

Pupil premium strategy statement – Milwards Primary School and Nursery

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	199
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025-2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Michael Doughty Head Teacher
Pupil premium lead	Michael Doughty
Governor / Trustee lead	Laura Akers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,203
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£96,203

Part A: Pupil premium strategy plan

Statement of intent

At Milwards Primary School and Nursery, part of the Harlow Inspirational Learning Trust (HILT), the Pupil Premium Grant is used strategically to ensure that disadvantaged pupils achieve well academically, develop strong learning behaviours and benefit from a rich, inclusive curriculum.

Our strategy is rooted in a clear understanding of the barriers faced by disadvantaged pupils and is underpinned by evidence-informed practice, robust diagnostic assessment and ongoing evaluation. High-quality teaching is prioritised as the most effective lever for improving outcomes, complemented by targeted academic support and wider strategies that address attendance, behaviour, wellbeing and access to enrichment.

This strategy is fully aligned with the School Development Plan and reflects a long-term commitment to strengthening classroom practice, leadership capacity and inclusive provision. Provision is responsive rather than prescriptive and is adapted in response to assessment information, professional judgement and pupil voice. Leaders evaluate impact termly and refine approaches where impact is limited. All staff share responsibility for disadvantaged pupils' outcomes and maintain high 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	Assessments, observations and discussions with pupils have indicated underdeveloped oral language skills and vocabulary gaps among many of our children, evident from Reception through to KS2, with more prevalence among our disadvantaged children.
2	Low attainment on entry to the Early Years Foundation within the Prime Areas of Learning; Communication, Physical and PSHE. Children's level of general independence and self-confidence is notably lower than previous intakes. This can also be seen as the children enter Key Stage 1, with a need to focus on educational behaviours.
3	Reduced exposure to high quality reading materials and a proportion of parents/carers not reading with, or to, their children over a long period of time. For some, reading is not seen as an important aspect of time outside of school.
4	Our assessments continue to indicate that the partial school closures and disruption to learning and early development caused by the the pandemic have negatively affected both

	the academic and social and emotional development of our disadvantaged pupils, to a greater extent than for other pupils. These findings are supported by national studies. This can result in significant knowledge gaps in Reading and Writing, in addition to Maths.
5	More frequent SEMH difficulties: our assessments (including pupil and parental surveys), observations and discussions with pupils and their families indicate an increasing number of children have social and emotional difficulties which directly impact on progress, attainment and wellbeing.
6	Although data gathered during the past 3 years indicates a reduced gap in both the overall attendance and persistent absence of our disadvantaged pupils in relation to their non disadvantaged peers, absenteeism continues to negatively impact the progress and outcomes for several of our disadvantaged pupils. Attendance and PA remains a key focus of this current plan and our whole school improvement plan for 2025-2026.
7	Reduced exposure to enrichment opportunities outside of school. Our observations and discussions with children and families indicate that many of our disadvantaged children have reduced access to cultural opportunities, which are impacting on their understanding of the curriculum and contributing to the attainment gap. This has been backed up by national findings which have ultimately led to an increased focus on improving 'cultural capital' within the curriculum.
8	Lack of parental engagement and confidence in supporting children at home.
9	Low ambition and aspiration amongst some of our pupils.

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
Swift identification of pupils that are underachieving to ensure that they are supported to fulfil their potential.	Robust diagnostic assessments and regular pupil progress meetings ensure that underperforming disadvantaged pupils are quickly identified and subsequently targeted, including our high attainers.
To continue to develop and raise the standards in EYFS, with high expectations for phonics, oracy and	GLD is in line with national average. Evidence from assessment & monitoring identifies all children are well challenged and making good

early writing.	progress. EYFS team operating highly effectively as evidenced by outcomes, particularly in speaking, personal development and writing.
Strong progress resulting in improved reading attainment among disadvantaged pupils.	Year on year internal data indicates that reading outcomes are improved for disadvantaged pupils and are at least in line with their non-disadvantaged peers. A greater proportion of pupils will achieve GLD in word reading and comprehension and pass Y1 Phonics check.
Strong progress resulting in improved writing attainment among disadvantaged pupils.	End of year data will indicate that an increased number of disadvantaged children will be at the expected level or greater depth in writing.
Strong progress resulting in improved maths attainment for disadvantaged pupils at the end of KS2.	End of year data will indicate that an increased number of disadvantaged children will be at the expected level or greater depth in maths.
Effective learning habits are embedded for all pupils.	Rates of fixed term suspension remain low, with 0% permanent exclusion sustained. Children speak ambitiously about their future at secondary school and potential further education.
Improvement of oracy skills in all children across all Key Stages.	Evidence triangulation indicates that disadvantaged children are more confident and expressive in their spoken language. They answer questions in class in full sentences using subject specific terminology. They are also able to comfortably address a range of audiences.
Pupils engage in a range of diverse cultural activities.	A strong programme of enrichment activities take place resulting in children being exposed to a wide breadth of cultural opportunities increasing their 'cultural capital'.
To achieve and sustain improved attendance and punctuality for all pupils, especially our disadvantaged pupils.	Engagement of students in one-to-one or small-group mentoring to address specific attendance barriers. Regular sessions can enhance teacher-student relationships, leading to increased motivation to attend school. Based on a report by the Education Endowment Foundation, mentoring

	has shown moderate impact on attendance and academic success. Free access to breakfast club for disadvantaged pupils.
Families feel suitably supported and informed by the school to facilitate a greater engagement with their child's learning.	Evidence from monitoring indicates that parents/carers engage with school delivered material. Parental feedback surveys are positive.
Disadvantaged families are supported to ensure, in as much as possible, finances do not inhibit the academic progress and wellbeing of their children.	Disadvantaged families are supported by the school to ensure that children arrive at school in uniform and with the correct equipment. Where needed, signposting is offered by the school and guidance to agencies that can offer additional support. Should families need support with food to ensure that children are not hungry, the school works closely with the parents/carers.
Swift identification of children whose self-esteem, confidence and wellbeing are negatively impacted, particularly our disadvantaged pupils. To achieve and sustain improved wellbeing for all pupils	Sustained high levels of wellbeing from 2024-2025 by: Regular triangulation between staff, parents and pupils ensures that pupil wellbeing remains paramount, and children receive the appropriate pastoral/nurture support. An increase in participation of enrichment activities, particularly among disadvantaged pupils.

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: **£39,327**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of standardised diagnostic assessments and training to ensure they are administered and interpreted correctly.</p> <p>Maximising learning. High quality teaching for all learners. Explicit focussed teaching following assessment of prior learning. We will again fund release time for subject leaders to support and develop the work of year group teaching/ planning and enable greater effectiveness in performance cycles in all subjects.</p> <p>Quality CPD delivered by external consultants and advisors as well as staff exposed to both local (HET) and national perspectives. Teachers to continue to embed the</p>	<p>EEF states: Standardised tests, alongside diagnostic assessments, 'provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively they can indicate areas for development and help teachers isolate misconceptions.'</p> <p>EEF States: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'.</p> <p>Internal feedback was that teachers noted increased subject knowledge and confidence in the delivery of our broad and balanced curriculum. Leaders noted increased consistency, together with clearer links between assessment and feedback.</p> <p>Educational Institute Policy reports: 'Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider'.</p> <p>EEF states: 'Reading comprehension strategies: very high impact for very low cost based on extensive evidence.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF states: 'Writing strategies should be explicitly taught using the 'gradual release of responsibility' model.</p>	<p>1, 2, 3, 4 and 5</p> <p>1, 2, 3, 4, 5 and 8</p> <p>2, 4 and 5</p> <p>2, 3 and 5</p>
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<p>crucial components for the teaching of reading and teaching comprehension through fun, interactive strategies. To develop high levels of oracy, which in turn impacts the standard of writing across the school. (oracy training for teachers).</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will again fund release time for experienced mastery subject leader to support and develop the work of year group teaching/planning and enable greater effectiveness in performance cycles and to access Maths Hub resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Although disrupted by COVID last year, the internal feedback was that teachers noted increased subject knowledge and confidence in the delivery of the Mastery approach.</p> <p>Leaders noted increased consistency, together with clearer links between assessment and feedback.</p>	<p>1,2,4,5</p>

<p>Ongoing training for teachers and new LSAs on Phonics Bug, Bug Club and sound pronunciation. Phonics resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF: 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds'.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Gaps in communication and early language addressed by staff implementing the Wellcomm intervention. To support the development of high levels of oracy by ensuring regular opportunities to speak and listen through: Pre-teaching of vocabulary Debates Presentations School Council Performances Reading aloud Assemblies Show and Tell Time To Talk Games for language</p>	<p>The EEF guidance report, Preparing for Literacy (2020) states that: 'Approaches that emphasise spoken language and verbal interaction can support the development of communication and language. In turn, communication and language provide the foundations for learning and thinking and underpin the development of later literacy skills. The evidence suggests that the quality of these approaches is more important than the quantity. Furthermore, all children are likely to benefit from a focus on communication and language, but some studies show even larger effects for children from disadvantaged backgrounds'. Additional evidence can be found: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1, 2 and 5</p>
<p>Gaps in communication and early language addressed by staff implementing</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://researchschool.org.uk/aspirer/news/an-evidence-based-approach-to-improving-oral-language-skills-of-disadvantaged-pupils https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-</p>	<p>1, 2 and 5</p>

<p>the Wellcomm intervention.</p> <p>To support the development of high levels of oracy by ensuring regular opportunities to speak and listen through:</p> <ul style="list-style-type: none"> Pre-teaching of vocabulary Debates Presentations School Council Performances Reading aloud Assemblies Show and Tell Time To Talk Games for language 	<p>development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=site_search&search_term=N ELI</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Additional phonics sessions for all pupils who require further phonics support, including our disadvantaged (1:1 and group sessions).</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Internal data from last year noted increased confidence and a narrowing of gaps for pupils who received tutoring.</p>	<p>1, 2, 3, 4 and 5</p>

<p>Additional part-time teacher to deliver 1:1/small group tuition and feedback for pupils who are not on track to achieve their potential, including high attainers.</p>	<p>Internal assessments indicate that children are starting school with weaker language and communication skills.</p> <p>Evidence indicates: One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school compared with one in 25 children who had good language skills at age five. (Save The Children, 2016)</p> <p>One in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five. (Save The Children, 2016)</p> <p>Feedback from teachers and parents continues to be positive. Early intervention ensures children's needs are identified and the necessary support given without delay.</p>	<p>1, 2, 3, 4 and 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,017

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance initiatives Breakfast and After School Club Home School Liaison Officer (Partial cost) to offer support and advice to families, increasing engagement and attendance in education and facilitating their access to additional services.</p>	<p>Many of our disadvantaged children come into school late, often without having had breakfast. Breakfast Club removes this barrier, as well as providing children with a calming start to the day. Parents report that as a result, family life is less stressful in the mornings and children arrive at school on time. Teachers report improved attendance and punctuality, together with a more focused start to the day.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p>After school club also provides the same social and educational benefits.</p> <p>HSLO - This initiative continues to be welcomed by parents who received direct family support for improving behaviour and routines at home. Teachers have reported that the pupils were more engaged with their learning as a result of this support. Pupils enjoyed weekly meetings with HSLO (if appropriate) and said that they felt listened to.</p>	<p>6, 7 and 9</p>

<p>Attendance Officer - an independent AO is employed to ensure that the school is fully supported in raising attendance, including reducing persistent absence and improving punctuality.</p>	<p>A study undertaken by the NFER in 2000 (A detailed study of the working practices of the Educational Welfare Service) stated that: ‘there is much evidence of the wide range of provision and the pool of expertise and skills that Education Welfare Services are able to provide.’</p>	
<p>Cultural Capital Enrichment Teachers to plan ‘authentic outcomes’ opportunities within the year group learning, including trips, visitors and curriculum resourcing. Financial support for disadvantaged pupils to ensure that they have same opportunities for enrichment activities that enhance their educational provision. Music tuition; Trips; Extra-curricular activities</p>	<p>The increased cultural capital and life experiences for all our children is key. The knowledge, skills and experiences gained during these trips could make a significant difference towards their aspirations and general feelings towards school. Many disadvantaged pupils do not have access to music lessons or club membership. Physical activity is essential for good mental health and may pupils find a new hobby having been given the opportunity to try clubs at school. Inclusion in all aspects of school life is vital to children’s social and emotional wellbeing, therefore supporting their participation in residential and visits is an important aspect of ensuring inclusion and in enriching children’s cultural capital.</p>	<p>6, 7, 8 and 10</p>
<p>Well-being To enable pupils to access provision to support their emotional well-being and enable greater resilience in school. School to commission Kids Inspire to support children for two days a week.</p>	<p>Art Therapy has proven invaluable to our pupils. Early intervention has prevented escalation and has also reduced the need for referrals to external agencies, including EWMHS (Emotional Well-Being and Mental Health Service). Internal evidence: children display Improved emotional stability leading to increased engagement in class. strategies for self-regulation of their emotions so that they can maximise their capacity for learning. EEF research shows that “Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They</p>	<p>6, 7, 8 and 9</p>

<p>Pastoral support Running Club Behaviour support 1:1 informal wellbeing support Direct support for parents/carers</p>	<p>can have an average overall impact of four months additional progress on attainment.”</p> <p>Our Pastoral Manager will continue to support vulnerable pupils and their families. Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003) Internal evidence from teachers indicates that children return to class more engaged and ready to learn after undertaking a session with the Pastoral Manager. Pupils enjoy the informal opportunities to talk regarding any worries or concerns that they may have. They say that they feel listened to. Parental feedback highlights that having a non-teaching staff point of contact at times has facilitated improved home/school engagement.</p>	
<p>Behaviour Continue to set high expectations for behaviour and support pupils to regulate emotionally. To know and understand our pupils and their influences. Restorative practice training for all staff.</p>	<p>Improving Behaviour In Schools: Guidance Report (Summary of Recommendations) EEF. “... consistent approaches to behaviour can lead to strong relationships between teachers and students and form the foundations for learning.” “A Restorative approach in schools helps develop a healthier, learning environment, where children and young people take responsibility over their own behaviour and learning. The minds of those in a restorative school are focused on strengthening and repairing relationships, are inquisitive about what needs to happen and avoid attributing blame” (Thorsborne & Blood, 2013).</p>	<p>6, 7, 8 and 10</p>
<p>Contingency Additional fund for acute, unforeseen difficulties.</p>	<p>Based upon the uncertainty and disruption faced during recent years, the school will set aside a small amount of funding to enable us to respond swiftly to needs that have not yet been identified.</p>	<p>1-10</p>

Total budgeted cost: **£96,203**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Each term, Milwards Primary School and Nursery undertook pupil progress meetings to evaluate the progress, attainment and wellbeing of disadvantaged pupils and to refine provision where needed. Internal assessment information indicated that writing remained an area of relative weakness compared with reading and mathematics for some cohorts.

Attendance support, including proactive work with families, has contributed to improvements for targeted pupils, including reductions in persistent absence. Wellbeing and pastoral provision continued to support engagement, behaviour for learning and readiness to learn.

Overall, the school remains on track to achieve the intended outcomes of the current strategy. Leaders continue to evaluate impact through assessment, attendance and behaviour information and adapt approaches where impact is limited.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Further information

It is important to note that this strategy is supplemented by additional activity delivered by the school and Trust, including a wide range of extra-curricular opportunities. Where payment is required, the school uses funding and other support to ensure no disadvantaged pupil is prevented from participating.

The senior leadership team reviews provision regularly and refines approaches where impact is limited. The strategy may therefore be updated during the year in response to emerging needs and evaluation findings.