

Pupil Premium Strategy Statement – Milverton Community Primary & Pre-School



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	10 pupils (5.3%)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Nicola Stoddart Headteacher
Pupil premium lead	Katy Smith Assistant Headteacher
Governor / Trustee lead	Emily Weiss Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£22,325

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 the 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 SEMH needs.

Challenges

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

Challenge number	Detail of challenge
1	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. In 2024-25, disadvantaged pupils' attendance = 94.5%, in line with whole school attendance at 94.4%.
2	Low ambition linked to life experiences Through observations, discussions and pupil conferencing it is apparent that our disadvantaged pupils have fewer life experiences which impacts on both cultural capital and intrinsic motivation.
3	Social and emotional wellbeing Our assessments and observations indicate that the social and emotional wellbeing of many of our disadvantaged pupil have been impacted by Covid-19 measures and this continues to have a lasting effect. These findings are supported by national studies.
4	Underdeveloped oral language skills and vocabulary gaps Underdeveloped oral language skills and vocabulary gaps are present among many disadvantaged pupils. According to assessments, disadvantaged pupils generally have greater difficulties with phonics and assessments show lower levels of progress and attainment for our disadvantaged pupils in KS1 pupils in reading.
5	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.

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

	<p>disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none"> 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 qualified sports coach in KS1 and KS2.</p> <p>Opportunity of a free after school 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £17,529

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

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

Budgeted cost: £4,796

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	1,3

	assessments. This will include higher self-image profiles. (EEF Teaching and Learning toolkit – Social and Emotional Learning)	
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 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

Total budgeted cost: £22,325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Improve Attendance

Whole school attendance data was in line with national average at the end of July 2025 at 94.4% (national 94.8%) with disadvantaged pupils' attendance at 94.5%, above national average (89.4%). This is a significant improvement on academic year 2023/24 where the attendance of disadvantaged pupils was 89.3%, 4.4% below whole school attendance. This means that there is no longer an attendance gap between disadvantaged and non-disadvantaged pupils. We continue to be on track with reducing this gap through the continuation of this 3-year strategy.

2. Raise Aspirations

All children in receipt of pupil premium funding were able to attend school residential if they wished to, accessing financial support where requested. Funding has also been accessed to allow all disadvantaged pupils the opportunity to attend a variety of school trips across the year.

During academic year 2024/25, all disadvantaged pupils had the opportunity to take part in a free after school club of their choice, encouraging pupils to broaden their experiences and skills in an area of interest to them. Clubs ranging from sports, to drama to computing are available.

3. Improve SEMH and wellbeing

Forest school has continued to run throughout this academic year, with weekly intervention sessions for identified pupils, including those who are disadvantaged. Whole class sessions ran on a rota basis for the rest of the school, with feedback from teachers suggesting that all pupils have benefitted from this opportunity to build their confidence and resilience.

ELSA support and close working with the MHST has ensured timely support for pupils who require intervention beyond that offered through our whole school approach to SEMH and wellbeing. Pre and post assessments show positive outcomes from both pupils and staff.

Parent workshops have been offered and referrals have been made for families to further support by the Senior Mental Health Lead/SENCo ensuring all pupils, in particular those who are disadvantaged, have had the opportunity to receive the help they require.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to have an impact on our disadvantaged pupils. We will continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

4. Improve oral skills

Specialist TA training and intervention ensured all pupils in Reception that required NELI support were able to access it during 2024/25.

All disadvantaged pupils passed the Year 1 phonics screener.

5. Increase progress and raise attainment in reading and writing

There continues to be a gap between disadvantaged pupils and their non-disadvantaged peers in reading and writing, particularly in KS2.

<u>Area of Learning</u>			
% disadvantaged pupils	Reading	Writing	Maths
<i>Working towards expected standard</i>	31%	39%	23%
<i>Age-related expectations (or above)</i>	69%	61%	77%
<i>Of which Greater depth</i>	7%	15%	7%

However, teacher assessments and progress measures indicate that many disadvantaged pupils made good progress from their starting points, even when ARE or above was not fully met.

Our evaluation of the approaches delivered last academic year indicates that effective TA led intervention, specialist educational psychologist support and opportunities to broaden horizons have had a particularly positive impact on pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Pupil premium is not used to fund any non-DfE programmes within our school.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by our pupil premium. This will include:

- Continue to develop the role of the Senior Mental Health Lead, who works closely with the Mental Health Support Team. This will further 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.
- Continue to deliver the Nuffield Early Language Intervention Programme (NELI) for Reception cohort 2025/26. 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)
- Take part in the 'Dream Big Somerset' project, promoting aspiration and broadening horizons through career-related learning.