

# Pupil premium strategy statement 2020-21

## 1. Summary information

<b>School</b>	Milton Mount				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£69,940	<b>Date of most recent PP Review</b>	November 2020
<b>Total number of pupils</b>	566	<b>Number of pupils eligible for PP</b>	71 (up from 58 in Sept)	<b>Date for next internal review of this strategy</b>	Feb 21
<b>Total Budget Allocation</b>	£67643.61				

## 2. Current attainment – KS2 2019 – (2020 Spring data in italics – no further data because of COVID-19)

	All PP		Non-SEND PP		National All	National 'Other'
% achieving in R,W,M	<b>33%</b> <i>40%</i>		<b>67%</b> <i>57%</i>		<b>65%</b>	<b>70%</b>
% achieving in Reading	<b>50%</b> <i>57%</i>		<b>83%</b> <i>57%</i>		<b>73%</b>	<b>80%</b>
% achieving in Writing	<b>50%</b> <i>70%</i>		<b>83%</b> <i>86%</i>		<b>78%</b>	<b>83%</b>
% achieving in Maths	<b>58%</b> <i>80%</i>		<b>100%</b> <i>86%</i>		<b>79%</b>	<b>81%</b>

## 3. 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*)

<b>A.</b>	Poor language skills across the school
<b>B.</b>	Increasing mental health, emotional and social problems, including parents of disadvantaged children
<b>C.</b>	Need for accelerated progress (all levels of ability), particularly in the light of COVID. Some disadvantaged children have not accessed home learning, despite ongoing phone calls and support from school and the provision of printed packs.

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

<b>D.</b>	Lack of 'wider experience' of the world / curriculum. Lack of parent engagement
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## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</b>	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	Attendance of PP children will improve to 95% attendance. Children and families accessing in school support will meet their given targets. Children will improve their Thrive scores and happiness scores through targeted therapeutic work.
<b>C.</b>	100% of PP children will meet their progress targets. All non-SEN PP children in the school will meet Age Related Expectations (ARE).	Accelerated progress and raised attainment in RWM across the school measured through teacher assessment, NTS reading tests, White Rose assessments in maths, YARC, Sandwell and other recognised standardised data collected in school.

## 5. Planned expenditure

**Academic year**

**2020-2021**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Accelerated progress and attainment in Reading, Writing and Maths	Changed approach to teaching of Maths and Writing. Maths focus on use of concrete resources, AfL and the use of discussions, with specific focus on mathematical vocabulary, to accelerate progress. In English, more focus on speaking and listening skills and children doing more extended writing. Introduction of 'live feedback' with children taking responsibility for their own editing and correcting.	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 fortnightly personal targets (focused on learning) based on a WWW and EBI model. 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. CPD programme is based around pedagogy and equipping teachers with the skills and knowledge they need to implement the teaching and learning approach we are taking.  Deputy Heads in classes daily to support teachers and to check in with PP children in all year groups to oversee provision and progress.	Headship	Feb 2021

<p>Accelerated progress and attainment in Reading, Writing and Maths through development of exciting wider curriculum based upon PSHE</p>	<p>Quality CPD and coaching for all staff</p>	<p>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</p>	<p>Planned quality CPD and time and support for teachers to plan, and share ideas to ensure sound subject knowledge and pedagogy.</p> <p><i>Added November 2020 Target Tracker is being introduced to the school so that teachers are able to target set and assess progress more easily. All data will be stored on one central system, which means that it will be available for the next class teacher to continue tracking. Reports for PP students and their progress will be much more easily accessible both on an individual and group level.</i></p> <p><i>Pupil Progress meetings have been changed so they are done as a class rather than a year group. Part of these meetings is detailed discussion of and target setting for all PP children.</i></p> <p><i>The focus of the PPG for both Deputy Heads is the provision of learning for lower attaining students and ensuring that this is appropriate.</i></p> <p><i>All of these measures are in place to accelerate progress.</i></p>	<p>Headship</p>	<p>Feb 2021</p>
<b>Total budgeted cost</b>					<p>£11,585</p>

**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?
<p>To improve standards of oracy, increase vocabulary and reading comprehension.</p>	<p>Employment of a part time ( 5 afternoons per week) Speech and Language Therapy Assistant (SALTA)</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>	<p>The SALTA will work in EYFS and Y1. In EYFS she will work closely with the Leader to use Development Matters speaking and listening strand to identify children who are working at the lowest level. She will take small groups, 3x per week to work on specific targets. 2x per week, she will work 1:1 with children on specific SALT targets from the SALT team.</p> <p>In Y1, she will work with the leader to identify children who are still working on the Early Learning Goals (or lower) for speaking. The children will then be grouped and a programme put in place to accelerate their speech development</p> <p><i>Update November 2020 – We have applied for the NELI project and are awaiting the outcome of this.</i></p> <p><i>Our SENCOs have introduced a new speech, language and communications progression tool for screening</i></p>	<p>Headship / SENCOs</p> <p>SALTA - £4802</p>	<p>Ongoing throughout first term , then half termly</p> <p><i>First term review shows that this is working well and children are making progress against baseline. We will continue with this strategy and collect data for impact.</i></p>
<b>Total budgeted cost</b>				£4802	

<b>iii. Wider strategies</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 (when restrictions ease)</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>	PP lead to keep a tally on the money that is spent on this and ensure that priority is given to the most needy families.	<p>Headship</p> <p>Trips / Clubs / Uniforms £5000</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/ Thrive Practitioner</p> <p>Earlybirds – nurture group</p>	<p>'Social and emotional programmes appear to benefit disadvantaged or low attaining pupils more than other pupils'. (EEF +4) 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/Thrive practitioner 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>	<p>ELSA – to keep records of all the children who she sees and to notify PP lead. Baseline of children's feelings (anxiety etc) to be compared against the same screening at the end of the therapeutic piece of work. ELSA role also to develop to work with parents at early help stage of need – engaging and liaising with parents. Parents will be specific about what they want to achieve, what success will look like and then will work with ELSA to see what they will do and what school will do. This will be reviewed after a set period of time. ELSA will investigate setting up a parents support group specifically to help parents who have lost their jobs over COVID, helping them access volunteering at school. Learning Mentor/Thrive Practitioner – will work with children who have experienced trauma which is causing a barrier to them accessing wider learning. They will support the Headship Team leading a Thrive approach across the school, through training at INSET etc. They will also work with parents, sharing results from the screening and giving parents time-bonded activities complete at home.</p> <p>Earlybirds will be another layer of parental engagement and nurture. Children will be able to access breakfast, share well-modelled social time, share stories and take part in activities that support their learning and emotional development.</p> <p><i>November update – Rudy the school dog is also part of the nurture team. She sees children on a Wednesday and is having a positive impact on behaviour and well being for all children.</i></p>	<p>Headship</p> <p>Cost Salaries £48,056.61</p> <p>ELSA supervision £1000</p> <p>£2000 Thrive online</p> <p>Rudy Costs £200 per year insurance</p>	<p>Half termly in conjunction with PRM</p> <p>Weekly through inclusion team meeting</p> <p><i>November update – we have applied for a grant from ASDA foundation to fund Earlybirds and resources for our ELSA and THRIVE practitioner</i></p> <p><i>We have been running 'learning groups' in 2 year groups to support specific children whose learning behaviour is a barrier to their attainment. This is having significant impact – children are making accelerated progress</i></p>
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<b>Total budgeted cost</b>	£51256.61
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