

## Pupil premium strategy statement 2021 - 22

This statement details Milford School's use of pupil premium, recovery premium (and 'school led tutoring' funding) for the 2021 to 2022 academic year. This funding is to be used to help improve the attainment of our disadvantaged pupils, including the 'lowest 20%'.

This document outlines our 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	177
Proportion (%) of pupil premium eligible pupils	6% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andrew Stear
Pupil premium lead	Andrew Stear
Governor	Mel Isherwood/Jane Stephens

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£16,795</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Milford School holds the highest aspirations and expectations of all pupils, including those from disadvantaged groups. By the time our children leave Milford, we expect that every child can read at the age expected level and this is a key part of all that we do. This strategy plan aims to fulfil these aims, with specific actions that are designed to reduce any gap in attainment between groups of children, regardless of whether they are disadvantaged or not.

The strategy plan includes but is not limited to:

- 1:1 and small group tutoring
- Parental workshops and engagement opportunities (that are actively pursued by school leaders and class teams)
- Investment in 'Early Reading' approach and intervention (including books)
- Providing funding so that disadvantaged children can undertake extra-curricular/enrichment activities, including breakfast club where it is deemed appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	Some children have weak language and communication skills leading to focus and attention behaviours which are less effective for learning.
2	Some children have low attainment on entry to EYFS and continue to struggle with early reading skills.
3	Some children have attendance and punctuality issues.
4	Some parents do not readily support their children's learning at home.
5	Some children have social and emotional barriers to learning due to family situations, some have been exacerbated by the pandemic.

## 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
PP children have the necessary language skills to effectively communicate with adults and peers	Monitoring and observations show greater engagement in talk for learning
<p>All children have the phonics skills and early reading skills to access the curriculum in full</p> <p>All PP children read regularly at an appropriate level</p>	<p>100% of PP children meet the phonics screening check at the end of Year 1</p> <p>Reading records show high engagement in reading and children can talk readily about their book choices</p>
All PP children are in school regularly	Attendance for PP children is above 90%
Parents are engaged in school life and can support their child's learning at home	100% attendance at parents evenings and reading/homework records which show engagement with learning at home
<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>

## 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 (including CPD)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw PSHE approach to be introduced across whole school (and staff training to be delivered)	Mental Health and wellbeing of many children, including disadvantaged has been documented to have had a significant detrimental impact on their ability to learn. Jigsaw approach tackles and develops strategies to support children's emotional wellbeing, self-regulation and understanding over time.	1,3,5
Embed Systematic Synthetic Phonics Programme in practice across the school (Monster Phonics) – training and updates to be provided.	Significant and part of National Strategy for Early Reading.	

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Language Intervention for Year R.  Training and release time for class LSAs	The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. EEF funded the Nuffield Early Language Intervention. It shows that NELI children make an average of 3 additional months' progress in language. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	1

Targeted HLTA support to run phonics interventions and individual in class support throughout the school (Y2 focus)	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
A teacher to work additional days outside of regular contracted hours to provide tuition in English/Early Reading – School Led Tutoring funding.	Research shows that pre-teaching and regular opportunities to retrieve learning affects change in the long term memory. These sessions provide a highly skilled teacher to impact those children falling in the lowest 20% across Year R and 1.	2

## Wider strategies

Budgeted cost: £3,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support the emotional and social development and self-regulation strategies for individuals.	Emotional barriers can significantly inhibit a person's ability to engage in learning. Low self-esteem can severely impact learning and achievement.	1,3,5
Termly training for parents and carers on phonics/supporting early reading	SSP is shown to be the most effective way to get children learning. The programme the school follows is particularly good for children with additional needs and the colour coding element helps children to remember and use their learning over time.	2

**Total budgeted cost: £ 16,795**

## 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 2020 to 2021 academic year.

Progress of all children, including Pupil premium during the previous academic year was expected or better. Higher percentages of Pupil Premium children made 'better than expected progress' as evidenced by internally moderated assessment outcomes.

### Externally provided programmes

Programme	Provider
Naional Tutoring Programme	Targeted Provision

### Further information (optional)

Some of the strategies that we adopt for our Pupil Premium children do not require money from the Pupil Premium funding. These include:

- Reading support assistants who motivate children to read by helping to select books, setting reading targets and rewarding children for reading
- Volunteer librarian who develops discussion around reading and fosters a love of reading
- Access to a school hardship fund.