

# Pupil premium strategy statement

## **Linked articles from UNCRC**

*Article 28 – All children have the right to an education*

*Article 29 – Education must develop every child’s personality, talents and abilities to the full.*

*Article 26 – Governments must provide extra money for children of families in need*

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Milton Mount Primary School
Number of pupils in school	576
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	31 <sup>st</sup> October 2021
Date on which it will be reviewed	31 <sup>st</sup> October 2022
Statement authorised by	
Pupil premium lead	Carrie Overton
Governor / Trustee lead	Duncan Morley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£85,510</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Milton Mount, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We understand that earliest intervention is vital to improve the life chances of our disadvantaged students.

Objectives:

- 1) Through a two year Oracy project we aim to create a culture of high expectations for children's oracy so that children can feel confident speaking in a variety of situations using clear speech with regard to register, clarity of pronunciation, powerful vocabulary choice and correct grammar.
- 2) We aim for all children to be reading at least at their chronological age to enable them to access the wider curriculum.
- 3) We aim to address social and emotional disadvantage by providing expert therapeutic support for the whole family.

We strongly believe that these objectives are vital to improving the future life chances of our disadvantaged children. Our Pupil Premium plan has these objectives at its core and everything within the plan is aimed at reaching these goals.

### **Key Principles:**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

#### ***Building Belief***

We will provide a culture where:

- staff believe in ALL children
- there are no excuses made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets towards learning

#### ***Analysing Data***

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Education Endowment Foundation) to support us in determining the strategies that will be most effective

#### ***Identification of Pupils***

We will ensure that:

- Disadvantaged children are known and nurtured on a personal and individual basis.
- ALL staff are aware of who pupil premium and vulnerable children are
- Disadvantaged children are the priority of half-termly pupil progress meetings

- ALL pupil premium children benefit from the funding, not just those who are under-performing
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

### ***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our deputy heads and phase leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint moderation

### ***Increasing learning time***

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

### ***Individualising support***

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise eg, Thrive training, SALTA specialism, mental health first aiders, work with Early Help.
- Providing extensive support for parents
  - to develop their own skills, eg, work with Team Around the Child Champion and through Early Help
  - to support their children’s learning within the curriculum
  - to manage in times of crisis
- Tailoring interventions to the needs of the child

### ***Going the Extra Mile***

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis eg, Thrive practitioner, Speech and language therapy assistant, TACC and also by inviting in professionals from other agencies. We are also committed to ensuring that all children have access to wider curriculum opportunities, such as school trips, clubs and residential.

## Challenges

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

Challenge number	Detail of challenge
1	Poor spoken language and listening skills across the school
2	The impact that poor language has on reading and phonics
3	Increasing mental health, emotional and social problems, including parents of disadvantaged children
4	Need for accelerated progress (all levels of ability), particularly in the light of COVID.
5	Lack of 'wider experience' of the world / curriculum.
6	Progress and attainment of SEND disadvantaged 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
Improved language skills for all pupils through implementation of 2 year oracy project starting September 2021. Particular aim for improvement in skills of SEND and EAL disadvantaged pupils.	Children at Milton Mount are confident speakers and effective listeners. Oracy skills have been embedded with a focus on deepening understanding of pedagogy and opportunity. All aspects of school curriculum include oracy opportunities and discrete teaching of relevant structures and vocabulary. Children take into account their audience when speaking and this is reflected in their writing. Children's gaps are identified, addressed quickly and shared with the subsequent teachers. Speaking and writing shows evidence of prior learning of vocabulary and structures. Behaviour issues are sometimes facilitated by adults with increasing onus on children to negotiate and resolve issues through language.
Raised attainment in reading, particularly for SEND disadvantaged pupils	End of year standardised assessments, including phonics, will show improvements. All nonSEN disadvantaged pupils will be reading at least at their chronological age. All pupils will have made progress in reading, measured through standardised testing, toe-by-toe, accelerated reader scores, benchmarking. ALL pupils will have made accelerated progress.

<p>Supportive working with children and their families will reduce and remove barriers to learning. Good relationships with families will support better attendance and punctuality, the ability to access early help and greater parental involvement with their child's learning</p>	<p>Attendance of PP children will improve to 95% attendance. Children and families will be accessing in school support at the earliest point for intervention. Children will improve their baseline Thrive scores and wellbeing scores through targeted therapeutic work. Children who have been 'unsafe learners' and have not be accessing in-class learning will be working successfully within the classroom.</p>
<p>100% of PP children, including EAL and SEND disadvantaged children, will meet their progress targets. All non-SEN PP children in the school will meet Age Related Expectations (ARE).</p>	<p>All non-SEN PP children are meeting ARE. Accelerated progress and raised attainment in RWM across the school measured through teacher assessment, NTS reading tests, White Rose assessments in maths, Sandwell and other recognised standardised data collected in school.</p>
<p>All PP children who want to, attend all trips, clubs and wider opportunities – money is never a reason for non-attendance</p>	<p>All PP children access wider opportunities</p>

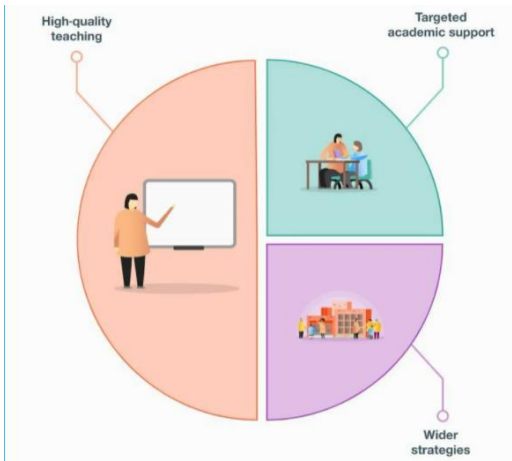
## Activity in this academic year

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

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

Budgeted cost: **£13,686**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy project</p> <ul style="list-style-type: none"> <li>* CPD / training</li> <li>* Basis of school improvement plan (see this for more details)</li> <li>*Release time to visit outstanding oracy provisions</li> <li>*Specific focus on teaching strategies to allow access for EAL and SEND disadvantaged pupils</li> </ul>	<p>EEF Teaching and learning toolkit +6 effectiveness for oral language interventions</p> <p>We know that for a variety of reasons that children, particularly disadvantaged children, have a significant language deficit when they enter school and that Covid has affected the ability for many children to communicate effectively.</p> <p>The Communication Trust- in areas of social deprivation more than 50% of children start school with delayed language. A child who struggles with language at 5 is 6x less likely to meet age related expectations for maths and English at the end of year 6. For some children silence is becoming the norm. We want to empower children through language to make their own decisions and speak out in challenging situations.</p>	<p>1,2,4,5,6</p>
<p>DHTs working with Phase leaders on quality first teaching and a mastery approach</p> <ul style="list-style-type: none"> <li>*Fortnightly release of phase leaders to do paired learning walks, instructional coaching, book monitoring – enables follow ups and relentless focus on excellent teaching</li> <li>*Focus on wider curriculum – engaging and exciting, building on prior knowledge in a sequential way, children able to ‘do more, know</li> </ul>	<p>EEF is very clear about the importance of having a strong focus on high quality teaching. We believe that all children, but particularly disadvantaged children, should have permanent access to high quality teaching as minimum provision. In order to maintain high standards and develop further excellence it is vital to work with all teacher regularly.</p>	<p>1,2,4,5,6</p>

<p>more and remember more'</p>		
<p>Release of curriculum leaders to improve the quality of teaching and learning in all subject areas, so that our curriculum remains broad, balanced engaging and exciting.</p>	<p><i>HMCI's commentary: recent primary and secondary curriculum research</i></p> <p>'It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds.'</p>	<p>5,1,2,3,4,6</p>

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

Budgeted cost: **£33,453.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALTA * NELI programme delivered to all EYFS / Y1 children who need it</p>	<p>EEF Teaching and learning toolkit +6 effectiveness for oral language interventions</p> <p>Internal data has shown the impact of COVID on current Y1 – especially disadvantaged children.</p>	<p>1,2,4,5,6</p>
<p>DHTs reading/phonics for lowest 20% of readers and children who have not passed phonics in Y3 *Additional phonics *Use of reading rings</p>	<p>EEF Teaching and learning toolkit +5 effectiveness for reading comprehension strategies</p> <p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early</p>	<p>2,1,4,6</p>

	<p>reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>Our own internal evidence of the effectiveness of reading rings on fluency of reading</p>	
<p>Early morning additional reading/phonics for children in Y1</p>	<p>‘In England, one in five children cannot read well when they finish primary school, a figure that increases to one in three of the poorest children. Children who cannot read well at the end of primary school are less likely to succeed in secondary school and in adulthood are likely to earn less than their peers’ (Read On. Get On. 2014, Crawford &amp; Cribb 2015)</p> <p>Internal data has shown the impact of COVID on current Y1 – especially disadvantaged children and therefore the need to focus on early reading</p>	2,1,4,6
<p>Accelerated Reader - to increase engagement of reading throughout KS2</p>	<p>EEF Teaching and learning toolkit +5 effectiveness for homework</p> <p>Our own in-school data has shown the impact of these initiatives as evidence for continuation</p>	2,1,4,5,6
<p>Tuition programme – top up: Targeted tuition for disadvantaged pupils by qualified teachers</p>	<p>‘Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the COVID-19 pandemic.’ Gov.uk</p>	4,6
<p>Phonics reading scheme</p>	<p>After Ofsted guidance on the importance of all EYFS and KS1 children- especially disadvantaged children- reading books that include the sounds they have learned, we have decided to invest in supplementing our reading scheme so that more children can access these books and have more choice.</p>	2,1,4,5,6

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

Budgeted cost: £39,676.44



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>*Thrive practitioner *Team Around the Child Champion * Therapeutic support for specific children * Targeted interventions around anxiety, self-esteem, friendship and mental health * Parental meetings allow for earliest help intervention and increase engagement</p>	<p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</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>	3, 4,6
<p>Learning group – use of specific behaviour plans, strategies and teaching to support ‘unsafe learners’ to re-integrate into classroom based learning</p>	<p>‘According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour.’</p> <p>Previous success in this area has been included in WSCC Inclusion Case Studies ‘Tools for Schools’</p>	3,4,5,1,2,6
<p>Money for clubs/trips/uniforms/ food /equipment</p> <p>We aim that no child in the school misses out because of financial deprivation</p>	<p>EEF evidence into the impact of Outdoor adventure learning (+4) supports our payment towards residential trips and wider experiences.</p> <p>We actively seek out enrichment opportunities as they arise, eg, meet the author local visits, Science fairs, drama clubs with local Secondary school, Specialist Gymnastic training, specialist art clubs, lunchtime sports clubs with sports specialist. PP children are given priority to all of these.</p>	
<p>School dog *Good for the wellbeing of staff and pupils – children able to spend time with Rudy, read to her, walk with her</p>	<p>University of Buckingham's Ultimate Wellbeing in Education Conference, "The quickest and biggest hit that we can make to improve mental health in our schools and to make them feel safe for children, is to have at least</p>	3,5,6

	one dog in every single school in the country,"	
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**Total budgeted cost: £86,815.74**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021*

SCHOOL DATA FOR SUMMER 2021 (based on standardised tests and moderated teacher assessment)

YEAR 1	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	55%	52%	75%	12%	2%	6%
All PP	25%	17%	42%	8%	8%	8%
PP no SEND	33%	22%	44%	11%	11%	11%

YEAR 2	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	71%	68%	77%	16%	8%	10%
All PP	60%	50%	60%	20%	10%	10%
PP no SEND	75%	63%	75%	25%	13%	13%

YEAR 3	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	76%	65%	69%	36%	8%	15%
All PP	46%	39%	39%	31%	0%	8%
PP no SEND	83%	67%	67%	50%	0%	17%
YEAR 4	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		

	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	91%	70%	74%	43%	15%	17%
All PP	80%	60%	60%	30%	10%	10%
PP no SEND	89%	68%	68%	33%	11%	11%

YEAR 5	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	84%	75%	75%	21%	10%	24%
All PP	72%	66%	36%	0%	0%	0%
PP no SEND	100%	80%	60%	0%	0%	0%

YEAR 6	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	86%	85%	79%	34%	21%	28%
All PP	88%	88%	86%	25%	0%	0%
PP no SEND	100%	100%	100%	29%	0%	0%

### Impact of 2020-2021 Spending

- the relentless focus on improving quality first teaching has diminished the difference between PP and Non-PP pupils.
- Most noticeably, in upper KS2 the impact of our longer term strategy is being seen, but a focus now needs to be on improving the rate of greater depth pupils in reading, writing and maths.
- Year 1 has shows the severity of the impact of COVID on disadvantaged children – who have had both their year 1 and early years experiences disrupted. The disadvantaged gap here is very severe (although this is affected by a high percentage of SEN children and children awaiting SEN diagnosis). This is the reason for our focus on early reading and language.
- We have successfully supported 4 children through a process of learning behaviour support outside the classroom to a partial re-introduction to the classroom and more

successful recreation time with peers. This approach will continue throughout the next year, with the aim to fully integrate these children into class.

- Thrive has had a significant impact on these children and others – behaviour across the school has improved and children are more able to access learning and are happier in school. The creation of the TACC role will help us support more families, as there is a growing need for mental health and social/emotional support of children and parents in our school community.
- The SALTA has begun delivering the NELI programme – the impact of this has not yet been evaluated due to COVID disruption.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Thrive	Thrive