

Pupil premium strategy statement – Mill Water 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	119
Proportion (%) of pupil premium eligible pupils	41%
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)	2025-26 to 2027-28
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Pickering, Headteacher
Pupil premium lead	Sarah Pickering
Governor / Trustee lead	Julie Cornwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£53,774.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year (2025-26)	£53,774.00

Part A: Pupil premium strategy plan

Statement of intent

At Mill Water School we use pupil premium funding to help us achieve and sustain positive outcomes for all pupils.

All pupils at Mill Water have Education, Health and Care Plans (EHCPs), which identify their complex needs and difficulties, particularly in relation to communication and interaction, physical and sensory difficulties, cognition and learning, and social/emotional and mental health. This makes complexity of need a greater indicator of disadvantage than socio-economic factors. We do, however, recognise that for some pupils socio-economic factors can cause additional barriers, and this is reflected in our strategy.

At the heart of our approach is high-quality teaching for all; targeted support based on robust assessment of individual need; and helping identified pupils achieve regulation and improved wellbeing through a range of therapeutic interventions. This means that all pupils benefit from the pupil premium funding in some way, with disadvantaged pupils benefitting. Our strategy is driven by the needs and barriers to learning of each individual pupil, based on formal and informal assessments, not assumptions or labels.

Challenges

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

Challenge number	Detail of challenge
	All Mill Water pupils have Education, Health and Care Plans which identify their complex needs and difficulties, particularly in relation to:
1	Communication and interaction
2	Cognition and learning
3	Social/emotional and mental health
4	Physical/sensory difficulties

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
Improved communication and interaction	Staff report good or better progress for pupils who have Speech and Language Programmes / Speech and Language targets written into their EHCPs. We will look for progress at school, at home, and in the community.
Pupils on the independent pathway make greater progress in reading	Literacy lead reports gains for pupils participating in one to one or small group multisensory phonics sessions.
Pupils' mental health and wellbeing improves	Behavioural incidents decline. Levels of engagement with learning outside the classroom impact on pupils' achievements within the classroom.
Pupils feel safe, grounded, embodied, comfortable in their own skin and connected; they will be better able to engage with the whole curriculum	Observations show that pupils who participate in yoga sessions have improved mental health and physical wellbeing.
Increased engagement of parents/carers with school meetings, events, and support services	Parents/carers facing socio-economic disadvantage are less isolated and attend more school meetings, events, and family support sessions.

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

2025/26: £21,510.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Approach: supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs):</i>		
Promote, prepare for and (from Sept 2026) recruit teaching staff under the Teacher Degree Apprenticeship (TDA) programme	Recent Teacher recruitment campaigns have not attracted high-calibre candidates. There are a high number of experienced and committed Teaching Assistants who may wish to explore the TDA route, thereby offering a greater range of candidates: https://educationhub.blog.gov.uk/2024/02/teacher-degree-apprenticeships-how-they-work-and-when-to-apply/	1, 2, 3, 4
<i>Approach: technology and other resources that support high-quality teaching, for example, software to support diagnostic assessment:</i>		
Purchase and/or update hardware and/or software to support pupils' learning and/or language/communication development, e.g. iPads and Augmentative and Alternative Communication (AAC) devices	Pupils use iPads and AAC devices on a daily basis to support their learning and communication, including specialist software such as Proloquo2Go. Further information about AAC is available from the Royal College of Speech and Language Therapists: https://www.rcslt.org/speech-and-language-therapy/clinical-information/augmentative-and-alternative-communication/#section-1 For pupils with SEND, technology can be a useful tool to support teaching. Further information is available from the Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1

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

Budgeted cost

2025/26: £21,510.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Approach: targeted interventions to support language development, literacy and numeracy:</i>		
Purchase Speech and Language Therapist (SaLT) time	Information about interventions to support children’s speech, language and communication (including the What Works database developed by The Communication Trust with the Better Communication Research Programme) is available from the Royal College of Speech and Language Therapists: https://speechandlanguage.org.uk/educators-and-professionals/what-works-database/	1
Purchase resources and subscriptions for the school’s maths programme (Maths for Life) and phonics programme (Essential Letters and Sounds)	The Maths For Life programme offers a pathway to those students for whom a standard maths national curriculum structure and timescale is unattainable: https://www.mathsforlife.com/ Essential Letters and Sounds is a DfE validated, essential phonics programme: https://global.oup.com/education/content/primary/series/essential-letters-and-sounds/?region=uk	2

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

Budgeted cost

2025/26: £10,754.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Approach: supporting attendance:</i>		
Fund the school's Family Support worker to build a holistic view of pupils' and their families' needs. Provide personalised support to pupils and their parents/carers, including providing transport for pupils when needed.	This approach is supported by the Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3
<i>Approach: communicating with and supporting parents:</i>		
Increase opportunities for parents/carers to come into school for meetings, events, parent forums, and family support sessions. Provide or fund transport for parents/carers when needed. Provide learning opportunities for parents/carers to increase their skills and knowledge to support their child at home, e.g. setting up and using new devices, technologies and apps.	This approach is supported by the Education Endowment Foundation's report 'Working with Parents to Support Children's Learning': https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=parent Mill Water's internal consultation with parents/carers has also highlighted isolation as a key concern for families.	1, 3
<i>Approach: supporting pupils' social, emotional and behavioural needs:</i>		
Fund Yoga sessions for specific pupils or groups of pupils	Weekly yoga sessions support pupils to feel safe, grounded, embodied, comfortable in their own skin, calm and connected (one to one or small group). Deep regulated breathing exercises	3

	<p>help pupils' speech, health, emotions, well-being, mood, quality of sleep and ability to relax. Mindful practice helps pupils to develop body awareness as well as concentration. Deep relaxation helps all the systems of the body. Using movements with the rhythm of singing helps to develop concentration and memory, hand to eye coordination and motor planning.</p>	
<p>Sailability – weekly sessions for small groups</p>	<p>Weekly sailability sessions for support pupils to enjoy the fun and freedom of being at sea, handling the boat and the social company of working together in a small team, building confidence, friendships and social skills.</p> <p>https://exe-sailing-club.org/training/sailability.html</p>	<p>3, 4</p>

Total budgeted cost: £53,774.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of Mill Water’s previous Pupil Premium Strategy. The intended outcomes of that strategy were: improved communication and interaction; pupils on independent pathway make greater progress in reading; pupils’ mental health and well-being improves; pupils will feel safe, grounded, embodied, comfortable in their own skin and connected, and they will be better able to engage with the whole curriculum.

The pupils who have been able to access the multisensory, structured phonics programme are those who have been assessed as having developed sufficient phonological awareness. These pupils are generally making good progress against their personal learning goals (PLGs) and annual and termly targets. Pupils are assessed termly to ensure that they are on the right pathway and adjustments to their tailored programmes can be made if this is necessary.

Pupils with communication needs have benefited from SaLT programmes delivered within their class group. Progress against communication targets is recorded on Evidence for Learning and shared with parents. Developing communication skills is a key focus for all pupils at Mill Water and having our communication specialist available to deliver class based interventions benefits all pupils.

Pupil wellbeing has been positively impacted by the therapeutic/physical interventions that we have been able to offer over the past year – yoga, sailability, outdoor learning activities have helped our children develop self-esteem, self-confidence and to start learning about safe/unsafe and risk taking in a supported and controlled environment. Gains in physical development are recorded on Evidence for Learning and shared with parents.

Externally provided programmes

Programme	Provider
Sailability	Exe Sailing Club

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Therapeutic interventions in line with pupils’ individual needs, as noted above.
The impact of that spending on service pupil premium eligible pupils
Pupil wellbeing has been positively impacted, as noted above.

Further information (optional)

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