



## Pupil premium strategy statement:

1. Summary information 2020 - 2021					
School	Milverton Community Primary and Pre School				
Academic Year	2020-21	Total PP budget in financial year April 2018- April 2019	£27,160	Date of most recent PP Review	October 2020
Total number of pupils	200	Number of pupils eligible for PP	18	Date for next internal review of this strategy	July 20212
Number of pupils eligible for forces funding	5	Number of pupils eligible for PP+	1	Total Number of pupils eligible for PP, PP+ and Forces funding	24

2. End of Academic Year Attainment <b>No DATA DUE TO NATIONAL LOCKDOWN (COVID-19)</b>		
Attainment for 2019-2020	<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		
% achieving expected standard or above in reading		
% achieving expected standard or above in writing		
% achieving expected standard or above in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social and Emotional well-being
B.	Children have missed up to 6 months of school due to Covid-19 and a national lockdown
C.	Low ambition linked to life experiences
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Challenging home environment and supporting children's wellbeing due to covid -19 (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>
<b>A.</b>	<p><b>Social and Emotional well-being</b> 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"> <li>• 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.</li> <li>• All children will improve their self-esteem and self-confidence and build their resilience by experiencing new opportunities through their class forest school sessions.</li> <li>• Children will be able to co - regulate and self-regulate to manage their emotions throughout the day.</li> <li>• 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.</li> <li>• Where applicable BOXALL profiles will show improvements in a particular strand of either the developmental or diagnostic profile.</li> <li>• Attendance will improve for identified children</li> <li>• Forest school provision for all children plus identified individuals.</li> <li>• There are less reported incidents from classroom and playground environments resulting in less children in the duty room.</li> <li>• Children will begin to make academic progress as evident through work scrutiny and FFT analysis.</li> <li>• Parents will feel more confident to support children with their emotional development following training sessions.</li> <li>• Start Trailblazer project to support MHWB of individual children as well as a whole school focus.</li> <li>• The statutory PSHE curriculum will be embedded across the whole school.</li> <li>• Complete the Somerset children and young people health and wellbeing audit and develop a wellbeing action group.</li> </ul>
<b>B.</b>	<p><b>Poor core skills due to national lockdown and children being out of school for up to 6 months</b> Pupils' gaps in knowledge and misconceptions are addressed. They make progress with their learning 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"> <li>• Pre and post data for individual support such as literacy or mathematics support demonstrates gaps filled and shows improvement in reading and spelling ages.</li> <li>• Purchase of HAST-2 spelling test, York assessment for Reading and Word Aware Teaching Vocabulary.</li> <li>• 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.</li> <li>• Children make academic progress and fill gaps in knowledge and understanding as evident through FFT data analysis.</li> <li>• 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).</li> <li>• Potential acceptance onto a new scheme 'The Reception Year Early Language Catch Up Tutoring Programme'</li> </ul>
<b>C.</b>	<p><b>Low ambition linked to life experiences</b> 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"> <li>• The number of children engaged in physical activity out of normal school hours increases.</li> <li>• PP children have more opportunities to engage in clubs including sport and music clubs.</li> <li>• PP children get the opportunity to experience new activities and places, once school trips are allowed.</li> <li>• Additional lunchtime club run by a qualified sports coach in KS1 and KS2.</li> <li>• Opportunity of a free after school sports club aimed at PP children.</li> </ul>

<b>D.</b>	<p><b>Challenging home environment</b> (breakdown of relationships, poor parenting skills, previous trauma, poor attendance, lack of support, lack of encouragement and low parental expectations.)</p> <p>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 knowledge and skills to support their children. Pupil attendance will improve.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents attend reviews and meetings to work in partnership to support their children.(including meetings with external professionals such as the EP, OT and Paediatrician.</li> <li>• 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.</li> <li>• Parents work with staff to support children to improve the current situation. This includes working closely with our ELSAs and PFSA.</li> <li>• Parents support their children with homework by following the school homework policy.</li> <li>• Attendance improves for identified children and attendance is in-line with national expectations.</li> <li>• Development of the school's wellbeing website.</li> </ul>
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## 5. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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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.	Emotion coaching training signposted through website and FF.  Refresher training and emotion coaching for all staff.  Start of Trailblazer Project with EP Sinead Veale.  Whole class mindfulness session per term.  Whole class forest school sessions twice a term.  Whole class yoga sessions for a half term block.  Start and establish a wellbeing action group.  All staff to deliver the new statutory PSHE Curriculum.	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.	Discussions with class teachers, children and parents about their experiences.  Audits carried out by the wellbeing group.	SLT	July 2021

<p>Pupils' gaps in knowledge and misconceptions are addressed. They make progress in English and mathematics to close the gap due to the national lockdown.</p>	<p>Further embed staff understanding, during staff meeting time, including training for more accurate use of FFT. 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>Identified children to be supported through catch up funding.</p> <p>TAs in all classes every morning to support targeted children.</p> <p>Funding for White Rose resources and My Maths which supports home learning.</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 FFT data.</p>	<p>SLT</p>	<p>July 2021</p>
<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>KS1 and LKS2 sports coach lunchtime activity.</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 2021</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<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 for children in UKS2</p> <p>Trailblazer project – individual 1:1 sessions with a mental health practitioner.</p> <p>Signposting parents to SEMH wellbeing resources outside of school.</p> <p>PFSA</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 2021</p>
<p>Pupils' gaps in knowledge and misconceptions are addressed. They make progress in English and mathematics to close the gap due to the national lockdown.</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.</p> <p>Precision teaching.</p> <p>New assessments purchased to identify gaps and target next steps.</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 FFT.</p> <p>Discussions with class teachers, pupils and parents.</p>	<p>KL</p>	<p>January 2021</p>
<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>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>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>JN and RS</p>	<p>July 2021</p>

<p>Parents engage with the school community and parental partnership is increased.</p>	<p>Review meetings for PP/SEN children as appropriate termly.</p> <p>School website signposts parents to additional resources.</p> <p>PFSA support for identified families.</p> <p>Trailblazer project supports individual children and families.</p> <p>Regular class communication between parents and class teacher available.</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 and JN</p>	<p>July 2021</p>
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