



Pupil premium strategy statement:

1. Summary information					
School	Milverton Community Primary and Pre School				
Academic Year	2018-19	Total PP budget in financial year April 2018- April 2019	£29,940	Date of most recent PP Review	September 2018
Total number of pupils	201	Number of pupils eligible for PP	17	Date for next internal review of this strategy	January 2019
Number of pupils eligible for forces funding	5	Number of pupils eligible for PP+	2	Total Number of pupils eligible for PP, PP+ and Forces funding	24

2. Current attainment		
Attainment for 2017-2018 (22 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving expected standard or above in reading, writing and maths	Not measured	Not measured
% achieving expected standard or above in reading	91%	86%
% achieving expected standard or above in writing	82%	83%
% achieving expected standard or above in maths	77%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and Emotional well-being
B.	Poor core skills e.g phonics and number sense.
C.	Low ambition linked to life experiences
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Challenging home environment (breakdown of relationships, parenting skills, previous trauma, support and encouragement available / given at home, improving attendance.

4. Desired outcomes		
	<i>Desired outcomes in addition to raised attainment and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Social and Emotional well-being Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement. This will enable children to feel safe and secure in school and to manage in a range of social situations. An increase in self-esteem and self-confidence should lead to an increase in academic progress and engagement. Parents will feel more confident to support their children's emotional development following training opportunities.</p>	<ul style="list-style-type: none"> All children have the opportunity to improve their understanding of the importance of mental health and the need to give their bodies opportunities to calm down. They will develop these skills during class mindfulness sessions. All children will improve their self-esteem and self-confidence and build their resilience by experiencing new opportunities through their class forest school sessions. Children will be able to co - regulate and self-regulate to manage their emotions throughout the day. 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. Where applicable BOXALL profiles will show improvements in a particular strand of either the developmental or diagnostic profile. Attendance will improve for identified children There are less reported incidents from classroom and playground environments resulting in less children in the duty room. Children will begin to make academic progress as evident through work scrutiny and SPTO analysis. Parents will feel more confident to support children with their emotional development following training sessions.
B.	<p>Poor core skills e.g phonics and number sense Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in English and mathematics. They are more confident and able to engage in English and mathematics lessons. The attainment gap is closed between themselves and their peers.</p>	<ul style="list-style-type: none"> Pre and post data for individual support such as literacy or mathematics support demonstrates gaps filled and shows improvement in reading and spelling ages. Children uses strategies taught in one to one or small group sessions in their daily English and mathematics lessons as evident through work scrutiny and discussions with staff. Children make academic progress and fill gaps in knowledge and understanding as evident through SPTO analysis. Children are confident to 'have a go' during class based English and mathematics lessons and have a range of strategies to support them (as evident through discussions with staff and pupils and work scrutiny).
C.	<p>Low ambition linked to life experiences Children have increased experiences such as; attendance at sports clubs, music lessons, visits and trips to a variety of different places including residential centres. These experiences help them to make links and see the purpose in their learning. It provides children with greater ambition of what they can achieve.</p>	<ul style="list-style-type: none"> The number of children engaged in physical activity out of normal school hours increases. PP children have more opportunities to engage in clubs including sport and music clubs. PP children get the opportunity to experience new activities and places.
D.	<p>Challenging home environment (breakdown of relationships, poor parenting skills, previous trauma, poor attendance, lack of support, lack of encouragement and low parental expectations.) Parents engage with the school community and parental partnership is increased. Parents value and contribute to open communication including informing the school about changes of circumstances that may impact on their child's social and emotional well-being. Parenting skills are supported and improved through work with our PFSA and ELSA and through parenting training opportunities. Home and school work together to support children's social, emotional and academic progress. Parents develop their own</p>	<ul style="list-style-type: none"> Parents are open to discussion and communicate effectively with staff about any experiences or changes that may be impacting on their child's well-being. Parents attend reviews and meetings to work in partnership to support their children.(including meetings with external professionals such as the EP, OT and Paediatricians) Parents attend training and are given new strategies relevant to supporting their child e.g. sensory workshops, parenting course, work with the school PFSA or ELSAs. Parents work with staff to support children to improve the current situation. This includes working closely with our ELSAs and PFSA. Parents support their children with homework by following the school homework policy. Attendance improves for identified children and attendance is in-line with national expectations.

	knowledge and skills to support their children. Pupil attendance will improve.	
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5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil 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 implementation?
Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement.	<p>Emotion coaching/ ELSA training offered for all parent and carers.</p> <p>ELSA training for all support staff within the TVP run by an Educational Psychologist.</p> <p>Whole class mindfulness session per term.</p> <p>Whole class forest school sessions twice a term.</p> <p>Whole class yoga sessions for a half term block.</p>	<p>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.</p>	<p>Observations of class based session by the school SENCO.</p> <p>Discussions with class teachers, children and parents about their experiences.</p>	SLT	July 2019
Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in English and mathematics.	<p>Staff training for all in maths by 'Mathstopia'</p> <p>Staff training in phonics for new members of staff.</p> <p>Further embed staff understanding, during staff meeting time, including training for more accurate use of SPTO. This will ensure that lessons are differentiated appropriately to address children's needs and gaps in knowledge and understanding. Misconceptions will be addressed quickly through on-going formative assessment and intervention given as needed.</p>	<p>Ensuring staff are skilled and knowledgeable in order for them to make judgements / assessments that are accurate. Quality first teaching addresses all pupil needs and therefore pupils are taught and supported appropriately for their level of development.</p>	<p>Lesson observations and learning walks from members of SLT.</p> <p>Planning and work scrutiny by members of SLT.</p> <p>Discussions with staff.</p> <p>Analysis of SPTO data.</p>	SLT	July 2019

<p>Children have increased experiences such as attendance at sports clubs, music lessons, visits and trip to different to different places including residential trips.</p>	<p>Enhanced opportunities for all children to engage in projects such as 'Skip2Bfit' and the 'Golden Mile'.</p> <p>Whole class forest school sessions which cover aspects of healthy lifestyles and gives children opportunities in the outdoor environment by taking risks and using real tools.</p> <p>Opportunities for children to have music lessons during the school day.</p> <p>A wide range of after school club opportunities including sport, art and music.</p> <p>Our school termly newspaper to give able pupils the opportunity to use their skills for a real life purpose.</p> <p>Music lessons for the whole of class 4 to learn to play an instrument, using instruments that are provided by school.</p>	<p>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.</p>	<p>Discussions with staff, parents and children.</p>	<p>RS</p>	<p>July 2019</p>
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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 implementation?
<p>Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement. This will enable children to feel safe and secure in school and to manage in a range of social situations. An increase in self-esteem and self-confidence will lead to an increase in academic progress and engagement.</p>	<p>1:1 ELSA sessions</p> <p>Small group ELSA session such as socially speaking or legoclub</p> <p>Small group forest school provision once per week</p> <p>Additional lunchtime support to provide alternative lunchtime provision / additional support in unstructured times.</p>	<p>Children have the opportunities to develop their own social and emotional skills in a one to one or small group session. These sessions are targeted at individuals' specific needs. Pupils are supported to develop their understanding of emotions, their bodies' reactions, strategies to calm and manage their emotions in different social situations, expand their communication skills and build their resilience, self-confidence and self-esteem. This enables them to feel safe and secure so that they can thrive academically.</p>	<p>Session observations by the SENCO.</p> <p>Pre and post data</p> <p>Discussions with class teachers, children and parents.</p>	<p>KL</p>	<p>July 2019</p>

<p>Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in literacy and mathematics.</p>	<p>Individual or small group additional support for literacy and mathematics skills by our SEN TA.</p> <p>Class based wave 2 group interventions for phonics and maths</p>	<p>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 consistency and further enhance pupil understanding by supporting them to transfer skills taught in 1:1 or small group sessions across the curriculum.</p>	<p>Session observations by SENCO</p> <p>Monitoring pre and post data.</p> <p>Analysis of SPTO.</p> <p>Discussions with class teachers, pupils and parents.</p>	<p>KL</p>	<p>January 2019</p>
<p>Children have increased experiences such as attendance at sports clubs, music lessons, visits and trip to different to different residential trips.</p>	<p>PP children have 1:1 music lessons and after school clubs funded.</p> <p>PP children have subsidised or funded school trips including residential visits.</p> <p>PP children are offered free extra-curricular sports clubs to give them the opportunities to experience a range of different sports.</p> <p>ICT/alternative method of recording are available to improve access to technology and support children with the curriculum.</p>	<p>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.</p>	<p>Discussions with staff, parents and children.</p>	<p>KL and RS</p>	<p>July 2019</p>
<p>Parents engage with the school community and parental partnership is increased.</p>	<p>Regular review meetings with parents /carers of pupils receiving additional support including opportunities to share expertise and advice e.g parental sessions with ELSA , ILI, flexible parents evenings and a variety of parent workshops.</p> <p>PFSA support for identified families.</p>	<p>Parents value and contribute to open communication (including informing the school about changes of circumstances that may impact on their child's social and emotional well-being). Parental support for children increases which impacts on children's self-esteem, self-confidence and attendance.</p>	<p>Discussions with staff, parents, children and PFSA.</p>	<p>KL</p>	<p>July 2019</p>