



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	116
Proportion (%) of pupil premium eligible pupils	18%
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	December 2024, December 2025
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	£37,075
Recovery premium funding allocation this academic year	£0
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	£37,075
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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
<input type="checkbox"/> For PPG pupils to have good level of attendance.	Attendance of PPG pupils is 95% or above
<input type="checkbox"/> For age expected attainment to be at least in line with national.	National attainment for 22-23 (most recent published) End of KS1 Reading 68.3% Writing 60.1% Maths 70.4%

<p>□ For PPG pupils to have multiple wellbeing skills they can turn to so that they are able to regulate themselves so that they can come to school and engage with learning.</p>	<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.
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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: £11,535

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.</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>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 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>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monster Phonics Keep Up Intervention to focus on pre-teaching/ post teaching and gaps in phonics.</p>	<p>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.)</p>	<p>1,2,3,4,6</p>
<p>Small group tuition. Small group teaching for most pupils who have not made expected achievement in phonics, reading and writing</p>	<p>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.)</p>	<p>1,2,3,4,6</p>
<p>ELSA/Sensory circuits/OT sensory to meet the regulation need of children, including PP children, who need supporting with their emotional regulation.</p>	<p>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.)</p>	<p>2,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £10,390

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,
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
Pupil premium children attending one after school club per term This includes access to external clubs such as; Rocksteady, Sports360 and internal clubs such as music, craft, lego	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,
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
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



Total budgeted cost: £37,075

Part B: Review of outcomes in the previous academic year

Review of pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2024-2025** academic year.

Intended outcome	Success criteria	Evaluation
For PPG pupils to have good level of attendance.	Attendance of PPG pupils is 95% or above	PPG attendance for 2024-25 was 92.3% This is below the good threshold. A good offer of pastoral support has been in place this year through ELSA and the senior leadership team allowing a number of children to be supported with emotional needs including EBSNA. Most parents have accessed support and signposting. This has supported wellbeing and increased emotional resilience. A strong transition to junior school was implanted with PPG children without a good level of attendance.
For age expected attainment to be at least in line with national.	KS1 National 2023 Reading Exp 68% GD18% Writing Exp 59.4 % GD 7.5% Maths Exp 70.3 % GD15.6%	PPG KS1 results show 50% of PPG children made expected attainment in reading and maths, 40% in writing. 33% of PPG children in EYFS made GLD in reception. PPG children are closely monitored and highlighted for early intervention. The drive to continue closing the academic attainment gap continues with a monitoring these children through pupil progress meetings. School middle leaders have been identified to also work with the school improvement partner in tracking PPG pupils and also creating a case study tracking a child from Year R to Year 2. This has been part of the school development plan.
For PPG pupils to have multiple wellbeing skills	PPG pupils consistently demonstrate the ability to	The school has made significant progress in embedding restorative



<p>they can turn to so that they are able to regulate themselves so that they can come to school and engage with learning.</p>	<p>use wellbeing strategies to regulate their emotions, enabling them to attend school regularly, engage positively with learning and show progress in both their emotional resilience and academic performance.</p>	<p>and relational practices, which have directly supported PPG pupils in developing and using wellbeing strategies. By prioritising relationship-based approaches, staff have been able to build trust with PPG pupils, creating a safe and supportive encourages emotional regulations and engagement with learning. Clubs for PPG children are being logged and tracked.</p>
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