

Pupil premium strategy statement

This statement details The Milford Academy'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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|----------------------|
| School name | The Milford Academy |
| Number of pupils in school | 423 |
| Proportion (%) of pupil premium eligible pupils | 32% (134 children) |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025, 2025/2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Joe Turner |
| Pupil Premium lead | Kieran Matthews |
| Governor / Trustee lead | David Dickinson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £202,910 |
| Pupil premium funding 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 | £202,910 |

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at The Milford Academy accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Challenges

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

| Challenge number | Detail of challenge (IN SCHOOL) |
|------------------|---|
| 1 | COVID lockdowns have had an impact on speech and language and social communication and interaction for our children who are in Foundation and Year One and were born during the COVID pandemic. |
| 2 | Pupil access to enrichment and broad life experiences. |
| 3 | Pupils have narrow aspirations, as a result of lack of self-belief. |
| 4 | Pupils have limited access to high-quality texts. |
| 5 | Poor vocabulary and background knowledge. Children have limited vocabulary and background knowledge which restricts their ability in writing and accessing reading. |
| 6 | Safeguarding of the children – lots of concerns raised by staff of the safety and well-being of the children on a daily basis. |
| Challenge number | Detail of challenge (EXTERNAL) |
| 1 | Safety factors and experience outside of school: Nottingham is one of the most deprived cities in the UK. Barriers impacting upon disadvantaged pupils are families' circumstances including: alcohol misuse, drug misuse, domestic abuse within families is high, gang and knife crime in the local area; low aspiration and high unemployment. Children often attend school without having an adequate breakfast to start the day. An increase in poverty as a result of the global pandemic has been evident. The Midlands was, along with the North East, the hardest hit place in the UK throughout the pandemic. |
| 2 | Enrichment and opportunity: many children are not exposed to a wide variety of life experiences and enter the school with poor language and communication skills. |
| 3 | COVID – self-isolation could have an impact on the attendance of children and prevent them from maximising their learning. As statistics show us, PP children have been more adversely affected by the lockdowns during the global |

pandemic. The Midlands (along with the North East) were the worst hit areas in England.

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 | | |
|---|---|--|---|
| <p>Improve English provision to ensure pupils in all year groups increase reading outcomes in comprehension tests and teacher assessment, whilst developing a love for reading. Pride in writing will be focussed on throughout the year and high aspirations to develop a strong sense of authorship across the school.</p> <p>Improve Maths provision to ensure pupils in all year groups increase maths outcomes in tests and teacher assessments.</p> | <p>Reading Targets (ARE)</p> <p>Y1 – 60-65%</p> <p>Y2 – 60-65%</p> <p>Y3 – 65-70%</p> <p>Y4 – 75-80%</p> <p>Y5 – 75-80%</p> <p>Y6 – 80-85%</p> | <p>Writing Targets (ARE)</p> <p>Y1 – 60%</p> <p>Y2 – 60-65%</p> <p>Y3 – 60-65%</p> <p>Y4 – 70-75%</p> <p>Y5 – 75-80%</p> <p>Y6 – 70-75%</p> | <p>Maths Targets (ARE)</p> <p>Y1 – 75-80%</p> <p>Y2 – 60-65%</p> <p>Y3 – 65-70%</p> <p>Y4 – 80-85%</p> <p>Y5 – 80-85%</p> <p>Y6 – 80-85%</p> |
| <p>Overall attendance rates will continue to improve and the percentage of 100% attenders will increase.</p> <p>Overall attendance rates of pupil premium children will continue to improve and increase.</p> <p>Number of persistent absentees will decrease.</p> | <p>Overall attendance will reach 95% (<i>national average 93.1% in 2024/25</i>). Whole school attendance last year was 93.07%.</p> <p><i>End of year national 2024/2025 – attendance rate nationally was 94.9%</i></p> <p><i>As of December 2025 – attendance rate nationally was 94.7% (Milford 93.8%)</i></p> <p><i>Pupil Premium Recipient at Milford – 91.37%</i></p> <p><i>Local Authority December 2025 – 93%</i></p> <p><i>Three year trend of overall attendance shows an increase from 2022/2023 to 2023/2024 (92.9% to 93.6%) but a slight decline from 2023/2024 to 2024/2025 (93.6% to 93.1%).</i></p> <p>Overall attendance of pupil premium children will reach 95%. Currently 91.946% in December for 2025/2026.</p> <p>Number of persistent absentees will decrease from 55 (15.9%) (26 of which are pupil premium children).</p> | | |

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| <p>Develop the SMSC curriculum to actively promote equality and prevent discrimination based on the protected characteristics including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, looked after children and sexual orientation. Ensure all stakeholders (staff, children, parents, governors) understand the school's commitment to fostering a welcoming and inclusive environment where every student feels valued and supported in their learning journey through our diversity rolling programme.</p> | <p>SMSC curriculum woven throughout the school to establish a well-rounded and inclusive environment.</p> <p>Knowledge and understanding for all stakeholders of protected characteristics and diversity will be improved for all stakeholders.</p> <p>Reduced discrimination, advancement of equality of opportunity, and fostering good relations between different groups within our community.</p> |
| <p>All children leave foundation age-related in communication, language and literacy for their age and meet the ELGs.</p> | <p>Disadvantaged pupils achieve in line with non-disadvantaged pupils in CLL.</p> <p>Those who start below age-related expectations make accelerated progress to achieve GLD.</p> |

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: £120,000

Desired Outcome - *Vulnerable PP make expected or better than expected progress.*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|--|-------------------------------|
| Quality first teaching. | The EEF Toolkit highlights the pivotal role of quality first teaching within the classroom. It emphasises high-quality inclusive teaching to all children within the class. The DfE have also addressed the crucial role of Quality First Teaching: 'Successful schools have a clear vision for what all their pupils will achieve through High Quality Teaching, with an ethos that reinforced aspirations and attainment for all.' | 1, 3, 4, 5 |
| TLRs for Teaching and Leading. | TLR for Teaching and Leading. The EEF guidance on a tiered approach to the Pupil Premium states that the funding can be used for retention purposes. The DfE have also asserted that "...successful schools deploy the best staff to support their most disadvantaged pupils." | 1, 3, 4, 5 |
| CPD for subject leaders. | <p>The DfE suggests that "...successful schools...use their resources to develop the skills and roles of their teachers and teaching assistants."</p> <p>At Milford, we have implemented various strategies for CPD delivery which have proven to be effective including:</p> <ul style="list-style-type: none"> • Working parties; • Team teaching; • Phase meetings to disseminate key information and share good practice; • Whole School CPD sessions; • CPD Network Meetings as part of the NST; | 1, 3, 4, 5 |

| | | |
|---|---|------------|
| | <ul style="list-style-type: none"> Specialist CPD from external providers such as Autism training, Attachment and Trauma and De-escalation training. | |
| Targeted curriculum support in lessons in English and Maths by CT's and TA's. | External barriers affect PP progress and attainment. | 1, 3, 4, 5 |
| Targeted phonics support across whole school. | Strong evidence base for phonics approach through research from EEF. | 1, 3, 4, 5 |

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

Budgeted cost: £ 50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Employment of Achievement Manager. | Previous years success shows that employment of the Achievement Manager has increased the attendance, attainment and progress of our pupil premium children. | 1, 3, 4, 5, 6 |
| Development of SEMH support and provision in school by training a member of staff to be an ELSA and funding supervision sessions each half term to receive support from the Educational Psychology Service. | This allows our children to receive daily SEMH support in school which reduces barriers to learning and supports positive mental health and well-being. | 1, 3, 4, 5, 6 |
| Employment of 1 full time sports coach – who targets PP and vulnerable children, as well as teaching whole class sessions. | Small group targeted with specific needs and gaps in knowledge is an effective method in supporting low attaining pupils, according to the EEF. | 1, 3, 4, 5 |
| Sports competitions. | Success of previous years. | 1, 3, 4, 5 |
| PP prioritised, targeted and tracked for rewards, high quality texts and interventions. | Success of previous years. | 1, 3, 4, 5, 6 |

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

Budgeted cost: £ 33,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Enrichment subsidies (subsidising curriculum subject trips, theatre trips, guests into school and subsidising two thirds of residential trips).</p> | <p>When trips, visits and experiences explicitly addressed curriculum content, they impact significantly on progression and attainment (Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, 2018). Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (EEF, 2021).</p> | <p>2</p> |
| <p>Use of Attendance Officer to support in diminishing the difference between attendances of disadvantaged children compared with their peers.</p> | <p>The EEF explores a tiered approach to spending and identifies those 'Wider Strategies' which includes attendance. Our main mission is to ensure that all children come to school every day and are able to access all learning and support provided.</p> | <p>1, 3, 4, 5</p> |
| <p>Breakfast club.</p> | <p>Breakfast club is very important to ensuring a child's basic needs are met in readiness for learning to take place. We have decided to open breakfast club at 7.30am, to support our families.</p> | <p>2, 6</p> |

Total budgeted cost: £203,000

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 2024-2025 academic year.

| Desired Outcomes | Outcome including data, where available, and brief commentary |
|---|---|
| <p>Disadvantaged pupils to close the gap towards all pupils Nationally at the end of KS2.</p> | <p>End of KS2 assessments show that there is still a PP gap in all subjects.</p> <p>Teacher assessments showed that the gap is beginning to close between PP and non-PP children in years 4 and 5.</p> <p>There is still a significant gap in some year groups, especially Y3, Y4 and Y5 compared to national and local authority comparisons.</p> |
| <p>Improve attendance rates across school, including that of pupil premium children.</p> | <p>Overall attendance will reach 95% (<i>national average 93.1% in 2024</i>) – <i>this was not hit. Our whole school attendance for 2024 was 93.07% (end of Aut 1 2024-25, it was 93.41%).</i></p> <p>Overall attendance of pupil premium children will reach 95%. Last year, we achieved 91.83% attendance for our PP children. 95% is still our aspirational target.</p> <p>Number of persistent absentees will decrease from 82 which is 19.4% (34 of which are pupil premium). 2024 National average was 14%. We currently have a higher number this Autumn term. EWO has now been appointed to school.</p> |
| <p>Improve staff understanding and support available for children whom are suffering from temporary or longer-term mental health issues. Children supported in this way will be able to concentrate on their learning and</p> | <p>Pastoral care supported vulnerable children and involved the necessary external agencies to ensure that the pupils received whatever support was necessary to allow them to be a positive member of the school community.</p> |

| | |
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| reduce the number of behaviour incidents as a result. | <p>Barriers to learning were further identified and proactively diminished through targeted support from the senior leadership team and the INClude Service.</p> <p>Percentage of fixed-term exclusions for pupil premium children decreased.</p> |
| The curriculum is broadening pupils' experiences and building strong cultural capital. | <p>Children have high aspirations for themselves and others.</p> <p>Our latest OFSTED inspection reported that pupils receive a good, rounded education at Milford.</p> <p>This extends from nursery to Year 6 with the curriculum being noted as highly ambitious and well implemented.</p> <p>Teachers have been working hard to identify key knowledge that the children need, and what can be built on in subsequent years.</p> |

Externally provided programmes

| Programme | Provider |
|---------------|---------------|
| This Girl Can | Sport England |
| | |

Service pupil premium funding

| How our service pupil premium allocation was spent last academic year |
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| <ul style="list-style-type: none"> • Contribution to school trips. • Breakfast and After School-Club fully subsidised. |
| The impact of that spending on service pupil premium eligible pupils |
| <ul style="list-style-type: none"> • According to the EEF, before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. • Service pupil premium children benefit from a structured routine which can support positive well-being and making positive social relationships. |

