

Pupil premium strategy statement 2019-20 and review of strategy 2018-2019



To be read in conjunction with Jigsaw document.

The Pupil Premium Policy reflects the UN Convention on the Rights of the Child (CRC) by supporting these Articles.

Article 3: The best interests of the child must be a top priority in all things that affect children,

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

This document is based upon the Education Endowment Foundation 'Guide to the Pupil Premium' and its recommendations for highest impact. This recommends a tiered approach to Pupil Premium spending:

- **Improving quality first teaching: eg, Professional development for all**
- **Targeted academic support: eg, Structure interventions, small group tuition, one-to-one support**
- **Wider strategies: eg, behaviour approaches, breakfast clubs, increasing attendance**

1. Review of 2018-2019

Previous Academic Year

2018/19 BUDGET: £102,346 TOTAL EXPENDITURE: £66,021
 There was an underspend of £36,325 – This is partly due to the difference in the start of the financial year and the academic year and partly due to a staggered start in the introduction of new roles. Three new roles were introduced over the academic year – an Emotional Literacy Support Assistant (ELSA), a Learning Mentor and two part time Speech and Language Teaching Assistants (SALTAs). Salaries were allocated for the year but posts were introduced in phases to ensure early impact could be evaluated and gaps in provision identified based on the needs of our children. Sustainability of posts needed to be considered. Additionally, there was a gap between one Learning Mentor leaving and a new one taking up post; this is reflected in the shortfall. Careful financial management resulted in the use of counselling support and speech and language support through charities and the local authority, which also saved money from the allocated spend.

KS2 RESULTS 2019

	All PP	Non-SEND PP	National All	National 'Other'
% achieving in R,W,M	33%	67%	65%	70%
% achieving in Reading	50%	83%	73%	80%
% achieving in Writing	50%	83%	78%	83%
% achieving in Maths	58%	100%	79%	81%

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress and attainment in Reading, Writing and Maths, particularly for high attaining pupils and underachieving pupils (identified through data)	Ongoing staff coaching on providing challenge and moving learning on – through embedding the Learning Lines™ philosophy and ensuring all children have access to quality teaching and opportunities. 6 Pupil Review meetings to focus on the needs of underachieving and PP pupils.	High – there was increased attainment and progress in all years throughout the school – philosophy of quality learning for all is embedded and all staff subscribe to this. Children's learning is moved on much more quickly and attainment has risen. Children talk more positively about themselves as learners and understand the value of being 'in the learning pit'. Teachers and children are beginning to use feedback more effectively and children understand the importance of editing, correcting and revisiting. Challenge is apparent in all lessons. Weekly 10 minute meetings with all School Improvement Leads has ensured a relentless focus on progress. Pupil Review Meetings have ensured that children's needs are identified at an individual level.	<p>Moving forward, our attention will remain on quality teaching in core subjects, but also on ensuring high quality CPD on the wider curriculum – how to engage children in exciting, innovative and PSHE based topics that work towards high-quality outcomes. We are working towards excellence in all areas of our curriculum, forging links between the subjects.</p> <p>We will continue with a 360 approach to quality of teaching – learning walks, book scrutiny and data scrutiny. The continued inclusion and training of all staff in this process will ensure that there is accountability for all.</p>	<p>Budget allocation: £15,000</p> <p>Actual Spend: £9631</p>

ii. Targeted academic support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																
Improved progress in reading / writing / maths for PP children to diminish the gap between PP children and 'other' children in the school	Employment of a specific PP tutor – a highly experienced teacher who works 3 days a week with specific children, identified through data, on consecutive days. This is both 1:1 and in small groups on specific, targeted areas. She also does pre-teaching before school and 1:1 teaching before and after school.	<p>High – All Pupils who worked with the Tutor have made progress and grown in confidence in their learning.</p> <p>Whole School Attainment</p> <table border="1" data-bbox="689 432 1225 608"> <thead> <tr> <th></th> <th>All PP</th> <th>NonSEND PP</th> <th>'Other' in school</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>45%</td> <td>85%</td> <td>80%</td> </tr> <tr> <td>W</td> <td>47%</td> <td>74%</td> <td>72%</td> </tr> <tr> <td>M</td> <td>60%</td> <td>88%</td> <td>83%</td> </tr> <tr> <td>RWM</td> <td>42%</td> <td>68%</td> <td>68%</td> </tr> </tbody> </table> <p>Whole School Progress</p> <table border="1" data-bbox="689 691 1225 807"> <thead> <tr> <th></th> <th>All PP</th> <th>All School</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>88%</td> <td>90%</td> </tr> <tr> <td>W</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>M</td> <td>84%</td> <td>92%</td> </tr> </tbody> </table>		All PP	NonSEND PP	'Other' in school	R	45%	85%	80%	W	47%	74%	72%	M	60%	88%	83%	RWM	42%	68%	68%		All PP	All School	R	88%	90%	W	86%	87%	M	84%	92%	<p>This strategy will continue with children identified through a forensic analysis of data. Children have been identified according to their specific needs – including our detailed knowledge of the children individually – which ensures that children will get 1:1 or small group tuition, according to the best environment for the children to thrive.</p> <p>Our approach is more 'tiered' and personalised. We realise that children work best when they have a personal relationship with the person who is working with them, so this year, the tutor will work specifically with children in year 5 and 6 on Maths to increase progress. In addition, she will work with 2 children in Y4 and 2 children in Y3 on Maths and 2 children in Y3 who require EAL support.</p>	<p>Budget allocation: £15,000</p> <p>Actual spend: £11,821.32*</p> <p>(*not a full year)</p>
	All PP	NonSEND PP	'Other' in school																																	
R	45%	85%	80%																																	
W	47%	74%	72%																																	
M	60%	88%	83%																																	
RWM	42%	68%	68%																																	
	All PP	All School																																		
R	88%	90%																																		
W	86%	87%																																		
M	84%	92%																																		

Improve speech and language skills across the school	Half termly SALT consultancy	Nil – we did not use this service because we received advice from the local authority SALT and we employed 2 part time SALTAs	The early language screening will continue to be used in Early Years and continuing our focus on language development. This is being rolled out across the school – with a focus on developing oracy.	Budget Allocation for SALTA, half-termly SALT and training: £21,450 Actual spend: £18,401.49* (*not full year in role)
	Employment and training of a SALTA Speechlink Subscription	KS1 – high – all children have made progress with their spoken language and this is beginning to translate into more rapid progress in reading skills KS2 – low – clarity on how to develop this role needs to be addressed High – the screening of all children in EYFS was useful and the results were used to develop the provision in EYFS. As a result, 98% of children made 4+ steps of progress in Speaking and 98% made 4+ steps of progress in Understanding, and 98% made 4+ steps of progress in Listening	SALTA - this role is linked very carefully with phonics and reading development, so that the skills of speaking become transferable into language acquisition. Our aim is that all children will read at least at their chronological age. We are using ELKLAN Blanks analysis to highlight specific language and reading/comprehension skills in KS2, plus tot-by-toe and reading recovery in conjunction with a whole school focus on language development.	
	Specific SALT bought in for children with high need	High – Private SALT data showed progress on specific steps		
Diminish the attainment gap between PP and other pupils in EYFS and Y1 through wider curriculum	.Getin2Music programme	MEDIUM – Getin2music was a 2 year programme – the children who took part undoubtedly gained in confidence and musical skill but we don't believe that it had the desired impact upon attainment	This will not be continued	Getin2Music £750

iii. Wider strategies

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP children to access to wider curriculum	Support for wider curriculum – paying for trips and clubs Children's University Book awards – library topic for Y5/Y6	High – this has had much better take up this year – used extensively to support Y5 and Y6 residential Medium – children have been taken on Saturday trips to the Science Museum and SeaCity in Southampton amongst other 'in-house' activities Low	Continue promoting this and speaking with parents This was a one-off payment so will not continue in the budget – but the principal of these extra-curricular activities and Saturday trips are high impact and will be developed Not to be continued	Budget allocation: £5500 Actual spend: £3357.56

<p>To reduce barriers to learning both within school and through working with families</p>	<p>Employment of Learning Mentor to work with families to reduce barriers to learning.</p> <p>Earlybirds – breakfast club and nurture group</p>	<p>High – improved parental engagement and emotional support for the children</p> <p>There is a huge need for this role but our Learning Mentor retired early at the beginning of the year.</p> <p>High – this is a real success and has had a big impact on attendance, punctuality, emotional well being, readiness to learn and improved relationships with parents</p>	<p>Create more opportunity to work with families as many issues that impact on school stem from family . Employment of ELSA and development of new Learning Mentor as Thrive Practitioner due to increased Mental health issues in school.</p> <p>Continue with this.</p>	<p>Allocated budget: £8010</p> <p>Actual spend: £3796.99</p>
<p>To reduce barriers to learning through employment of play therapist and counsellor as needed</p>	<p>Play therapy – we allocated money in the budget for this, but have been able to find this role for free through a local charity CGL</p> <p>Counsellor – as needed</p>	<p>High – a counsellor worked with a child with a very specific need. Other children with need have been able to use our ELSA</p>		<p>Budget allocation: £7320</p> <p>Actual spend: £1235</p>
<p>To reduce barriers to learning through specific emotional support for children</p>	<p>ELSA</p>	<p>High – the ELSA has worked with 13 PP children who have had emotional barriers to learning. A baseline is taken by using a rating system for how they would score various aspects of their life and then measured again at the end of a piece of work. All children have shown a significant improvement in their levels of happiness and well-being.</p>	<p>Continue with this. The role is growing to support parents, work in close partnership with IPEH and being a source of great support and encouragement for both children and parents experiencing difficulties</p>	<p>Budget allocation: £25,000</p> <p>Actual spend: £17,776.63*</p> <p>(not in role for a full year)</p>

Pupil premium strategy statement 2019-20

2. Summary information

School	Milton Mount				
Academic Year	2018-2019	Total PP budget	£105,000	Date of most recent PP Review	September 2019
Total number of pupils	585	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Jan 20
Total Budget Allocation	£124,692.00	Overspend	£19,692	Overspend is accounted for because of carry forward from last year's budget as part of our three year plan to make sure salaries are covered by basic PP funding for the year.	

3. Current attainment – KS2 2019

	All PP	Non-SEND PP	National All	National 'Other'
% achieving in R,W,M	33%	67%	65%	70%
% achieving in Reading	50%	83%	73%	80%
% achieving in Writing	50%	83%	78%	83%
% achieving in Maths	58%	100%	79%	81%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Poor language skills across the school
B.	Increasing mental health, emotional and social problems
C.	Need for accelerated progress (all levels of ability)

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Lack of 'wider experience' of the world / curriculum
-----------	--

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved language skills for all pupils, specifically with a focus on raising attainment in reading.	Accelerated progress in reading, measured through standardised testing, toe-by-toe, accelerated reader scores, benchmarking.

B.	Supportive working with children and their families will reduce and remove barriers to learning. Good relationships with families will allow	Accelerated progress and raised attainment in RWM across the school measured through teacher assessment, PIRA/PUMA, YARC, Sandwell and other recognised standardised data collected in school.
C.	Higher rates of progress for all PP pupils through use of Tutor to specifically target the needs of the child. This will be based on data collected, gap analysis and use the NAHT Power statement of achievement to target exact needs.	Accelerated progress and raised attainment in RWM across the school measured through teacher assessment, PIRA/PUMA, YARC, Sandwell and other recognised standardised data collected in school.

6. Planned expenditure					
Academic year		2019-2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. This is not an exhaustive list of the all the strategies that we are using in school - see Jigsaw document.					
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 implementation?
Accelerated progress and attainment in Reading, Writing and Maths	Ongoing staff coaching on providing challenge and moving learning on – through embedding the Learning Lines™ philosophy (based on meta-cognition and self-regulation) and ensuring all children have access to quality teaching and opportunities. Use of coaching, lesson studies, learning conversations (NAHT Aspire model), FAST maths.	Challenge for all pupils is critical to accelerate progress, linked with high expectations for all. It is vital that this quality first teaching is at the heart of everything we do. All research sources have cited quality first teaching as having the most significant impact on progress and attainment.	Use of '10 minute meetings' setting weekly personal targets (focused on learning) linked with appraisal targets. Monitoring of planning and books by Headship and middle leaders. We have an ongoing commitment to CPD to ensure Quality First Teaching is received by all children.	Headship	Jan 2020
Accelerated progress and attainment in Reading, Writing and Maths through development of exciting wider curriculum based upon PSHE	Quality CPD and coaching for all staff	The research behind the new Ofsted Inspection Document points clearly to the need to engage children in learning and the importance of delivering quality CPD	Planned quality CPD and time and support for teachers to plan, observe each other and share ideas to ensure sound subject knowledge and pedagogy.	Headship	Jan 2020
Total budgeted cost					£10,198

ii. Targeted support – based on research from EEF Toolkit

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / cost	When will you review implementation?
To improve standards of oracy, increase vocabulary and reading comprehension.	<p>Employment and training for 2 Speech and Language Therapy Assistants (SALTAs) every afternoon.</p> <p>Employment SALT for children with significant speech complications – where needed</p>	<p>EEF, ‘Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately 5 months additional progress over the course of one year.’ (+5)</p> <p>There is now almost no SALT support through the local authority. Speech and language complications are significantly delaying progress, particularly in EYFS and KS1</p>	SALTAs will run diagnosed interventions across KS1 and KS2 every afternoon – checking progress against baseline. SALT will continue to work with specific children weekly. SALTAs will have regular meetings with Headship team and SENDCO to check data and ensure there is impact. SALTAs to attend Half termly Pupil Review Meetings to ensure there is liaison with class teachers.	<p>Headship / SENCOs</p> <p>SALTAs - £18876</p> <p>SALT £500</p> <p>Training £1000</p> <p>Oracy project with London Schools £1000</p>	Ongoing throughout first term , then half termly in conjunction with PRM
To accelerate progress in reading, writing and maths	Employment of a tutor to work 1-1 or in small groups.	EEF +5 for 1:1, +4 for small group teaching. Significantly, research shows that optimum impact depends on the skills of the teacher, and this is why we are employing a qualified teacher, rather than using a TA for this role.	Children to be identified through progress and attainment data. Targets produced in conjunction with HST and class teacher through PRM. Interventions to be based on power achievement statements (NAHT Aspire). More able pupils to be given access to wider and deeper challenge opportunities.	Headship Tutor £31894	Ongoing throughout first term , then half termly in conjunction with PRM
Total budgeted cost					£52,270

iii. Wider strategies

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 implementation?
Improved attainment and progress through offering children access to the wider curriculum	<p>Encourage families to access support with funding clubs and trips – especially Y6 residential</p> <p>Continue to offer Saturday workshops and Children’s University opportunities for children</p> <p>EEF – Enrichment ‘has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education’.</p>	<p>Research based – Used by Pakeman school (winner of 2016 National Pupil Premium Award). Identifying wider issues for the children is crucial to understanding the individual needs of that child – sharing this with parents opens lines of communication and enables us to support in a very specific way eg, homework clubs, providing PE kits, making appointments with school nurses</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>	Half termly RAG form will be shared at Pupil Review meetings and discussed by the Headship team. Meetings followed up on and hard to reach parents called.	<p>Headship</p> <p>Trips / Clubs / Uniforms £5000</p> <p>Books and other resources £500</p>	Termly – Jan, April
<p>To raise attainment and progress for all children in reading, writing and maths through removing social and emotional barriers to learning.</p> <p>To improve and grow parental involvement.</p>	<p>Employment of a full time ELSA – Emotional Literacy Support Assistant</p> <p>Employment of a full time Learning Mentor</p> <p>Training and development of Learning Mentor as a Thrive Practitioner</p> <p>Earlybirds – nurture group</p> <p>Specific Counsellor – as needed</p>	<p>‘Social and emotional programmes appear to benefit disadvantaged or low attaining pupils more than other pupils’. (EEF +4)</p> <p>Also recommended are behaviour programmes (+3) and Parental engagement (+3)</p> <p>Many recent reports suggest that emotional and mental health of children is a significant cause for concern.</p> <p>The aim for both the Learning Mentor and ELSA is to support children and families through times of need and ongoing difficulties and support children both within and beyond the classroom to succeed in their learning</p> <p>Thrive is recognised by EEF as an impactful programme is highly recommended.</p>	HST/PP lead and SENCO to meet weekly with ELSA and learning mentor to discuss ongoing needs of children. Use of Pupil Review Meetings, baselining for measurable success, regular updates and careful monitoring processes will ensure that the right children are being supported. ELSA also to support Earlybirds before school and the Nurture room at lunchtimes.	<p>Headship</p> <p>Cost Salaries £49,724</p> <p>£1000 Counselling</p> <p>£5000 Thrive Training</p>	<p>Half termly in conjunction with PRM</p> <p>Weekly through inclusion team meeting</p>
Total budgeted cost					£61,224

