025 strategy
1. Narrow the attainment gap in EYFS Good Level of Development (GLD) between disadvantaged and non-disadvantaged pupils.	Old Mill Pupil Premium GLD – 100% Old Mill Non-Pupil Premium GLD – 89%  Disadvantaged pupils have out-performed their non-disadvantaged peers by 11%.
2. Narrow the attainment gap in the Phonics Screen Check Pass between disadvantaged and non-disadvantaged pupils.	Old Mill Phonics Screening – 88% (38/43) Old Mill Pupil Premium Phonics Screening – 63% (5/8) Old Mill Non-Pupil Premium Phonics Screening – 94% (33/35) <i>NB: Extenuating circumstances meant that one PP child took the screening at a different setting and another joined mid-year (EAL).</i>
3. Narrow the attainment gap at the end of Key Stage 2 in Reading between disadvantaged and non-disadvantaged pupils.	Old Mill EXS+ 82% (46/56) National EXS+ 75% Old Mill Pupil Premium EXS+ 60% (3/5) Old Mill Non-Pupil Premium EXS+ 77% (43/51) <i>NB: One PP child did not sit 2025 SATs due to being PKS.</i> Gap – 17%
4. Narrow the attainment gap at the end of Key Stage 2 in Writing between disadvantaged and non-disadvantaged pupils.	Old Mill EXS+ 77% (43/56) National EXS+ 72% Old Mill Pupil Premium EXS+ 60% (3/5) Old Mill Non-Pupil Premium EXS+ 78% (40/51) <i>NB: One PP child did not sit 2025 SATs due to being PKS.</i> Gap – 18%
5. Narrow the attainment gap at the end of Key Stage 2 in Maths between disadvantaged and non-disadvantaged pupils.	Old Mill EXS+ 91% (51/56) National EXS+ 74% Old Mill Pupil Premium EXS+ 80% (4/5) Old Mill Non-Pupil Premium EXS+ 84% (47/51) <i>NB: One PP child did not sit 2025 SATs due to being PKS.</i> Gap – 4%
6. Narrow the gap between disadvantaged and non-disadvantaged in school attendance.	Whole school attendance: <b>97%</b> Pupil Premium attendance: <b>95%</b> Non Pupil Premium attendance: <b>97%</b> Persistent absenteeism: <b>2%</b> (10/369) Pupil Premium persistent absenteeism: (3/50 PP are persistently absent) <b>6%</b> (3/10 persistently absent are PP) <b>30%</b> Non Pupil Premium persistent absenteeism: (7/319 non PP are persistently absent) <b>2%</b> (7/10 of persistent absentees are non PP) <b>70%</b> <b>Top 10% for attendance and persistent absenteeism nationally.</b>

<p>7. Improve disadvantaged pupils' cultural capital through enrichment and broad opportunities.</p>	<ul style="list-style-type: none"> <li>- Continued to subsidise trips for disadvantaged pupils this year, to ensure that cost is not a barrier for these families. However, nature and number of trips has been impacted by cost of living crisis.</li> <li>- 4/5 disadvantaged Year 6 pupils attended PGL residential.</li> <li>- Increased number of disadvantaged pupils attending clubs and cross-school sporting competitions.</li> <li>- 2024/25 parent survey showed that 100% of PP parents who responded (25) agree or strongly agree that their children's experiences at school are enhanced through a range of clubs and activities.</li> </ul>
<p>8. To achieve and sustain improved wellbeing for all pupils in our school; particularly our disadvantaged pupils.</p>	<p>ELSA support offered to PP pupils, as and when required.</p> <p>In 2024/25, 24% of PP pupils were referred and accessed ELSA support.</p> <p>85% of PP pupils stated, 'I feel happy in school' in a 2025 pupil voice survey (of 13 asked).</p> <p>2024/25 parent survey showed that 100% of PP parents who responded (25) agree or strongly agree that children are supported well at Old Mill (both academically and pastorally).</p>

## Externally provided programmes

Programme	Provider
Times Tables Rockstars	Maths Circle Ltd.
Accelerated Reader	Renaissance Learning
Read Write Inc. Phonics	Ruth Miskin
NTS	Rising Stars – Hodder Education
Number Stacks	Number Stacks

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.