



Milton Road Primary School: Pupil premium strategy statement

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 and how we intend to spend the funding in this academic year.

School overview

Detail	
School name	Milton Road Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021-2
Date this statement was published	Sept 2021
Date on which it will be reviewed	Interim Dec 2021
Statement authorised by	Rachel Snape
Pupil premium lead	Alison Hall
Governor / Trustee lead	Sonia Ilie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,800
Recovery premium funding allocation this academic year	£ 6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 14,662
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 88,132

Part A: Pupil premium strategy plan

Statement of intent

Our current priorities are:

- To accelerate rates of progress, where necessary, to ensure that pupils in receipt of pupil premium funding, including those with additional barriers to learning, achieve outcomes in line with the school's expectations.
- To provide additional adult support, where necessary, to facilitate emotional development, counselling sessions and small group work and to provide associated staff training to deliver these sessions effectively.
- To ensure equality of access to experiences in order to broaden horizons for eligible pupils.

Challenges

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

Challenge number	Detail of challenge
1	Some children eligible for PP have a range of social, emotional and mental health difficulties which are affecting their readiness to learn
2	Some children eligible for PP have gaps in prior learning or have struggled to acquire early skills in reading, writing and maths.
3	Some children eligible for PP lack the skills of confidence, independence and resilience in their approach to learning.
4	Attendance rates for some children eligible for certain PP children are low which has an impact on progress and achievement.
5	Complex family circumstances in the home have an impact on the children's emotional wellbeing in school. This is a barrier to progress.

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>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.</p>	<p>Vulnerable children across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. 8% of our pupil premium children are previously looked after, the emotional wellbeing of these children is particularly closely monitored and supported. Fewer behaviour incidents are reported by staff. Children make at least expected rates of progress, as evidenced by pupil outcomes.</p>
<p>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.</p>	<p>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.</p>
<p>Children can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p>	<p>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.</p>
<p>Increase the rate of attendance for those eligible for PP funding. Targeting PP children for attendance planning mtgs. Involving external agencies where appropriate.</p>	<p>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.</p>
<p>To provide a range of support for families in the home setting and at school and through outside agencies to enable children and their families to thrive</p>	<p>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.</p>
<p>Parents feel supported by the school leading to improved engagement with their children's education.</p>	<p>Increase the families eligible for PP funding engagement with the school and learning. Parents routinely attend parents' evenings with 100% of parents/ carers involved with 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.</p>

Children eligible for PP will have access to the same opportunities as their peers with regard to curricular and extra-curricular activities within school, including day trips and residential trips.	% 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.
--	---

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: £7983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Whole staff training on STEPs therapeutic approach to Relationship and behaviour management. Inclusion Manager and selected teaching staff to attend relevant training around SEMH/ well-being, including Emotional Literacy Support (ELSA) TAs. (Attachment, loss and bereavement, Separation) and provide CPD for all staff ELSA training for key members of staff 	<ul style="list-style-type: none"> The Therapeutic approach to behaviour is used by other several local authorities, including Cambridgeshire and has been shown to improve the experience of children and adults in schools and reduce exclusion. 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) Every pupil should have a supportive relationship with a member of school staff (EEF) 	1,3
Outcome <ul style="list-style-type: none"> Inclusion manager attended various training sessions around supporting SEMH and other needs. STEPs training and Relationships and behaviour policy training delivered to all staff with refresher and top up sessions throughout the year. Supportive and therapeutic approaches to behaviour demonstrated throughout school. Individual behavior plans put in place to support individuals following STEPs initiatives. 	Lessons learned <ul style="list-style-type: none"> Continue to disseminate all new behaviour management strategy around school to all staff body, including induction for new members. Ensure all team around a child are aware of strategies and whole staff have general awareness. Include trauma informed practice and embed this further. 	

<ul style="list-style-type: none">• Reduction in recorded incidents of severe escalation of behaviour in some children supported by plans.• Staff confidence in supporting children with Social and Emotional needs has improved.		
<ul style="list-style-type: none">• Raising quality of teaching for all children• Increase focus on children premium children and offer CPD around effective approaches• Focus on PP children through Pupil progress Reviews (PPR) so all staff know that this is a high priority.• Teachers and support staff's appraisal linked to vulnerable group children's progress.• All vulnerable children to have personalised targets.• Use of Assessments, introduction of PIRA and PUMA and shine materials for closing the gap/ supporting eliminating common misconceptions	<p>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"</p> <p>Evidence from Sutton Trust on importance of personalised feedback.</p> <p>Focus on PP children through PPR so all staff know that this is a high priority.</p>	2,3
Outcome <ul style="list-style-type: none">• Progress of PP children is comparable with non-PP children with higher levels of PP children making accelerated progress.• Attainment of Pupil Premium children without additional need is comparable with achievement for non-PP children in reading.• Attainment of Pupil Premium children without additional need is an area for development in maths and writing.• Attainment for Pupil Premium children with additional SEND is comparable with non PP children with SEND is an area for development	Lessons learned <ul style="list-style-type: none">• Continue to raise priority and awareness for non-SEND PP children.• Raise awareness of PP children with SEND• Ensure focus on PP, QFT with the continuation of marking first and prioritizing during lesson time.• Continue with provision of individualised targets for all PP children.• Outline of provision to be included within targets, individual provision mapping.	

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

Budgeted cost: £ 71,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Counselling offered in school every week to work with identified children • 1:1/ small group Play therapy support • Emotional Literacy Support Assistant (ELSA) TA support course for one of our school TAs to raise our in-school capacity. • MHST support offered to families and children • Family support worker to provide a range of support in the home setting. • 1:1 alternative provision at Farm club 	<p>EEF reports on how Social Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils. Schools should consider how best to use their SEN and pupil premium resources to provide support for children with mental health difficulties where appropriate. (DfE Mental Health and Behaviour in Schools)</p> <p>To build relationships with children/families. To provide/locate support. To liaise with relevant services.</p> <p>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)</p>	1,3,5
<p>Outcome</p> <ul style="list-style-type: none"> • ELSA course completed, TA involved very positive and keen to begin new interventions. New ELSA "Hive" room set up and in use • From entry and exit data, 100 % children felt better after counselling. Extremely positive reports from both parents and teaching staff. Really positive impact on a number of children experiencing well-being issues. • SDQ scores (emotional screening questionnaire) for children receiving play therapy showed significant improvement for all children. Positive feedback from teachers and parents. Due to the high level of needs of some of this 	<p>Lessons learned</p> <ul style="list-style-type: none"> • Continue with offering of counselling and emotional well-being support for children. • Continue to ensure impact is measured using SDQ or counsellor derived feedback measure. • Develop further links with Anglia Ruskin University with student Social worker provision in 2022-3. • Develop use of an Emotional Literacy Support TA to provide support to children at higher levels of need including group work. 	

<p>group, there is still significant emotional support needed.</p> <ul style="list-style-type: none"> Farm club provision has had a very positive impact on both individual and, indirectly, groups of children. Positive reports received from provision and reported to Local authority. 	
<p>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 (<i>according to need</i>) to be provided before and during school.</p> <p>e.g</p> <ul style="list-style-type: none"> Rapid Reading Rapid Writing Rapid Maths ERT Sensory circuits Numicon Bespoke intervention Additional teacher and TA to provide support (intervention and booster) for Y6 	<p>Ensure that our children have opportunities for small group/1:1 intervention with trained Teaching Assistants.</p> <p>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.</p> <p>Through pre and post baseline assessments we have gathered evidence which shows children make accelerated progress through these interventions.</p>
<p>Outcome (Mid-year update, Feb 22)</p> <ul style="list-style-type: none"> Children on NTP 67% above expected progress, 60% above in writing, 30% above in maths. All expected or above. Nessy programme all made expected progress, 51% above in reading, 40% above in writing. 	<p>Lessons learned</p> <ul style="list-style-type: none"> Wider use of interventions as time and staffing allow. Continue to closely monitor interventions. Training for TAs and timetabling implications required to ensure new interventions are fully implemented.

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

Budgeted cost: £ 2423

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<ul style="list-style-type: none"> • Monitor pupils and follow up quickly on absences • Provide support for parents from Inclusion Manager, Mental Health support team and family worker 	<p>Importance of attendance on school performance.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step.</p>	
<ul style="list-style-type: none"> • Provide support for parents from family worker • Support from NHS Mental Health Support team 	<p>Evidence shows that where support is provided to help manage behaviour at home, alongside work being carried out with the child at school, there is a much greater likelihood of success in reducing the child's problems, and in supporting their academic and emotional development. (Dfe Mental Health and Behaviour in Schools)</p>	
Outcome <ul style="list-style-type: none"> • Regular attendance meeting established with new Attendance officer, support and strategies implemented with a number of families, including links with local GPs. • MHST provision support intervention successful with several families, especially around managing anxieties. • Social worker student provided some assistance to support well-being of older children 		Lessons learned <ul style="list-style-type: none"> • Continue regular attendance meetings and provide early interventions for families.
<ul style="list-style-type: none"> • Support vulnerable families in funding activities, e.g. residential visits, day trips. • Ensure PP children equal access to extra curricular clubs and activities within school eg performing in productions, playing in teams 	<p>EEF report that 'parental involvement is consistently associated with pupil's success at school'</p> <p>By subsidising trips etc we ensure all children have the same opportunities</p> <p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p>	
Outcome		Lessons learned <ul style="list-style-type: none"> • Continue to provide funding to ensure access for PP children.

<ul style="list-style-type: none"> • Funding provided for residential trip for all PP children and full attendance on this for year 6 children with highly beneficial social and emotional impact for key PP children. 	
---	--

Total budgeted cost: £82,386

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See Strategy Statement and Evaluation 2020-21