

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Milton CE Primary
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	15.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Damien Homden
Pupil premium lead	Nick Haycraft
Governor / Trustee lead	Helen Clubb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,720
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£57,720

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Milton C of E Primary school is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set*
- Act early to intervene at the point need is identified*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

We understand that each pupil is individual and unique, therefore our strategy has been developed to identify and respond to every child's needs.

As with all aspects of school life at Milton, we work closely with our families and external agencies to overcome any barriers to development identified.

We aim to provide a high quality education, alongside providing these pupils with experiences and opportunities that they may have not been able to access and therefore, enrich their lives further.

Challenges

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

Challenge number	Detail of challenge
1	Writing – whole school area of development Assessment, observation and discussion with staff and pupils indicate gaps of core knowledge and subject specific skills across the English curriculum.
2	Maths – children working below age expected standard Assessment, observation and discussion with staff and pupils indicate gaps of core knowledge and subject specific skills across the mathematics curriculum.
3	Phonic and reading – assessments indicate that reading attainment for disadvantaged pupils is below that of non-disadvantaged pupils.
4	Social and emotional and Mental Health (SEMH) Some pupils eligible for pupil premium have a range of social and emotional difficulties that are affecting their readiness to learn.
5	Academic and emotional impact of global pandemic Assessment, observation indicates that the education and wellbeing of many of our disadvantaged pupils have been impacted by full and partial closures. These findings are supported by national studies. (EEF)
6	Parental engagement Some family circumstances have an impact on the pupil's wellbeing and attendance in school.

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
To improve the writing attainment and progress of disadvantaged children.	Children to have made expected progress and, where necessary, have narrowed the gap.
To improve the Maths attainment and progress of disadvantaged children.	Children to have made expected progress and, where necessary, have narrowed the gap.
To improve the reading attainment and progress of disadvantaged children.	Children to have made expected progress, and, where necessary, have narrowed the gap.
To protect and enhance the well-being of vulnerable children.	Pupil and parental voice and teacher observations.

To engage and support families of vulnerable children.	Positive parent teacher rapport and good attendance at parental sessions.
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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: 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Phonics programme used across the school. Sounds Write training for teachers/teaching assistants. Phonics lead dedicated time to monitor Sounds Write teaching.	Effective use of PP Grant – Making a difference conference run by PP Awards 2017 winner emphasised how the poor readers accelerated at a slower pace than better readers. EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Toolkit EEF+5 Sounds Write is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	1, 3
Implementation of new English curriculum.	Literacy Guidance Report 2020 Reading comprehension strategies are high impact on average (+6 months).	1,3
Complete Maths programme used across the school	Supports teachers with planning the small steps in Maths planning. Gap analysis used to inform planning and interventions. www.completemaths.com/schools/case-studies	2
Development of teaching pedagogies across the school e.g. cognitive load theory, Rosenshine's Principles of instruction	Cognitive load theory: Research that teachers really need to understand (2017) www.education.nsw.gov.au	1,2,3,4,5
To have trained ELSAs to deliver interventions. ELSA training for TAs.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF	4, 5

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

Budgeted cost: 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 or small group targeted interventions – E.g. Sounds Write Phonics	TA's who provide 1:1 or small group support shows a positive benefit. Where the tuition is delivered by TA's, there is evidence that training and the use of a structured programme is beneficial. +4 EEF	1, 2, 3

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

Budgeted cost: 10,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being groups: E.g. Bucket Therapy, Zones of Regulation, Nurturing lunchtimes, Lego Therapy, Build it club, Cooking club Sensory circuits School counsellor	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. +4 EEF	4, 5
Regular correspondence with PP parents to ensure aware of support available e.g. curriculum workshops. Time allocated to discuss PP during parent consultations. Allocated family support worker.	Government guidance and academic research The EEF toolkits identifies parental engagement as a +4 intervention that can have a moderate impact on progress.	6
Breakfast Club. Breakfast and healthy snacks available for children.	Providing children with breakfast and healthy snacks helps support their focus in lessons.	All

Contingency fund	Based on our experiences, we have identified a need to set aside a small amount of funding to respond to unaccounted needs that arise throughout the year.	All
School residential payment support	'Few robust studies in the UK have explored the extent to which schools can influence [essential life] skills, and their impact on other outcomes. Improved behavioural, social and emotional outcomes do not always translate into improved grades, or perhaps may translate into improved academic attainment only in the longer term, but schools may wish to pursue them for the wider benefits irrespective of impacts on attainment.' EEF We consider residential trips beneficial to pupils for various reasons. As a school we feel that no child should miss out on this important opportunity due to financial difficulties. The school will support with 50%-100% of the cost of a residential trip where necessary.	4,5

Total budgeted cost: £57,282

Part B: Review of outcomes from the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the school's performance during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the percentage of children achieving a good level of development in Reception has remained comparable at 70% compared with 74% in the previous academic year despite an increased need within the year group.

Sounds Write is embedded across the school and we have continued to train more members of our teaching assistant team to enable Sounds Write interventions to be run. 85% of Year 1 children (above national average) passed the Phonics Screening Check. 91% of our Year 2 cohort passed the Phonics Screening Check by the end of Year 2.

The Multiplication Tables Check results in Year 4 increased from 33% of our pupils achieving full marks to 36% demonstrating the positive impact of the delivered teaching and intervention groups as well as the use of CompleteMaths and TT Rockstars.

The 2023/24 Year 6 data for English, Maths and Reading shows that our pupil premium pupils have improved across all three of those academic areas since the start of this academic year. (See table below)

All Students	Mathematics	62% - Below Expected	33% - Below Expected
		38% - At Expected	57% - At Expected
		0% - Above Expected	10% - Above Expected
	Reading	44% - Below Expected	23% - Below Expected
		42% - At Expected	42% - At Expected
		14% - Above Expected	35% - Above Expected
	Writing	31% - Below Expected	33% - Below Expected
		54% - At Expected	65% - At Expected
		15% - Above Expected	2% - Above Expected
PP	Mathematics	67% - Below Expected	50% - Below Expected
		33% - At Expected	33% - At Expected
		0% - Above Expected	17% - Above Expected
	Reading	50% - Below Expected	33% - Below Expected
		50% - At Expected	50% - At Expected
		0% - Above Expected	17% - Above Expected
	Writing	50% - Below Expected	33% - Below Expected
		33% - At Expected	67% - At Expected
		17% - Above Expected	0% - Above Expected

We used Shine Maths, alongside teacher assessment, to assess the children in Maths and to identify areas of development and provide targeted interventions. As a school and a trust, we will now be using Complete Maths, instead of Shine Maths.

Our evaluation of the approaches delivered last academic year indicates that the curriculum changes, staff CPD and delivery are proving to be positive and impactful.

Well-being groups remain a statutory part of our everyday schooling and we have trained an Emotional Literacy Support Assistant to work within the school in addition to these groups to provide extra, more specialised capacity.

Funding was also used to purchase school uniform, to subsidise school/residential trips and to provide children with the opportunity to take part in clubs.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Test Base	Doublestruck limited
Sounds Write Phonics programme	Sounds Write First Rate Phonics
Complete Maths	La Salle Education
TimesTables Rockstars	Maths Circle
Emotional Literacy Support Assistant (ELSA)	Cambridgeshire County Council
School family worker	Impington Village College

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A