

Milverton 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, 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	Milverton C P School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Stead Head Teacher
Pupil premium lead	Jane Nicholls
Governor / Trustee lead	Emily Weiss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,105
Recovery premium funding allocation this academic year	£689
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,363
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	£39,157

Part A: Pupil premium strategy plan

Statement of intent

Our intention 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.

We will consider the challenges faced by vulnerable pupils, such as those who are looked after / previously looked after, have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the 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
- ensure that we have a holistic approach to aid not just academic ability, but SEMH needs

Challenges

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

Challenge number	Detail of challenge
1	Challenging home environment sometimes leading to poor attendance Breakdown of relationships, poor parenting skills, previous trauma, poor

	attendance, lack of support, lack of encouragement and low parental expectations identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. Our attendance data shows that disadvantaged pupils attendance is 0.3% below national data and 4.8% below non disadvantaged pupils in our school.
2	Low ambition linked to life experiences Through observations, discussions and pupil conferencing it is apparent that our disadvantaged pupils have less life experiences which impacts on their intrinsic motivation.
3	Social and Emotional well-being Our assessments and observations indicate that the social and emotional wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.
4	Underdeveloped oral language skills and vocabulary gaps Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. According to assessments, disadvantaged pupils generally have greater difficulties with phonics and assessments show lower progress and attainment for our disadvantaged pupils in KS1 pupils in reading.
5	Attainment in Writing and SPaG Our assessments and observations indicate that knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations, especially in Writing and SPaG throughout KS2 .

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
1.Improve attendance	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all disadvantaged pupils attendance to be in line with national average.
2.Raise aspirations	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. The number of children engaged in physical activity out of normal school hours increases. Disadvantaged children have more opportunities to engage in clubs including sport and music clubs. Disadvantaged children get the opportunity to experience new activities and places, once school trips are safe to carry out (Covid). Additional lunchtime club run by a qualified sports coach in KS1 and KS2.

	Opportunity of a free after school sports club aimed at disadvantaged children.
3.Improve SEMH and wellbeing	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Less referrals to ELSA / MHST • Development of the school's wellbeing website.
4.Improve oral skills	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
5.Raise progress and attainment of writing and SPaG	KS2 writing outcomes in 2021/22 will show that more than 90% of disadvantaged pupils met the expected standard.

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: £1050.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	4
Training for staff on the new DfE validated Synthetic Phonics Programme.	In order for all pupils including those who are disadvantaged to succeed with phonics, staff need the correct training to know how to teach the new programme allowing children to improve their accuracy of reading.	4
Maths Mastery training (NCETM) for Early Years and KS1 staff	This scheme has a strong link to oracy skills and understanding of vocabulary. As with phonics, we want to equip children with the correct vocabulary and oracy in maths in order for them to comprehend the maths.	4

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

Budgeted cost: £ 10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of PP Tutor Catch up	Tuition targeted at specific needs and children's individual gaps in knowledge and understanding are addressed in 1:1 or small group situations with tailored specific support from highly skilled staff. These members of staff liaise closely with class teachers to ensure	4, 5

	consistency and further enhance pupil understanding by supporting them to transfer skills taught in 1:1 or small group sessions across the curriculum.	
ILI taking place with a trained teacher	This is an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	4,5
Funding of a trained ELSA	With the ever increasing pressure on young children and the rise in mental health problems, it is essential that we include emotional wellbeing and mental health as part of our curriculum. Giving children opportunities to learn about the importance of looking after our bodies including our emotional health and wellbeing, is key, as well as teaching children strategies to manage their emotions in a range of situations, that may include ways to calm, ways to be still and ways to be quiet. Providing children with opportunities to challenge themselves and take risks builds their resilience and boosts self-confidence and self-esteem. ELSA pre /post data will show an improvement in an identified area of specific need such as emotional awareness, social skills, friendship skills, self-esteem or anger management. This will be evident through both staff and pupil ELSA assessments. This will include higher self-image profiles.	3
Targeted Forest School	Small group Forest school provision for identified individuals. Through Forest School disadvantaged pupils gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. It increases confidence and independence and allows children to succeed in non-academic areas.	2,3
Music lessons	Through funding additional music lessons, children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non-academic skills and broaden their experiences.	2
After school Clubs	Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non-academic skills and broaden their experiences. The number of children	2

	engaged in physical activity out of normal school hours increases.	
School Trips	Through funding school trips, children are given a broad and balanced curriculum and the opportunity to broaden their learning experiences outside of the classroom.	2

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

Budgeted cost: £28,100.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	All children will improve their self-esteem and self-confidence and build their resilience by experiencing new opportunities through their class forest school sessions.	2, 3
Lunchtime sports clubs	Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non-academic skills and broaden their experiences.	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
TAs in class	Research shows that when TAs are used in a focused way – to deliver structured, high-quality support to small groups or individual children – pupils make an additional progress.	3,4,5
EP training on motivation – Promoting Independent learners for support staff	Children learn more from this sort of activity, and they retain that learning better. Intrinsically motivated children are more involved in their own learning and development. If children are intrinsically motivated, they achieve a better sense of satisfaction and reward.	2,3
Joint funding with the TVP for a shared PFSA	A PFSA is someone who works in school providing help for parents and families. They support parents with some of the everyday problems that they might be having with their children	1

	so that the children are happy to attend school and engage in their learning.	
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Total budgeted cost: £ 39,150.00

Part B: Review of outcomes in the previous academic year

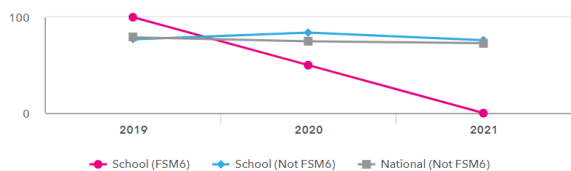
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggests that disadvantaged pupils attainment was not in line with the rest of the school. However, progress of disadvantaged pupils in KS1 in writing and maths was on the increase. In KS2 progress in maths for disadvantaged pupils was also on the increase.

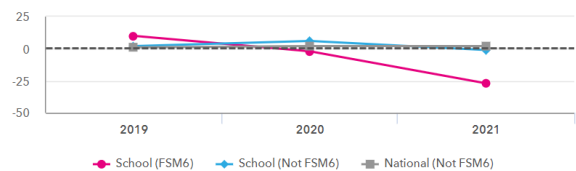
KS1 attainment for disadvantaged pupils 2021

% Expected Standard + Reading DFE



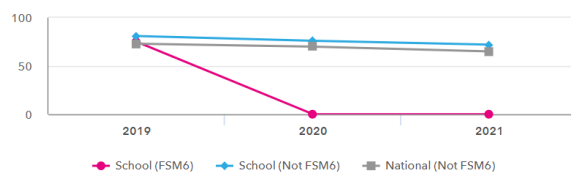
KS1 progress for disadvantaged pupils 2021

% Expected Standard + Reading



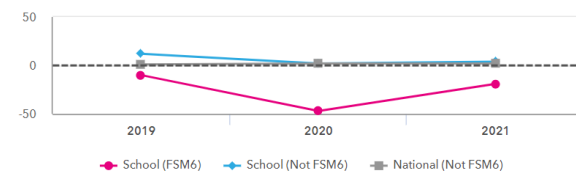
KS1 attainment for disadvantaged pupils 2021

% Expected Standard + Writing DFE



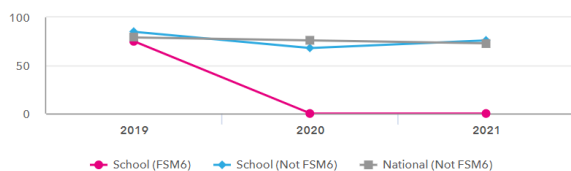
KS1 progress for disadvantaged pupils 2021

% Expected Standard + Writing



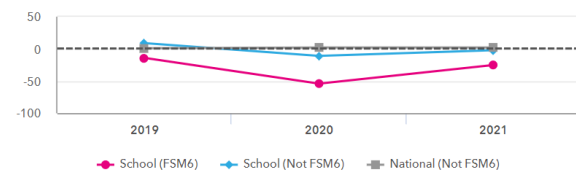
KS1 attainment for disadvantaged pupils 2021

% Expected Standard + Maths DFE



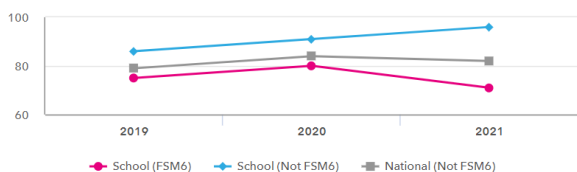
KS1 progress for disadvantaged pupils 2021

% Expected Standard + Maths



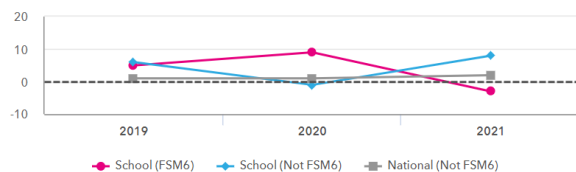
KS2 attainment for disadvantaged pupils 2021

% Expected standard+ Reading DFE



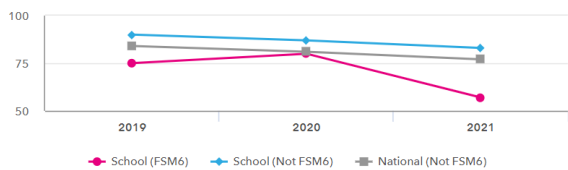
KS2 progress for disadvantaged pupils 2021

% Expected standard+ Reading



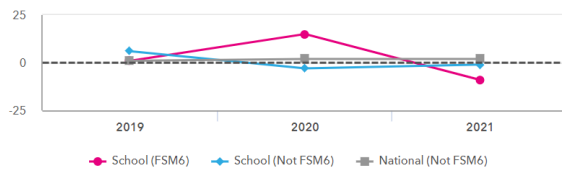
KS2 attainment for disadvantaged pupils 2021

% Expected standard+ Writing DFE



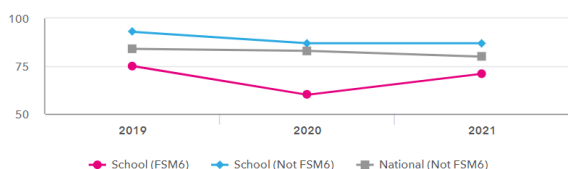
KS2 progress for disadvantaged pupils 2021

% Expected standard+ Writing



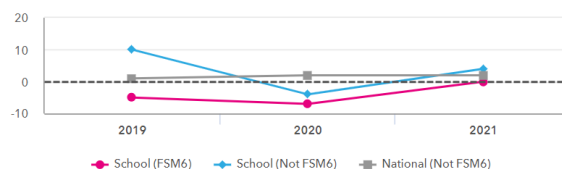
KS2 attainment for disadvantaged pupils 2021

% Expected standard+ Maths DFE



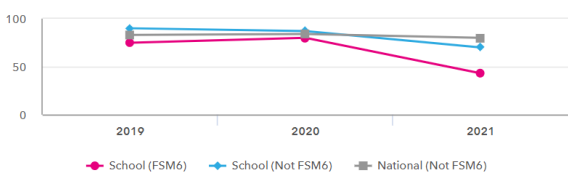
KS2 progress for disadvantaged pupils 2021

% Expected standard+ Maths



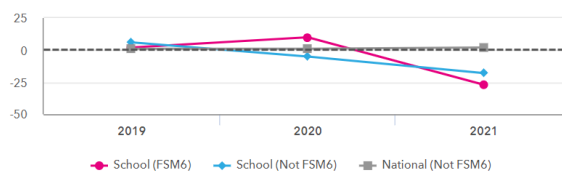
KS2 attainment for disadvantaged pupils 2021

% Expected standard+ Grammar, Punctuation & Spelling DFE



KS2 progress for disadvantaged pupils 2021

% Expected standard+ Grammar, Punctuation & Spelling



Our data shows that in 2019 disadvantaged pupils were generally in line with school and national averages and that there was minimal difference in terms of progress and attainment across all subjects.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Whole School data for disadvantaged pupils previous years -

2016/17 Reading = 89% Writing = 89% Maths = 83%

2017/18 Reading = 95% Writing = 91% Maths = 82%

2018/19 Reading = 69.6% Writing = 52.2% Maths = 60.9%

Attendance data below shows that disadvantaged pupils attendance was lower than of those not disadvantaged. We acknowledge these gaps are a concern, which is why attendance is a focus of our current plan.

Period: 01/09/2020 AM to 31/07/2021 PM

Whole School Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	22	94.23	4.05	1.72
Not Pupil Premium	188	97.26	2.18	0.56

Period: 01/09/2019 AM to 31/07/2020 PM

Whole School Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	26	92.90	6.25	0.86
Not Pupil Premium	177	95.58	3.76	0.66

Period: 01/09/2018 AM to 31/08/2019 PM

Whole School Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	22	93.60	5.20	1.20
Not Pupil Premium	192	96.46	2.94	0.60

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues.

The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
White Rose Maths Planning Years 1 - 6	White Rose Maths
Espresso	Discovery Education

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?	The service pupil premium money was spent on individual music lessons and attendance to after school clubs.
What was the impact of that spending on service pupil premium eligible pupils?	Service children were able to have additional enrichment opportunities and extended school provision.