

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	13%
Academic year/years that our current pupil premium strategy plan covers	2023-4
Date this statement was published	Dec 23
Date on which it will be reviewed	April 24 (interim), July 24 (final)
Statement authorised by	
Pupil premium lead	Alison Hall
Governor / Trustee lead	Sonia Ilie

Funding overview

Detail	Amount (approx.)
Pupil premium funding allocation this academic year	£85,690
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	n/a

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 gaps in prior learning or have struggled to acquire early skills in reading
2	Some children eligible for PP have gaps in prior learning or have struggled to acquire early skills in writing.
3	Some children eligible for PP have gaps in prior learning or have struggled to acquire early skills in maths.
4	Some children eligible for PP have a range of social, emotional and mental health difficulties which are affecting their readiness to learn
5	Some children eligible for PP lack the skills of confidence, independence and resilience in their approach to learning.
6	Attendance rates for some children eligible for certain PP children are low which has an impact on progress and achievement.
7	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.</p> <p>Effective staff support in place to support children's Social, Emotional and Mental Health.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Vulnerable children across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. 11% 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.
<p>Gaps in learning are identified and targeted teaching/interventions teach to gaps.</p> <p>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>Improved reading attainment among disadvantaged pupils.</p> <p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • Targets for individual children met. • Progress gap to narrow between PP and non PP students • Children make at least expected rates of progress, as evidenced by pupil outcomes. • Gaps close in attainment. Evidence of impact of intervention programmes demonstrated through pupil outcomes and pre and post intervention assessment data.
<p>Children can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p>	<ul style="list-style-type: none"> • 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>Increase the rate of attendance for those eligible for PP funding. Targeting PP children for attendance planning mtgs. Involving external agencies where appropriate.</p>	<ul style="list-style-type: none"> • 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.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	
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	<ul style="list-style-type: none"> • 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.
Parents feel supported by the school leading to improved engagement with their children's education.	<ul style="list-style-type: none"> • 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.
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.	<ul style="list-style-type: none"> • % figures show that children eligible for PP take part in enriching 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: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none">• Whole staff training on the 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) TA.• Supporting Mental Health and Attachment training provided CPD for all staff including use of Virtual school expertise• ELSA supervision and additional training for key members of staff	<ul style="list-style-type: none">• Academic and pastoral strategies work in an inter-related way. It is important to understand the social, emotional and wellbeing needs of the pupils before deciding how to approach the academic needs of the pupil. This holistic approach helps the pupil to improve their self-confidence, self-regulation, metacognitive strategies, and improves their self-esteem. (EEF).• 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.• Therapeutic Thinking is a philosophy. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health.• Therapeutic thinking provides a trauma-informed approach to behaviour for all educational settings	4,5 Training via LA for maintained schools and from virtual school staff ELSA £5000

	<p>and wider stakeholders, grounded in evidence-based research.</p> <ul style="list-style-type: none"> • What if we tried something different? What if we go to where the student is in their brain and body in that moment? What if we connect with the way the brain is sequenced and develops? (Beacon House Therapeutic Services and trauma team) • Every pupil should have a supportive relationship with a member of school staff (EEF) 	
<ul style="list-style-type: none"> • Raising quality of teaching for all children through CPD for teaching and support staff • 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. • Use of Assessments including PIRA, GAPs and PUMA and for closing the gap/ supporting eliminating common misconceptions 	<ul style="list-style-type: none"> • 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' • Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending (EEF) 	<p>1,2,3</p> <p>Training via LA for maintained schools and from school staff</p> <p>£1800</p> <p>Supply for release time for subject leaders for CPD and to offer training/ coaching</p> <p>£1800</p> <p>supply for Pupil progress meetings (including those around SEND)</p> <p>£ 2000 assessment materials</p> <p>£1300</p> <p>Data analysis and intervention admin</p>
<p>Outcome</p> <ul style="list-style-type: none"> • 	<p>Lessons learned</p>	

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
<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"> • Little Wandle catch up materials • Rapid Reading • Rapid Writing • Rapid Maths • Nessy • Maths seeds • Sensory circuits • Attention Autism • Additional teacher and TA to provide support (intervention and booster) for Y6 	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs (EEF)</p> <p>Through pre and post baseline assessments we have gathered evidence which shows children make accelerated progress through the interventions.</p>	<p>TAs £57,600 Nessy £800 Maths seeds £700 £500 equipment for circuits and Attention Autism</p>
<p>Outcome</p> <ul style="list-style-type: none"> • 	<p>Lessons learned</p>	

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

Budgeted cost: £ TBC

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, ELSA TA, Mental Health support team and family worker (as appropriate) Regular attendance meetings and liaison with families of concern 	<p>School data indicates children with below 90% attendance are 4x more likely to be working below Age Related Expectations.</p> <p>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. (DFE)</p>	6
<ul style="list-style-type: none"> Counselling offered in school every week to work with identified children MHST support offered to families and children Family support worker to provide a range of support in the home setting. 	<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>5, 6, 7</p> <p>School Counsellor £7500</p> <p>Music therapy £1,600</p> <p>Canine therapy £1,500</p>
<ul style="list-style-type: none"> Provide support for parents from family worker 	Evidence shows that where support is provided to help manage behaviour at home, alongside work being carried out with the child at school,	NHS/ Social services funded

<ul style="list-style-type: none"> Support from NHS Mental Health Support team 	<p>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>	
<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>	<p>£2,900 Trip subsidy</p> <p>£200 interpreter for parent consultations</p> <p>£400 extra-curricular club subscriptions</p>
<p>Outcome</p> <ul style="list-style-type: none"> 	<p>Lessons learned</p>	