



Pupil Premium Strategy Statement

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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Milford School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sara Cox
Pupil premium lead	Emma Ward
Governor / Trustee lead	Esther Lear

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,510
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,685



Part A: Pupil premium strategy plan

Statement of intent

- The focus of our pupil premium strategy is to support disadvantaged pupils to ensure they are successful and engaged learners who make excellent progress; this includes ensuring progress for the children who are already high achieving.
- Children will develop their emotional resilience for learning, especially those who lost early core skills due to the pandemic.
- At Milford School, we believe, in line with EEF research, that consistent and effective high quality teaching (HQT) strategies are key to ensuring effective provision. As a result of professional knowledge, skills and judgements of all practitioners, we create and deliver a rich, varied and innovative curriculum, where the children's needs are at its core.
- Our pupil premium strategy is integral to the wider plans of the school and is in line with our School Development Plan, with ensuring that HQT is excellent for all children across the school. The intent is that we will improve the Ordinarily Available Provision for our Pupil Premium children, so that all children feel able to access all learning in the classroom
- In class, the intent is that at Milford School, there will not be a gap due to being a PPG child compared to non-PPG pupils. There is targeted interventions, which are implemented by trained individuals and for which the intended impact is that children reach the expected level or close the gap in their understanding. We also operate a Monster Phonics reading scheme, where our LSA's use their skills to support reading across the entirety of the school.
- We are also working towards improvement in emotional regulation for our most vulnerable pupils, as part of recognising many missed early skills. This forms part of our relational and restorative approach as set out in our behaviour policy, which we have adapted to be a Zones of Regulation school. It develops resilience and increases engagement for our most disadvantaged pupils.
- Additionally, there is ELSA and the impact is monitored closely by data, but also by speaking to the professionals and family around the children. The intent is that all children but notably our Pupil Premium children have skills to engage in all areas of learning.

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

Challenge number	Detail of challenge
1	Early indicators of EBSNA and higher levels of SEMH compared to non-PPG pupils.
2	Less developed self-regulation, resilience and learning behaviours for most disadvantaged pupils

3	Pupils who form part of multiple vulnerable groups e.g. known to children's services, SEND & medical	
4	Lower level attendance and lateness to school	
5	Engagement in home learning particularly relating to reading	
6	Attainment lower than their non-PPG peers GLD 22.2% (9 pupils)	End of KS1 (7 pupils) Reading 42.9% Writing 42.9% Maths 42.9% Year 1 Phonics 62.5%

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
<ul style="list-style-type: none"> For PPG pupils to have good level of attendance. 	Attendance of PPG pupils is 95% or above
<ul style="list-style-type: none"> For age expected attainment to be at least in line with national. 	National attainment for 22-23 End of KS1 Reading 68.3% Writing 60.1% Maths 70.4%
<ul style="list-style-type: none"> For PPG pupils to have multiple well-being skills they can turn to so that they are able to regulate themselves so that they can come to school and engage with learning. 	<ul style="list-style-type: none"> SENCo to attend EBNSA, Restorative, and Relational practice training and deliver CPD to staff. Pupils are happy to come to school. Pupils can identify how they are feeling using the zones of regulation. Pupils can recognise strategies to help them regulate their emotions. Pupils appear more regulated during learning.



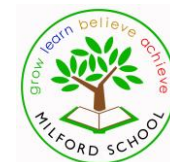
Activity in this academic year

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: £10,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective quality first teaching and high level ordinarily available provision will be implemented and embedded across the school. SENCo to continue to run HQT staff meetings and offer CPD.</p>	<p>EEF research reports that QFT and Metacognitive approaches have a high impact on learning. EEF Tier 1 – Teaching (High quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)</p>	<p>1,2,3,4</p>
<p>Effective teaching strategies that can target individual needs in the classroom, particularly for PP children who are on the SEND register.</p>	<p>EEF Tier 1 – Teaching (High quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)</p>	<p>1,2,3,4</p>
<p>Reading- LSA's. All general LSA's to be used for reading, this includes extra reading to the child. Every child is heard to read, explore books and learn to enjoy reading. The implementation is to change the national trend of the gap created between PP children and their peers.</p>	<p>EEF Tier 1 – Teaching (High quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)</p>	<p>1,2,3,4</p>



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

Budgeted cost: £14,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monster Phonics Keep Up Intervention to focus on pre-teaching/ post teaching and gaps in phonics.	EEF – Tier 2 Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)	1,2,3,4,6
Small group tuition. Small group teaching for most pupils who have not made expected achievement in phonics, reading and writing	EEF – Tier 2 Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)	1,2,3,4,6
ELSA/Sensory circuits/OT sensory to meet the regulation need of children, including PP children, who need supporting with their emotional regulation.	EEF – Tier 2 Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)	2,3,4,7

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of the Zones of Regulation as a whole school approach and restorative approaches	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)	2,3,4,7



Continued support of vulnerable families, working with external agencies to improve attendance in school	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)	2,3,4,5,6,7
EBNSA training completed by SENCo and delivered as CPD to staff at school	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)	5,6,7
Implementation of weekly ELSA sessions with strategies shared with the class team and families.	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider	2,4,5,6,7
Support of SENCO and HT for families to support attendance, behaviour and wellbeing	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider	2,3,4,5,6,7

Total budgeted cost: £32,685



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 2022 to 2023 academic year.

Intended outcome	Success criteria	Evaluation
PP children have the necessary language skills to effectively communicate with adults and peers	Monitoring and observations show greater engagement in talk for learning, as well as specific interventions provided, including NELI, ELKLAN	PP children have been supported via focused interventions, such as ELKLAN. Talk for writing has also been introduced and this is helping children to gain a wider vocabulary. Teacher assessments showed the children supported progressed through blank language assessment and improved sentence structure and communication skills.
All children have the phonics skills and early reading skills to access the curriculum in full All PP children read regularly at an appropriate level	100% of PP children meet the phonics screening check at the end of Year 1, unless they have multiple barriers (ie PP, SEN, EAL) Reading records show high engagement in reading and children can talk readily about their book choices PP children receive 'above and beyond' what 'all other children' get in terms of targeted reading support	Year 1 Phonics 62.5% 62.5% of pupil premium children passed the phonics screening check in year 1. Children who did not pass are on SEND support plans and have intervention in place for retesting. Pupil premium children are discussed at pupil progress meetings. They are daily readers.
All PP children are in school regularly	Attendance for PP children is above 90%. Any that fall below this mark are targeted through school processes to encourage engagement.	All pupil premium parents attended parents consultations with class teachers

		<p>Attendance of PPG children was 89.4%</p> <p>Year R – 89.9%</p> <p>Year 1 – 88.6%</p> <p>Year 2 – 89.8%</p>
<p>Parents are engaged in school life and can support their child’s learning at home</p>	<p>100% attendance at parents evenings and reading/homework records which show engagement with learning at home</p> <p>Workshops are well attended by parents and feedback shows positive impact</p>	<p>Small impact on attendance at workshops and engagement with learning at home, more work to be done in this area.</p>
<p>All children have access to ELSA support (as needed) and extra-curricular clubs to build confidence and improve mental health</p> <p>Social skills, behaviour management strategies and learning skills are taught</p>	<p>Children attend and participate in ELSA/extra- curricular clubs</p> <p>Vulnerable children will have emotional support to enable them to overcome emotional/external barriers to learning.</p>	<p>50% of PP pupils were identified and received ELSA support this year. These children were carefully monitored and teacher assessment showed an improvement in self-esteem and learning skills.</p> <p>Places were offered and accepted for</p> <p>Boogie Pumps 3</p> <p>Football Club 2</p> <p>Breakfast club offered to all PP children and 3 attended regularly</p>