



Pupil premium strategy statement: Milton Road Primary school 2020-21

1. Summary information					
School	Milton Road Primary				
Academic Year	2020-21	Total PP Budget	£64,500	Children Eligible for PP +	7
Total number of children	420	Total number of children eligible for PP	57 (14%)	Date for final internal review of this strategy	Summer term 2021

2. Current attainment			
<i>End of KS2 (end of Academic Year 2020-21) – information taken from Teacher assessments</i>			
	<i>Children eligible for PP 11 (Total cohort 59) 19% of cohort</i>	<i>Children eligible for PP – Not SEN 7 (Total cohort 59) 12% of cohort</i>	<i>Children not eligible for PP (Total cohort) % of cohort 81%</i>
% achieving ARE or above in reading, writing & maths	36%	57%	88%
% achieving Higher standard in reading, writing & maths	0%	0%	33%

% achieving ARE or above in reading	73%	86%	92%
% achieving Higher standard in reading	18%	29%	63%
% achieving ARE or above in writing	36%	57%	92%
% achieving Higher standard in writing	0	0	48%
% achieving ARE or above in maths	63%	86%	92%
% achieving Higher standard in maths	18%	29%	50%

Current attainment			
<i>End of KS1 (end of Academic Year 2020-21) – information taken from Teacher assessments</i>			
	<i>Children eligible for PP 6 (Total cohort 60) % of cohort 10%</i>	<i>Children eligible for PP – Not SEN 4 (Total cohort 60) % of cohort 6%</i>	<i>Children not eligible for PP (Total cohort 60) % of cohort 90%</i>
% achieving ARE or above in reading, writing & maths	0%	0	65%
% achieving Higher standard in reading, writing & maths	0%	0	11%
% achieving ARE or above in reading	33%	25%	85%
% achieving Higher standard in reading	0	0	44%
% achieving ARE or above in writing	0	0	70%
% achieving Higher standard in writing	0	0	22%

% achieving ARE or above in maths	50%	50%	80%
% achieving Higher standard in maths	16%	25%	30%

3. Barriers to future attainment (for children eligible for PP including high ability)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Some children eligible for PP have a range of social, emotional and mental health difficulties which are affecting their readiness to learn
B	Some children eligible for PP have gaps in prior learning or have struggled to acquire early skills in reading, writing and maths.
C	Some children eligible for PP lack the skills of confidence, independence and resilience in their approach to learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D	Attendance rates for some children eligible for certain PP children are low which has an impact on progress and achievement.
E	Complex family circumstances in the home have an impact on the children's emotional wellbeing in school. This is a barrier to progress.
F	Parental engagement with school and perceptions of education causing lack of support for learning and limited opportunities outside of school

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A,F	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.	Vulnerable children across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. 12% of our pupil premium children are previously looked after, the emotional

		wellbeing of these children is closely monitored and supported. Fewer behaviour incidents are reported by staff. Children make at least expected rates of progress, as evidenced by pupil outcomes.
B	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.	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.
C	Children can access learning in class because their physiological, safety, belongingness and esteem needs are met.	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.
D	Increase the rate of attendance for those eligible for PP funding. Targeting PP children for attendance planning mtgs. Involving External agencies where appropriate.	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.
E	To provide a range of support for families in the home setting and at school and through training workshops to enable children and their families to thrive	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.
F	Parents feel supported by the school leading to improved engagement with their children's education	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. PP parents/ carers home-school link events. 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.
F	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.

5. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the children premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
A, C The social and emotional wellbeing of vulnerable children is protected and enhanced, children are able to learn and make progress.	<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 (Attachment, loss and bereavement, Seperation) and provide CPD for all staff.	<p>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.</p> <p>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)</p> <p>Every pupil should have a supportive relationship with a member of school staff (EEF)</p>	<ul style="list-style-type: none">Behaviour logsSLT and teaching staff to monitorObservations of learning and behaviour of children through learning walks.Case Studies of childrenRegular liaison with external agencies	Inclusion Manager (IM)	Half termly (or more regularly if required)

Outcome <ul style="list-style-type: none"> • STEPs training delivered to all staff with refresher and top up sessions throughout the year. • New Relationships and behavior policy developed to reflect the therapeutic approach. • Individual behavior plans put in place to support individuals following STEPs initiatives. • 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. • Supportive approach to behaviour demonstrated throughout school. 			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. 		
B 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	<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 PPR so all staff know that this is a high priority. 	<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>	<ul style="list-style-type: none"> • English and maths leaders will carry out regular monitoring, along with SLT • SLT to monitor level of expectations and engagement of children eligible for PP funding • Teachers and support staff’s appraisal linked to children’s progress • Governor monitoring 	SLT, IM, Maths and English lead.	Half termly

close gaps for PP children.	<ul style="list-style-type: none"> Teachers and support staff's appraisal linked to 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 Increase supply of reading book across all levels, particularly high interest, low reading age to allow access for all. 	Focus on PP children through PPR so all staff know that this is a high priority.	<ul style="list-style-type: none"> Half termly children progress meetings half termly data analysis Monitoring and feedback Book sampling Pre and Post intervention assessments SEN Support Plan meetings 		
Outcome <ul style="list-style-type: none"> Attainment of Pupil Premium children without additional need is an area for school development, particularly to raise achievement for at or above ARE in all areas. Attainment for Pupil Premium children with additional SEND is comparable with non PP children with SEND in all three core subject areas. 			Lessons learned <ul style="list-style-type: none"> Review and raise priority and awareness for non-SEND PP children. 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. 		
Total budgeted cost					£3,000

ii. Targeted support					
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?
A, C, E The social and emotional wellbeing of vulnerable children is protected and enhanced, children are able to learn and make progress.	<ul style="list-style-type: none"> • Counselling offered in school every week to work with identified children • 1:1/ small group Play therapy support • 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 Farmclub 	<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</p>	<ul style="list-style-type: none"> • Regular reviews with Family Support Worker • Monitoring behaviour logs • Observations of learning and behaviour of children through learning walks. • Case Studies of children • Regular liaison with external agencies 	IM, Family worker, DH	Termly (or more regularly if required)

		raised self-esteem, or more specific such as a change in behaviour and improved relations with family and friends. (British assoc. of Play Therapists)			
Outcome <ul style="list-style-type: none"> From entry and exit data, 75% children felt better after counselling following, the majority (80%) felt counselling had “helped me a lot”, 70% said they know where to go for help in the future. 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 group, there is still significant emotional support needed. Farm club provision has had a very positive impact on both individual and, indirectly, groups of children. Positive reports receive from provision and reported to Local authority. 			Lessons learned <ul style="list-style-type: none"> Continue with offering of counselling and emotional well-being support for children. Ensure impact is measured using SDQ or counsellor derived feedback measure. Develop additional family support around a child using Social worker provision in 2021-22. Develop use of an Emotional Literacy Support TA to provide support to children at higher levels of need. 		
B 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	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. e.g.	<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>	Monitor through: <ul style="list-style-type: none"> half termly children progress meetings ½ termly data analysis Monitoring and feedback Book sampling Pre and Post intervention assessments 	IM, SLT	Half termly

target and close gaps for PP children.	<ul style="list-style-type: none"> • Use of Shine materials to target short term interventions • Rapid Reading • Rapid Writing • Rapid Maths • 1st Class @ Number • ERT • Sensory circuits • Numicon • Bespoke interventions • Additional teacher and TA to provide support (intervention and booster) for Y6 	Through pre and post baseline assessments we have gathered evidence which shows children make accelerated progress through these interventions.	<ul style="list-style-type: none"> • SEN Support Plan meetings • for children with SEN • reviewing targets set for individual children 		
Outcome <ul style="list-style-type: none"> • School closure and bubble system considerable impact on running of structured interventions. • Rapid interventions in year 5 and 3, 83% showed good progress using intervention assessment tools, 75% now at or just below Age related expectations using teacher assessment/ Reading test materials. 		Lessons learned <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. 			
Total budgeted cost					£46,500
iii.Other approaches					
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?

D Increase the rate of attendance for those eligible for the PP funding	<ul style="list-style-type: none"> • Monitor pupils and follow up quickly on absences • Provide support for parents from IM 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"> • Regularly reporting to EWO. • Regular review of attendance data 	IM, Attendance lead, EWO	Half termly
E To provide a range of support for families in the home setting and at school and through training workshops to enable children and their families to thrive	<ul style="list-style-type: none"> • Provide support for parents from family worker • Support from NHS Mental Health Support team 	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)			
Outcome <ul style="list-style-type: none"> • MHST provision support intervention successful with several families, especially around managing anxieties. • Attendance monitoring has been difficult due to Covid infection control measures. • Family worker provision has been successful for a high needs family. • Early Intervention support still remains an area for development. Red Hen support investigated and links now established with Social Worker placements for 2021-2. 			Lessons learned <ul style="list-style-type: none"> • Continue with MHST provision and extend once face-to-face provision permitted. • Re-establish regular monitoring with attendance officer and communication with families of concern. • Increase involvement in the home with social worker placement. 		
F Parents feel supported by the	<ul style="list-style-type: none"> • Extended parent consultations for parents 	EEF report that 'parental involvement is consistently associated with pupil's success at school'	All children included for trips	IM, SLT, School office staff	Half termly

<p>school leading to improved engagement with their children's education</p> <p>Children eligible for PP across the school have the same opportunities as their peers, e.g. to access day trips, residential trips etc.</p>	<p>of identified PP children to encourage engagement.</p> <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>By subsidising trips, clubs 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>	<p>Take up of this subsidy will be monitored by the School Office</p> <p>Manager and finance clerk</p>		
<p>Outcome</p> <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. • Funding offered for a wide variety of extra-curricular activities, including musical instruments, and school trips, including residential. 			<p>Lessons learned</p> <ul style="list-style-type: none"> • More focus of funding to allow educational visits etc • Reassess impact of extra-curricular funding • Continue with increased parental – teacher contact – use of new technologies through lockdown enabled this and continue. 		
<p>Total budgeted cost</p>					<p>£3,800</p>

Mrs Alison Hall – Pupil Premium Lead