



Pupil premium strategy statement

School overview

Metric	Data
School name	Milford School
Pupils in school	178
Proportion of disadvantaged pupils	5.06%
Pupil premium allocation this academic year	£23,080
Academic year or years covered by statement	2019 - 2022
Publish date	11.11.2019
Review date	30.06.2020
Statement authorised by	Mel Isherwood
Pupil premium lead	Jo Fulterer
Governor lead	Emma Hardy

Disadvantaged pupil attainment scores for last academic year

Measure	Score
Reading	71%
Writing	43%
Maths	71%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	60%
Achieving high standard at KS1	20%
Measure	Activity
Priority 1	Ensure that all staff receive training in developing metacognitive strategies in order to question children effectively to support development of self-regulated learning
Priority 2	Work with the Godalming Learning Partnership to introduce 'Talk for Writing' and purchase reading books to support
Barriers to learning these priorities address	Ensure that all children develop a broad range of vocabulary and develop independence as learners
Projected spending	£5,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Similar or better progress to all peers	June 2020
Progress in Writing	Similar or better progress to all peers	June 2020
Progress in Mathematics	Similar or better progress to all peers	June 2020
Phonics	85% attainment at end of year 1	June 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that all staff receive training in developing metacognitive strategies in order to question children effectively to support development of self-regulated learning
Priority 2	Work with the Godalming Learning Partnership to introduce 'Talk for Writing' and purchase reading books to support
Barriers to learning these priorities address	Ensure that all children develop a broad range of vocabulary and develop independence as learners
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Training additional LSAs as Emotional Literacy Support Assistants to support improving emotional wellbeing and readiness for learning for most disadvantaged pupils
Priority 2	To embed a Milford Mindset approach to support intrinsic motivation and readiness for learning in most disadvantaged pupils
Barriers to learning these priorities address	Improvement in emotional regulation, resilience and engagement for most disadvantaged pupils

Projected spending	£30,000
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is made for staff continuous development	Use of Inset Days Regular Subject Leader time Introduction of Co-Coaching Planned staff development meetings
Targeted support	Ensure English Lead has time to support and monitor staff with introduction of Talk for Writing Initiative	Subject Leader time Resources as per training
Wider strategies	PSHE/Inclusion Lead develop wellbeing award Development of Milford Mindset and whole school approach to promoting positive mental health and well being	Work with Specialist Teaching Team and Educational Psychologist Work with governors

Review: 2019/20 aims and outcomes

Aim	Outcome
Develop metacognitive strategies in order to question children effectively to support development of self-regulated learning	Training was provided despite lockdown March 2020. Standards as shown in Sept 2020 were maintained for all year groups.
Work with the Godalming Learning Partnership to introduce 'Talk for Writing' to improve development of writing.	TfW training began and the approach saw PP children make good progress and attainment (above previous outcomes for PP children as shown in data report to governors)
Improvement in emotional regulation, resilience and engagement for most disadvantaged pupils	Training of staff in ELSA was delayed due to Covid 19. New behaviour culture introduced. No fixed term exclusions from January until present time. Development of Milford Mindset approach and wellbeing of pupils being monitored and supported has led to good attendance across the school (97%) excluding Covid 19 related reasons.