



Milverton Community Primary & Pre-School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils during the 2023 to 2024 academic year. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

2024-2025

Detail	Data
School name	Milverton C P School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	13 pupils (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nicola Stoddart Head Teacher
Pupil premium lead	Katy Smith / Nicola Stoddart
Governor / Trustee lead	Emily Weiss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,458
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,458

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 aim of our pupil premium strategy is to improve outcomes for all socio-economically disadvantaged pupils.

When making decisions about using Pupil Premium funding, we have considered research conducted by the EEF and the usefulness of different strategies and their value for money. 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.

Our aim is for pupils at Milverton Community Primary & Pre-School to make expected progress in all areas of the curriculum, through quality-first teaching.

Therefore, 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.

EEF research has found that disadvantaged children have been worst affected by partial school closures and the attainment gap has therefore widened. 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 are 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 also SEMH needs.

Challenges

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

1	<p>Attendance Poor attendance, lack of parental support, lack of encouragement and low parental expectations particularly affect disadvantaged pupils. Our data shows that disadvantaged pupils' attendance was lower than that of non-disadvantaged. Disadvantaged pupils' attendance (2023-2024) = 89.3% which is 4.4% below</p>
2	<p>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 both cultural capital and intrinsic motivation.</p>
3	<p>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 Covid-19 measures and this continue to have a lasting effect. These findings are supported by national studies.</p>
4	<p>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.</p>
5	<p>Progress and Attainment in Reading and Writing Our assessments and observations show that disadvantaged pupils are proportionately more likely to be working below ARE than their non-PP peers in both reading and writing. This impacts on their learning outcomes across the curriculum.</p>

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. the percentage of disadvantaged pupils' attendance to continue to be above or at least in line with national average. (National Average 2023-2024 FSM eligible 89%)

2. Raise aspirations	<p>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.</p> <p>Disadvantaged children have more opportunities to engage in clubs including sport and music clubs.</p> <p>Disadvantaged children get the opportunity to experience new activities and places.</p> <p>Additional lunchtime club run by a qualified sports coach in KS1 and KS2.</p> <p>Opportunity of a free after school sports club aimed at disadvantaged children.</p>
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 • Fewer referrals to ELSA / MHST • Progress evident in Mental Health and Wellbeing action plan
4. Improve oral skills	<p>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.</p>
5. Increase progress and raise attainment in reading and writing.	<p>KS2 reading progress and writing progress will match that of non-PP children. Improved attainment outcomes in both reading and writing across the curriculum.</p>

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: £4,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Forest School Teacher for whole school & small group teaching.	<p>All children will improve their self-esteem and self-confidence and build their resilience by experiencing new opportunities through their class forest school sessions. (EEF Teaching and Learning toolkit – Social and Emotional Learning)</p> <p>Through small group provision, 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, and apply these skills within the class environment. (EEF Improving social and emotional learning in primary schools recommendation 1 and 5)</p>	1, 2, 3, 4
Educational support staff	Deployment of highly trained specialist staff will ensure that disadvantaged pupils are able to access the core aspects of the curriculum through a variety of methods that suit their learning styles.	1, 2, 5

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

Budgeted cost: £16,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant (TA) deployment and interventions	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. (EEF guidance report on Making the Best Use of Teaching Assistants)	3,4,5

Educational Psychologist package to provide targeted support for children at risk of attaining below ARE.	Buying in support from specialists means that staff and children are supported with the most relevant and up to date guidance to support the ever-changing needs of our cohort, post-pandemic. (EEF Teaching and Learning toolkit – Social and Emotional Learning)	2,3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of supervision for 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. The ELSA support programme provides pupils who have difficulties understanding, identifying and managing their emotions with the tools to develop these skills and subsequently become more emotionally resilient. 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. (EEF Teaching and Learning toolkit – Social and Emotional Learning)	1,3
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 engaged in physical activity out of normal school hours increases. (EEF Teaching and Learning toolkit – Extending School Time)	2

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. (EEF Teaching and Learning toolkit – Arts Participation)	2
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Total budgeted cost: £27,458

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 2023 to 2024 academic year.

Intended outcome	Impact
1. Improve attendance	<p>Disadvantaged pupils have attendance of 89.7% which is not in line with whole school attendance.</p> <p>School PP Attendance = 89.7%, National PP Attendance = 89% (2023-2024)</p> <p>There are number of reasons for this which include some eligible children have had part time timetables as part of their agreed provision.</p>
2. Raise aspirations	<p>All PP children in Years 5 and 6 who wished to attend the residential were able to; some accessed funding from school to support this.</p> <p>Premier Sports have run additional lunchtime clubs on both playgrounds for all who wish to attend, including disadvantaged children.</p> <p>PP children have been able to access funding to attend school trips, together with the rest of the class. There have been trips to a local farm, Puxton Park and sports festivals. There have also been visitors into school from the museum service.</p> <p>Forest School has happened weekly and is as popular as ever. The morning sessions run for all children with the afternoon sessions at targeted children. This includes 3 PP children.</p> <p>A targeted 'alternative club' is run on a weekly basis, to broaden opportunities for pupils.</p> <p>All PP children are entitled to a free after school club place.</p>
3. Improve SEMH and wellbeing	<p>Referrals to support services have increased across the year, but this has been part of a longer-term strategy to support families and pupils in developing higher levels of wellbeing. The outcomes we have seen mean that we are able to put support in place at an earlier stage, reducing the length of time that interventions may need to happen.</p> <p>A second ELSA has been trained, plus a Mental Health First Aider.</p> <p>School council, house captains, buddies, eco committee, digital leaders, and sports leaders are open to all children, with all PP children in Year 6 being involved in some way.</p>

	<p>We have trained 8 Wellbeing Champions in KS2 to support the wellbeing of their peers.</p> <p>The school's wellbeing page on the website has been kept up to date. Services for mental wellbeing support are also signposted on FFs as we become aware of them.</p>																								
4. Improve oral skills	<p>100% of PP children in Year 1 passed the phonics screener in 2023/24. No PP children in Class 2 needed to be reassessed.</p> <p>All PP received the NELI intervention in Reception. The end of Reception NELI data shows that all of these children made significant progress and no longer have areas of concern.</p> <p>Maths Mastery is happening 4 times a week in Classes R, 1 and 2. This programme focuses on the use of language and verbal reasoning as a basis for deepening understanding. End of year data shows that in Reception 89% have met their maths ELG of which 100% PP met their maths ELG.</p>																								
5. Raise progress and attainment of writing and SPaG	<table border="1"> <thead> <tr> <th data-bbox="496 920 812 958">Data 2023/24</th> <th data-bbox="812 920 1134 958">Whole Class (ARE+)</th> <th data-bbox="1134 920 1457 958">PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="496 958 812 996">Class R</td> <td data-bbox="812 958 1134 996">71%</td> <td data-bbox="1134 958 1457 996">50% (1/1)</td> </tr> <tr> <td data-bbox="496 996 812 1034">Class 1</td> <td data-bbox="812 996 1134 1034">78%</td> <td data-bbox="1134 996 1457 1034">100% (3/3)</td> </tr> <tr> <td data-bbox="496 1034 812 1072">Class 2</td> <td data-bbox="812 1034 1134 1072">80%</td> <td data-bbox="1134 1034 1457 1072">100% (1/1)</td> </tr> <tr> <td data-bbox="496 1072 812 1111">Class 3</td> <td data-bbox="812 1072 1134 1111">60%</td> <td data-bbox="1134 1072 1457 1111">100% (1/1)</td> </tr> <tr> <td data-bbox="496 1111 812 1149">Class 4</td> <td data-bbox="812 1111 1134 1149">80%</td> <td data-bbox="1134 1111 1457 1149">50% (1/2)</td> </tr> <tr> <td data-bbox="496 1149 812 1187">Class 5</td> <td data-bbox="812 1149 1134 1187">62%</td> <td data-bbox="1134 1149 1457 1187">40% (2/5)</td> </tr> <tr> <td data-bbox="496 1187 812 1225">Class 6</td> <td data-bbox="812 1187 1134 1225">90%</td> <td data-bbox="1134 1187 1457 1225">67% (2/3)</td> </tr> </tbody> </table>	Data 2023/24	Whole Class (ARE+)	PP	Class R	71%	50% (1/1)	Class 1	78%	100% (3/3)	Class 2	80%	100% (1/1)	Class 3	60%	100% (1/1)	Class 4	80%	50% (1/2)	Class 5	62%	40% (2/5)	Class 6	90%	67% (2/3)
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Whole School attendance data was above National Average at the end of July 2024 at 93.7%, (National 91.55%) with disadvantaged pupils' attendance at 89.3%, slightly above National Average(National 88.9%).

Our data shows that disadvantaged pupils' attendance was lower than of those not disadvantaged. Attendance of those eligible for the PP Grant continues to be a problem and therefore a focus going forward.

We acknowledge that there is still a gap, which is why attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to have an impact on our disadvantaged children. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build 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 Scheme (Maths)	White Rose Maths
Bug Club Phonics – Active Learn (SPP)	Pearson
Sing Up (Music)	Sing Up Foundation
Real PE (PE)	Create Development
Purple Mash (Computing)	2Simple

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Allocate a Senior Mental Health Lead, who works closely with the Mental Health Team. This will develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Purchase and deliver the Nuffield Early Language Intervention Programme (NELI) for Reception cohort 2024/25. Children receiving the NELI programme made the equivalent of +3 months additional progress in oral language skills and +2 months progress in early word reading compared to children who did not receive NELI. (EEF padlock scale).