

Pupil premium strategy statement – Milton Mount

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 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	618
Proportion (%) of pupil premium eligible pupils	99 pupils- 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tom Little
Pupil premium lead	Lee O’Mahony
Governor / Trustee lead	Ian Rogers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,8955 (PP) £10,870 (PP+) Total: £151,765
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£157,400*

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. We are determined to ensure our children are given every chance to meet their full potential. We understand that earliest intervention is vital to improve the life chances of our disadvantaged students. We encourage our children to contribute their thoughts, issues and suggestions for achievement strategies through regular, planned pupil voice opportunities.

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, that it is every teacher's challenge to unlock those possibilities enabling all children to attain and achieve with pride.
- 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
- low family income should not be a barrier to opportunity in the classroom

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 both within their year group and school.
- We action plan accordingly to support children in making at least good progress from their starting points.
- 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 a focus within pupil progress meetings.
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- 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 leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and 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 learn through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extending the school day

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 e.g., Thrive training, nurture TA mental health first aiders, work with Early Help.
- Providing extensive support for parents:
 - to develop strong relationships between staff and families
 - to develop their own skills 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 e.g. the nurture team, Thoughtfull, our Thrive practitioner and Nurture Teaching Assistant and also by inviting in professionals from other agencies for support. 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	Attendance (impacted by engagement with families and school)
2	Progress of disadvantaged SEND children.
3	Attainment and progress in Writing and in Maths, underpinned by reading
4	Embedding spoken language and listening skills across the school.
5	Increasing, social, emotional and mental health problems, including parents of disadvantaged children.
6	Lack of 'wider experience' of the world / curriculum.

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>1.Supportive working with children and their families will reduce and remove barriers to learning.</p> <p>Genuine and authentic 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>Good attendance will positively impact progress and attainment.</p>	<p>Attendance of PP children will improve to at least 95% attendance. With persistent absence to be significantly challenged and lowered from the current to below national at 11.1%.</p> <p>Children and families will access in school support at the earliest point for intervention.</p> <p>Children will improve their baseline Thrive scores and wellbeing scores through targeted therapeutic work.</p> <p>Parental engagement of disadvantaged families will improve through more regular attendance of in school activities to support themselves and their children.</p> <p>Attendance of PP children will be in line with national average 95%</p>
<p>2.Raised attainment in maths and writing particularly for SEND, disadvantaged pupils, alongside at least good progress from starting points for these children.</p>	<p>End of year standardised assessments will show improvements in attainment for all disadvantaged children.</p> <p>ALL pupils will have made at least expected rates of progress from starting points. With non-SEN children making more than expected rates of progress on average.</p> <p>All children from a SEND disadvantaged background to have raised their overall attainment within maths and English writing.</p>

	<p>High quality teaching and targetted academic support is evident.</p> <p>A relevant curriculum based on prior learning.</p>
<p>3.100% of PP children, including EAL and SEND disadvantaged children, will meet their progress targets.</p> <p>All non-SEN PP children in the school will meet Age Related Expectations (ARE).</p> <p>All GD PP children will remain as higher achievers.</p>	<p>Accelerated progress and raised attainment in RWM across the school measured through teacher assessment, NFER, and NTS, alongside methods to support summative judgements.</p> <p>Regular Pupil Progress meetings and support will enable staff to make informed decisions to drive progress of the disadvantaged groups.</p>
<p>4.Improve low/poor language skills language skills for all pupils</p> <p>Aim for improvement in spoken language skills for SEND and EAL disadvantaged pupils. As well as challenging the most able disadvantaged pupils.</p> <p>Early Years language deficit is addressed through bespoke teaching of structured talk.</p>	<p>Continue to develop spoken language and listening skills through structured talk. Children at Milton Mount will be confident speakers and effective listeners. Structured talk has been embedded with a focus on deepening understanding of pedagogy and opportunity.</p> <p>All aspects of school curriculum include structured talk opportunities and discrete teaching of relevant structures and vocabulary.</p> <p>Children consider their audience when speaking and this is reflected in their writing.</p> <p>Children’s gaps are identified, addressed quickly and shared with the subsequent teachers.</p> <p>Pupil voice indicates use of structured talk strategies for listening.</p> <p>Speaking and writing shows evidence of prior learning of vocabulary and structures. When there are behaviour issues, structured talk and restorative conversations are facilitated by adults with increasing onus on children to negotiate and resolve issues through language.</p>
<p>5. Increasing, social, emotional an mental health problems, including parents of disadvantaged children. Ensuring opportunities for personal development for children with lower incomes.</p>	<p>Using structured talk as a tool for enabling children to talk about their emotional and mental needs. Staff are trained to be emotionally available adults to all children.</p> <p>Wellbeing plans used to support the emotional needs of individual children, as appropriate. These include how adults working with children can protect, relate, regulate and reflect.</p> <p>Therapeutic behaviour plans created for individual children, as appropriate, to support the management of behaviour because of stress or anxiety. This includes pro social behaviours observed and de-escalation techniques.</p> <p>Robust PSHE scheme of work in place to develop and address current challenges for children and support their emotional wellbeing.</p> <p>Thoughtful (West Sussex) accessed for mental health for children needing additional support.</p> <p>A robust nurture provision that will address mental health, character building and provide opportunities for children to Interventions such as Thrive and the Nurture provision.</p>
<p>6.All PP children who want to, attend all trips, clubs and wider</p>	<p>All PP have opportunities to access a wide range of activities throughout the school including sports and art.</p>

opportunities – money is never a reason for non-attendance

Wider curriculum opportunities are available to all disadvantaged children both in and out of school.
An exciting and diverse curriculum including class trips enables children to experience wider opportunities.

List of Acronyms

PP – Pupil Premium

SEND – Special Education Needs and Disability

EAL – English as an Additional Language

GD – Greater Depth

ARE – Age Related Expectations

RWM – Reading Writing Maths

NTS – National Test Style

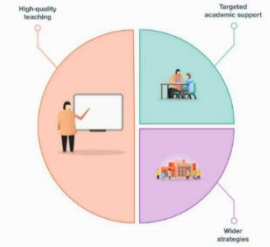
NFER – National Foundation for Educational Research

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)

Budget cost: £35,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD / training Release time for continued training for structured talk and literacy improvement across the school to improve outcomes in writing. Everyone Achieves- West Sussex initiative for improving outcomes for disadvantage pupils</p>	<p>EEF Teaching and learning toolkit +6 effectiveness for oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions We know that for a variety of reasons that children, particularly disadvantaged children, have a significant language deficit when they enter school which has affected the ability for many children to communicate effectively. We believe that supporting communication will ensue there are fewer behaviour issues in school and outside of school. 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>	1,2,3,4,5,6
<p>Curriculum Release Time *Focus on wider curriculum – engaging and exciting, building on prior knowledge in a sequential way, children able to 'do more, know more and remember more'</p>	<p>EEF Teaching and learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit 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 teachers regularly.</p> 	1,2,3,5,6
<p>ECT Development Release time to facilitate Early Career Framework through Xavier with Early Career Teachers.</p>	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2,3,4,6

	School is using Xavier 2025/26 and is choosing to support our Early Career Teachers in the current academic year to ensure quality CPD in their beginning of their careers to support the teaching and learning of pupils	
CPD High quality and bespoke writing CPD and a skilled workforce of teaching and support staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Investing in CPD for all our teaching staff ensures that staff can deliver high quality teaching consistently. This will ensure teaching is tailored to the needs of all our pupils whilst being underpinned by academic theory. CPD needs are linked closely to the school's SIP and specific strengths and areas for development in teaching. Specific focus on writing.	2,3,4,5,6

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

Budgeted cost: £25,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Budget for books and RWI resources Phonic leader one day a week release time.	EEF Teaching and learning toolkit +5 effectiveness for reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies <i>"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."</i> Daily phonics lessons, grouped according to children's needs, tutoring for children who need additional support in phonics and additional support from Phonics leader to provide regular training for staff. Additional Phonics Support for Lowest 20% of readers targeted through baseline assessment RWI tutor.	2,3,4
Maths Mastery Develop practitioners' understanding of how children learn mathematics. 3 teachers to develop Maths mastery in EYFS, Y1 and Y2 (access Maths Hub resources and CPD (including Teaching for Mastery training).	EEF Guidance report: Improving mathematics in the EYFS and KS1 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1693545423 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	2,3,4
Targeted English support	EEF Guidance Report: Improving Literacy in KS1 and 2	2,3,4,6

<p>Develop teachers' skills in teaching writing composition strategies through modelling and supported practice</p> <p>Nessy Wellcome</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child can complete the activity independently.</p> <p>Effective writers use several strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p>Designated literacy leader to support.</p>	
<p>Accelerated Reader Annual subscription of accelerated Reader.</p> <p>To continue to increase engagement of reading throughout KS2</p>	<p>EEF Teaching and learning toolkit +5 effectiveness for homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Our own in-school data has shown the impact of these initiatives as evidence for continuation</p>	2,3,4

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

Budgeted cost: **£91,623**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Focus on attendance monitoring, follow up calls etc</p> <p>Deputy Head time to prioritise Half a day</p> <p>Daily checks with Office attendance lead and attendance lead</p> <p>Use of Arbor to monitor</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Getting to know families, phone calls and in person follow ups and identify the specific need in the family.</p> <p>Building a culture of community (including values) and communication so that families feel safe and part of a community.</p>	
<p>Social Emotional Wellbeing</p> <p>Nurture team/provision</p> <p>*Thrive practitioner (online subscription)</p> <p>CPD for practitioners</p> <p>*Nurture TA</p>	<p>EEF Teaching and Learning Toolkit +4 Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (social emotional learning) 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>	1,4,5

<p>* Targeted interventions around anxiety, self-esteem, friendship, bereavement and mental health</p> <p>* Parental meetings allow for earliest help intervention and increase engagement</p> <p>*Support from West Sussex Thoughtful practitioner</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>	
<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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>We actively seek out enrichment opportunities as they arise, eg, meet the author local visits, Science fairs, visitors based on curriculum topics. Clubs including art and football are accessible to children- PP children are given priority to all of these.</p>	<p>5, 6</p>
<p>School Therapy Dog</p> <p>Good for the wellbeing of staff and pupils – children able to spend time with dog, read with it, and walk with it.</p>	<p>University of Buckingham's Ultimate Wellbeing in Education Conference</p> <p>https://edexec.co.uk/should-all-schools-have-wellbeing-dogs/</p> <p>"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 one dog in every single school in the country,"</p>	<p>1,4,5,6</p>
<p>Parental Engagement</p> <p>Targeting parents with effective communication and home learning support of children within Y1 and EYFS. Ensuring that families feel valued and understood.</p>	<p>EEF evidence into the impact of Parental Engagement learning (+4)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>1,2,3,4,5,6</p>
<p>Cultural Capital</p> <p>Supporting access to opportunities which promote cultural capital such as music or sports activities</p>	<p>Cultural Capital is defined as, '... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' (OFSTED 2019 para 203)</p> <p>Additional enrichment opportunities available for all children, including visitors and Crawly Town football every lunchtime. Forest Schools for all children from year 1.</p>	<p>4,5,6</p>
<p>Access to Extended School sessions</p>	<p>In school we have found that offering places in Breakfast Club has had some positive impact on pupil's attendance. This also support the pastoral care of children and those who present with school refusal linked to Mental Health.</p> <p>Gardening Club for disadvantaged children.</p>	<p>1,4,5</p>

Total budgeted cost: £ 152,181

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 2022 to 2023 academic year.

SCHOOL DATA FOR SUMMER 2025 (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	65%	58%	69%	13%	2%	10%
All PP	25%	25%	38%	0	0	0

YEAR 2	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R. E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	62%	61%	67%	13%	11%	13%
All PP	42%	37%	53%			

YEAR 3	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R. E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	66%	61%	53%	13%	5%	13%
All PP	63%	56%	56%	9%	0%	9%

YEAR 4	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	72%	58%	61%	17%	14%	17%
All PP	74%	61%	57%	9%	9%	9%

YEAR 5	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	77%	56%	61%	17%	12%	17%
All PP	46%	46%	46%	24%	12%	24%

YEAR 6	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	79%	66%	75%	36%	5%	18%
All PP	71%	47%	65%	22%	0%	0%

Impact of 2023-2024 Spending review

This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year.

Our internal assessments during 2024/25 showed that the attainment of disadvantaged pupils was lower than those of non-disadvantaged students

- The gap between PP with no SEN and other pupils continues to diminish within Reading and Maths.
- Introduction of rigorous and consistent reading pedagogy in conjunction with Accelerated Reader has already had positive impact on KS2 reading. Use of technology making high quality texts accessible to all children will be rolled out this year by the reading leaders.
- Thrive and the nurture provisions have had a significant impact on children and others –children are more able to access learning and are happier in school. The creation of the nurture TA has helped 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. Opportunities for toast at school for our more vulnerable children has made an impact on attendance and the children coming into school.
- Working with Lupin, our trained therapy school dog, has built confidence in some reluctant readers, helped combat mental health challenges and has helped children regulate their emotions.

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
Thought-full	West Sussex
WOWSI from April- parental support-working on worries	West Sussex

