



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 2022 to 2023 academic year. 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	208
Proportion (%) of pupil premium eligible pupils	13%
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Richard Stead Head Teacher
Pupil premium lead	Katy Smith Assistant Headteacher (Pastoral)
Governor / Trustee lead	Emily Weiss Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,645
Recovery premium funding allocation this academic year	£2067
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£539
Total budget for this academic year	£32,251

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.

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'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.

1	<p>Challenging home environments sometimes leading to poor engagement in learning opportunities.</p> <p>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 currently 0.5% below national data and 3.6% below non disadvantaged pupils in our school.</p>
2	<p>Low ambition linked to life experiences</p> <p>Through observations, discussions and pupil conferencing it is apparent that our disadvantaged pupils have less life experiences which impacts on their intrinsic motivation.</p>
3	<p>Social and Emotional well-being</p> <p>Our assessments and observations indicate that the social and emotional wellbeing of many of our disadvantaged pupils have been impacted by Covid-19 measures. These findings are supported by national studies.</p>
4	<p>Underdeveloped oral language skills and vocabulary gaps</p> <p>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>Attainment in Writing and SPaG</p> <p>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 .</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	<p>Sustained high attendance demonstrated by:</p> <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	<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, once school trips are safe to carry out (Covid).</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 • Development of the school's wellbeing area of the website.
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.Raise progress and attainment of writing and SPaG	<p>KS2 writing outcomes in 2021/22 will show that more than 90% of disadvantaged pupils met the expected standard. This will be the case in the following years of the strategy plan too.</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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3

professional development and training for staff.		
Continued funding 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: Phonics Toolkit Strand Education Endowment Foundation EEF	5
Metacognition strategies will be developed through professional development and training for staff. Areas for support will be identified through the EEF audit tool.	Metacognition strategies help pupils to become self-regulated learners who are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. (EEF Metacognition and Self-regulated Learning Guidance Report)	2,3,4,5

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

Budgeted cost: £ 21,935

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
Engaging with the National Tutoring Programme to provide school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4, 5

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

Budgeted cost: £9,716.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School</p> <p>(Whole class and targeted small group provision)</p>	<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. (EEF Improving social and emotional learning in primary schools recommendation 1 and 5)</p>	<p>2, 3</p>
<p>Funding of a trained ELSA to deliver 1:1 sessions and targeted Social Speaking Group</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. 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)</p>	<p>3</p>

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. (EEF Teaching and Learning toolkit – Physical Activity)	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
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. (EEF Teaching and Learning toolkit – Arts Participation)	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 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
EP package to support motivation, resilience and wider SEMH strategies.	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
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 so that the children are happy to attend school and engage in their learning. (EEF Working with parents to support children's learning recommendation 1)	1, 2

<p>Parent workshops and targeting core of the curriculum (phonics and maths)</p>	<p>EEF states that positive parental engagement is key to raising attainment. Engaging with parents in helping them to understand how and why we teach something will increase their chances of confidently helping their own children. (EEF Working with parents to support children's learning recommendation 1)</p>	<p>4, 5</p>
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Total budgeted cost: £32,251

Part B: Review of outcomes in the previous academic year

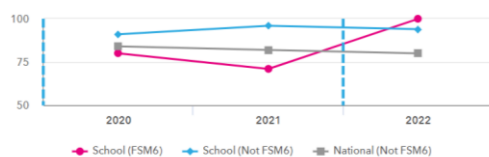
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our KS2 results to those for disadvantaged and non-disadvantaged pupils at a national level. We have also looked at progress over time, in order to assess how the performance of our disadvantaged pupils has changed during this period. Our internal assessments suggest that disadvantaged pupils attainment is on the increase in all areas at the end of KS2. However, progress of disadvantaged pupils in KS2 was below the rest of the school, but broadly in line with national level.

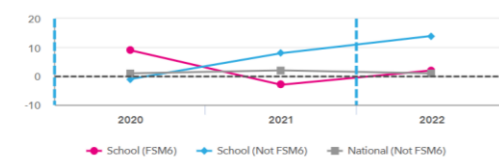
KS2 attainment for disadvantaged pupils 2022

% Expected standard+ Reading DFE ✓



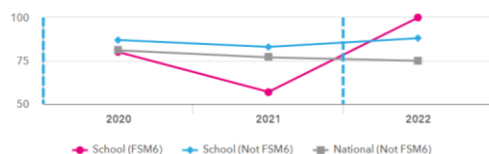
KS2 progress for disadvantaged pupils 2022

% Expected standard+ Reading DFE ✓



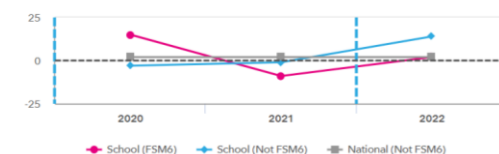
KS2 attainment for disadvantaged pupils 2022

% Expected standard+ Writing DFE ✓



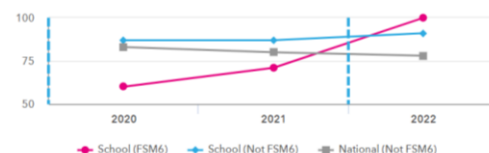
KS2 progress for disadvantaged pupils 2022

% Expected standard+ Writing DFE ✓



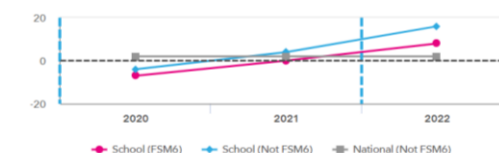
KS2 attainment for disadvantaged pupils 2022

% Expected standard+ Maths DFE ✓



KS2 progress for disadvantaged pupils 2022

% Expected standard+ Maths DFE ✓



50% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths at the end of KS1. This shows an improvement from 2020-21, however, we are not yet back to pre-pandemic levels and therefore this will continue to be a focus through to the end of this strategy plan. 100% of pupil premium funded children passed the Phonics check at the end of Year 1.

Whole School attendance data was above National Average at the end of July 2022 at 93.4%, with disadvantaged pupils attendance at 91.1%, although this too was 0.3% above National Average too. This 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.

We continue to recognise the impact of the Covid-19 pandemic on all children, especially those who are disadvantaged, and the need for robust systems to support their social and emotional needs. Of the referrals made to ELSA, PFSA and the School Nurse, only 1 or 2 were children who are disadvantaged during the academic year 2020/21, indicating a positive impact of the investment in staff training and whole school approach to emotional wellbeing in supporting the needs of those children in class. However, to maintain this, SEL continues to be a high priority as part of our Pupil Premium Strategy.

SEL Referrals:

	FSM	Not FSM
ELSA	2	30
School Nurse	1	0
PFSA	1	5

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
Espresso (Computing & Wider Curriculum)	Discovery Education
Phonics Bug – Active Learn (Phonics)	Pearson
Sing Up (Music)	Sing Up Foundation
Real PE (PE)	Create Development
Purple Mash (Computing)	2Simple

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.

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:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering 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, assess and deliver the Nuffield Early Language Intervention Programme (NELI) for Reception cohort 2022/23. 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)