Pupil premium strategy statement: Milton Road Primary school

1. Summary information					
School	Milton Road Primary				
Academic Year	2019/20	Total PP Budget	£54,000	**Date of most recent PP Review**	July 2019
Total number of children	420	**Number of children eligible for PP**	39	**Date for next internal review of this strategy**	Dec 2019

2. Current attainment			
End of KS2 (end of Academic Year 2018-19) – information taken from Y6 SATs results			
	Children eligible for PP 2 (Total cohort 60) % of cohort 3% From FFT Performance summary	*Children eligible for PP – Not SEN 1 (Total cohort 60) % of cohort 1.5% From FFT Performance summary*	*Children not eligible for PP 57 (Total cohort 59) % of cohort 97% From FFT Performance summary*
% achieving ARE or above in reading, writing & maths	50%	100%	76%
% achieving Higher standard in reading, writing & maths	%	0%	14%

% achieving ARE or above in reading	50%	100%	88%
% achieving Higher standard in reading	0%	0%	56%
% achieving ARE or above in writing	50%	100%	85%
% achieving Higher standard in writing	0%	0%	15%
% achieving ARE or above in maths	50%	100%	88%
% achieving Higher standard in maths	0%	0%	49%
% achieving ARE or above in GPS	50%	100%	91%
% achieving Higher standard in GPS	0%	0%	54%

Current attainment			
End of KS1 (end of Academic Year 2018-9) – information taken from Y2 SATs results			
	Children eligible for PP 3 (Total cohort 60) % of cohort 5% From KS1 SATs analysis (Perspective &Target Tracker)	*Children eligible for PP – Not SEN 2 (Total cohort 60) % of cohort 3% From KS1 SATs analysis (Perspective & Target Tracker)*	*Children not eligible for PP 53 (Total cohort 59) % of cohort 90% From KS1 SATs analysis (Perspective & Target Tracker)*
% achieving ARE or above in reading, writing & maths	66.7%	100%	80%*
% achieving Higher standard in reading, writing & maths	0%	0%	25%*
% achieving ARE or above in reading	66.7%	100%	85%
% achieving Higher standard in reading	33%	50%	50%

% achieving ARE or above in writing	66.7%	100%	82%
% achieving Higher standard in writing	0%	0%	27%
% achieving ARE or above in maths	66.7%	100%	87%
% achieving Higher standard in maths	0%	0%	48%

*Whole cohort

3. Barriers to future attainment (for children eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A	Some children eligible for PP have a range of social, emotional and mental health difficulties which are affecting their readiness to learn
B	Some children eligible for PP have gaps in prior learning or have struggled to aquire early skills in reading, writing and maths.
C	Some children eligible for PP lack the skills of confidence, independence and resilience in their approach to learning.
D	Some children eligible for PP demonstrate poor skills of attention and concentration which affects their readiness to learn.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E	Attendance rates for some children eligible for certain PP children are low which has an impact on progress and achievement.
F	Complex family circumstances in the home have an impact on the children's emotional wellbeing in school. This is a barrier to progress.
G	Parental engagement with school and perceptions of education causing lack of support for learning and limited opportunities outside of school

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A,F	The social and emotional well-being of vulnerable children is protected and enhanced, children are able to learn and make progress. Effective staff support in place to support children's Social, Emotional and mental health.	Vulnerable children across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. 15% of our pupil premium children are previously looked after, the emotional wellbeing of these children is closely monitored and supported. Fewer behaviour incidents are reported by staff. Children make at least expected rates of progress, as evidenced by pupil outcomes.
B	Gaps in learning are identified and targeted teaching/interventions teach to gaps. All teaching to be good or better in whole class teaching and interventions and assessment information used by teachers and support staff to target and close gaps for PP children.	Targets for individual children met. Progress gap to narrow between PP and non PP students Gaps close in attainment. Evidence of impact of intervention programmes demonstrated through pupil outcomes and pre and post intervention assessment data.
C	Children can access learning in class because their physiological, safety, belongingness and esteem needs are met.	Children are ready to learn in class without the need for intervention and display positive attitudes to learning. Number of interventions to ensure children are ready to learn is reduced.
D	Children can access learning in class as they are supported to develop concentration and attention skills in approach to their learning.	Children are ready to learn in class without the need for intervention and display positive attitudes to learning. Number of interventions to ensure children are ready to learn is reduced.
E	Increase the rate of attendance for those eligible for PP funding. Targeting PP children for attendance planning mtgs. Involving External agencies where appropriate.	Attendance for 90% pupil premium children of compulsory school age will reach the target of 95%. For those remaining support from appropriate external agencies will be offered.
G	Parents feel supported by the school leading to improved engagement with their children's education	Increase the families eligible for PP funding engagement with the school and learning. Parents routinely attend parents' evenings and other home-school link events. Extended parent school meetings offered for targeted pupil premium families 100% uptake of these. Feedback shows that

		parents are confident in their relationship with the school and feel well informed about their child's progress and how they can support them.
G	Children eligible for PP will have access to the same opportunities as their peers with regard to curricular and extra-curricular activities, including day trips, residential trips, music lessons, swimming clubs etc.	% figures show that children eligible for PP take part in curricular and extra-curricular opportunities and feedback shows that parents and children feel confident in accessing these.

5. Planned expenditure					
Academic year	**2019-20**				
The three headings below enable schools to demonstrate how they are using the children premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review?**
A, C The social and emotional wellbeing of vulnerable children is protected and enhanced, children are able to learn and make progress.	• STEPs training for all staff following Inclusion manager training course. • Inclusion Manager and selected teaching staff to attend relevant training (Virtual school package, attachment, loss and bereavement, Separation) and provide CPD for all staff.	Attachment-aware and trauma-informed practice can help to support some of the most vulnerable children in our schools, including those who are looked after. (Virtual school head Darren Martindale) "Schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to talk openly with adults" DfE: Mental health and behaviour in schools Steps is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.	• Behaviour logs • SLT and teaching staff to monitor • Observations of learning and behaviour of children through learning walks. • Case Studies of children • Regular liaison with external agencies	Inclusion Manager (IM)	Half termly (or more regularly if required)

Outcome •		**Lessons learned**			
B Gaps in learning are identified and targeted teaching/interventions teach to gaps. All teaching to be good or better in whole class teaching and interventions and assessment information used by teachers and support staff to target and close gaps for PP children.	• Raising quality of teaching for all children • Increase focus on children premium children and offer CPD around effective approaches • Focus on PP children through PPR so all staff know that this is a high priority. • Teachers and support staff's appraisal linked to children's progress. • All vulnerable children to have personalised targets.	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for children from disadvantaged backgrounds: over a school year, these children gain 1.5 years' worth of learning with very effective teachers Evidence from Sutton Trust on importance of personalised feedback. Focus on PP children through PPR so all staff know that this is a high priority.	• English and maths leaders will carry out regular monitoring, along with SLT • SLT to monitor level of expectations and engagement of children eligible for PP funding • Teachers and support staff's appraisal linked to children's progress • Governor monitoring • Half termly children progress meetings • half termly data analysis • Monitoring and feedback • Book sampling • Pre and Post intervention assessments • SEN Support Plan meetings	SLT, IM, Maths and English lead.	Half termly
Outcome •		**Lessons learned**			
				Total budgeted cost	**£ 7,400**

ii. Targeted support					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review?**
A, F The social and emotional wellbeing of vulnerable children is protected and enhanced, children are able to learn and make progress.	• Counselling offered in school every week to work with identified children • 1:1/ small group Play therapy support	EEF reports on how Social Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. To build relationships with children/families. To provide/locate support. To liaise with relevant services. The outcomes of Play Therapy may be general e.g. a reduction in anxiety and raised self-esteem, or more specific such as a change in behaviour and improved relations with family and friends. (British assoc. of Play Therapists)	• Regular reviews with Play therapist and counsellor • Monitoring behaviour logs • Observations of learning and behaviour of children through learning walks. • Case Studies of children • Regular liaison with external agencies	IM, Family worker, DH	Termly (or more regularly if required)
Outcome		**Lessons learned**			

B Gaps in learning are identified and targeted teaching/interventions teach to gaps. All teaching to be good or better in whole class teaching and interventions and assessment information used by teachers and support staff to target and close gaps for PP children.	To support children Identified through Progress Meetings who are at risk of slow progress and run appropriate interventions. Part fund TAs to deliver 1:1/small group interventions (*according to need*) to be provided before and during school. e.g. • 1st Class @ Number • Success @ Arithmetic • ERT • Nessy • Dough disco • Sensory circuits • Numicon • Bespoke interventions • Additional teacher and TA to provide support (intervention and booster) for Y6	Ensure that our children have opportunities for small group/1:1 intervention with trained Teaching Assistants. EEF report that research which focuses on TAs who provide 1:1 or small group support shows a positive benefit. EEF also report that where the tuition is delivered by TAs there is evidence that training and the use of a structured programme is beneficial. Through pre and post baseline assessments we have gathered evidence which shows children make accelerated progress through these interventions.	Monitor through: • half termly children progress meetings • ½ termly data analysis • Monitoring and feedback • Book sampling • Pre and Post intervention • assessments • SEN Support Plan meetings • for children with SEN • reviewing targets set for individual children	IM, SLT	Half termly
Outcome •		Lessons learned •			

D Children can access learning in class as they are supported to develop concentration and attention skills in approach to their learning.	To support children Identified through Progress Meetings and teacher assessment. Part fund TAs to be trained for deliver 1:1/small group interventions • Shared Attention games	The EEF Toolkit suggests that targeted interventions, matched to specific students with particular needs, are the most effective. Information from Pupil progress meetings highlight the need for specific support for individual children.	Monitor through: • half termly children progress meetings • ½ termly data analysis • Learning walks (observations focused on targeted children) • Monitoring and feedback • Book sampling	IM; Class Teacher	Half-termly
Outcome •		**Lessons learned** •			
				Total budgeted cost	**£40,400**

iii. Other approaches

Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review?**
E Increase the rate of attendance for those eligible for the PP funding	• Monitor pupils and follow up quickly on absences • Provide support for parents from IM and Attendance lead	Importance of attendance on school performance. NfER briefing for school leaders identifies addressing attendance as a key step.	• Regularly reporting to EWO. • Regular review of attendance data	IM, Attendance lead, EWO	Fortnightly

Outcome •		**Lessons learned** •			
G Parents feel supported by the school leading to improved engagement with their children's education Children eligible for PP across the school have the same opportunities as their peers, e.g. to access day trips, residential trips, swimming lessons, music lessons, clubs etc.	• Extended parent consultations for parents of identified PP children to encourage engagement. • Support vulnerable families in funding extra-curricular activities, e.g. residential visits, day trips, music lessons, chess tuition, clubs etc. by subsidising these	EEF report that 'parental involvement is consistently associated with pupil's success at school' By subsidising trips, clubs etc we ensure all children have the same opportunities The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.	All children included for trips Take up of this subsidy will be monitored by the School Office Manager and finance clerk	IM, SLT, School office staff	Half termly
Outcome •		**Lessons learned**			
				Total budgeted cost	**£6,200**