

Pupil Premium Strategy Statement

Milverton Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Milverton Primary
Number of pupils in school	325
Proportion (%) of pupil premium eligible pupils	(23) 7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	Termly updates reviewed Full review - July 2025
Statement authorised by	Matt Fisher Headteacher
Pupil premium lead	Christine Habel Matt Fisher Headteacher
Governor / Trustee lead	Helen Love, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,820
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	£49,056

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.

We will consider the challenges faced by vulnerable pupils, such as those who 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.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	Special educational needs and disability - 30% of the PP group have identified special education needs (vs 9% of whole school group), a larger proportion of children in this group require additional support and resources to meet their required needs. (Including Speech and Language issues).
2	Parental support – a number of our families show a lack of home support with children’s reading, spelling, maths and topic homework both families in receipt of Pupil Premium and families who do not.
3	Low attainment on entry to reception.
4	Our observations and assessments have led us to understand that a higher proportion of our disadvantaged pupils were adversely affected by the pandemic.
5	Our observations and assessments have led us to understand that in some year groups there is a significant gap in attainment between PP and Non-PP group in Reading, Writing and Maths.
6	Socio economic divide – managing emotions of wide socio-economic background between families. Ensuring whole school adopts sense of inclusivity.
7	Individual needs of identified PP children, some of our children enter school with difficulties that need to be addressed in order to maintain good progress. A large proportion of our Pupil Premium children are in adopted families. This may indicate difficult early years leading to emotional, attachment issues to be resolved.
8	Attendance – PP group lower attendance than non-PP group.
9	Social services involvement 2024/25 54% of PP group v’s (0% of the non-PP group).
10	Families with mental health needs and significant home circumstances. A small proportion of our families have significant home circumstances presenting significant barriers to that individual.

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 Group Raised attainment in reading, writing and maths (TA, Test, KS1 and 2 Assessments)	<p>Narrow the gap between PP and Non-PP children in attainment in reading, writing and maths</p> <p>Improve % of PP children reaching age related expectation</p> <p>Improve the % of PP children reaching Greater Depth</p> <p>Aim for school PP group to be in line with national figures for national school population</p> <p>Aim for school PP group to exceed national figures for national PP population</p> <p>Highest number in any year group is 5 – smaller than a statistically significant group. Therefore, more weight should be added to individual case studies to ensure all are receiving support where possible.</p> <p>It is very hard to say if we are in line with national figures with such small groups.</p> <p>We measure if we are within one child of the national average for all pupils.</p> <p>We could measure against the PP group to be more favourable but we are aiming to narrow the gap.</p> <p>If we are in line we highlight in green – yellow if below – blue if we are above. We look at whether 1 pupil difference in % terms is in line with the band described. With such small groups this is not very informative.</p> <p style="text-align: center;">Key Stage 1</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">2022 National Reading</th> <th colspan="3">2022 National Writing</th> <th colspan="3">2022 National Maths</th> </tr> <tr> <th>Below</th> <th>On track</th> <th>Above</th> <th>Below</th> <th>On track</th> <th>Above</th> <th>Below</th> <th>On track</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>33%</td> <td>67%</td> <td>%</td> <td>42%</td> <td>58%</td> <td>%</td> <td>32%</td> <td>68%</td> <td>%</td> </tr> </tbody> </table> <p style="text-align: center;">Key Stage 2</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="3">2022 National Reading</th> <th colspan="3">2022 National Writing</th> <th colspan="3">2022 National Maths</th> </tr> <tr> <th>Below</th> <th>On track</th> <th>Above</th> <th>Below</th> <th>On track</th> <th>Above</th> <th>Below</th> <th>On track</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>26%</td> <td>74%</td> <td>28%</td> <td>31%</td> <td>69%</td> <td>13%</td> <td>29%</td> <td>71%</td> <td>22%</td> </tr> </tbody> </table>	2022 National Reading			2022 National Writing			2022 National Maths			Below	On track	Above	Below	On track	Above	Below	On track	Above	33%	67%	%	42%	58%	%	32%	68%	%	2022 National Reading			2022 National Writing			2022 National Maths			Below	On track	Above	Below	On track	Above	Below	On track	Above	26%	74%	28%	31%	69%	13%	29%	71%	22%																																																		
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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: **£7,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
English lead to attend writing training to develop writing strategies Cost £1,500	SDP priority identified in whole school writing assessment LA recommended ESPG training courses	1, 4, 5
Whole school Oracy Training Cost £2,000	Develop pupils' speaking and listening skills and wider understanding of language EEF guidance on improving Literacy in primary settings	1, 4, 5
Training for whole staff on maths	Maths lead to disseminate Training through programme involved with Maths Hub	1, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Cost £1,500	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1, 4, 5
Purchase of standardized diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Cost £1,500	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. New book titles Cost £1,000	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	1, 2, 4, 5
Quality social and emotional (SEL) learning. SEL approaches are embedded into routine educational practices	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 4, 5

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

Budgeted cost: **£21,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mathletics home learning platform £1,800	Evidence base to show raise in attainment of pupils using Mathletics programme	1, 4, 5
Meta cognition and self-regulation Improved learning behaviour leading to raised progress and attainment £0	Sutton Trust recommended programme Evidence based approach that will demonstrate positive impact with children both academically and socially. Improvements in this area will radiate	1, 4, 5
Collaborative learning £0	Sutton Trust recommended programme An evidence based approach	1, 4, 5
Additional speech and language work in EYFS £500	Sutton Trust recommended programme % of PP chn lower than non PP in SALT on entry in EYFS.	1, 4, 5
Improved attainment and progress in reading, writing and maths Small group tuition £7,500 – 1 TA per phase for 50% pm £1000 – Early birds	Sutton Trust recommended programme On-going evaluation of programme impact % of PP chn lower than non PP in Reading And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4, 5
Improved attainment and progress in reading, writing and maths 1 to 1 Tutoring £11,000	Sutton Trust recommended programme % of PP chn lower than non PP in Reading Demonstrated impact over time On-going evaluation of programme impact One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 4, 5
Focus children Raise parental involvement in home learning and interaction with the school £0	We believe that improved parental involvement and engagement in home learning and interaction with school will help to improve children's outcomes	2, 4, 6, 7,

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

Budgeted cost: **£19,756**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing Special Educational Needs assessment, support and guidance Improved understanding of Barriers to learning faced £10,000	Support from specialist teaching service Additional immediate Education Psychologist visits for PP children not meeting initial threshold of Ed Psych Visit allocation.	1, 4, 5, 8
Supplementing costs of school trips £2,000	To ensure PP children are able to access school trips and take part as all children are able to.	2, 4, 6, 7,
1-1 Counselling service £5,000	% of PP chn experiencing barriers to learning due to social circumstance outside of school hours and their emotional resilience to be ready to learn	2, 4, 6, 7, 8
Supplementing cost of out of hours clubs £2,000	To ensure children take part in a wide base of sporting and extra-curricular opportunities.	2, 4, 6, 7, 8
School processes to support and challenge poor attendance £756	National agenda to maintain high attendance, government expectations placed on schools. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Inclusive environment School value system Strong PHSE curriculum Strong Behaviour policy £0	To ensure everyone feels included in all school activities removing non-inclusivity barriers to learning. Ensure PP children feel valued, appreciated and a part of the school ensuring no differences are raised	2, 4, 6, 7, 8
Ensure appropriate support and challenge are in place to help children and families facing challenges Strong support mechanisms in school with inclusion lead and head teacher £0	To provide support to families who require it, having the appropriate mechanisms and signposting in school to ensure support is put in place.	2, 4, 6, 7, 8, 9, 10

Total budgeted cost: £49,056

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.

Internal assessments suggested that the performance of disadvantaged pupils was lower than in some year groups in key areas of the curriculum.

Milverton school has difficulty making meaningful trends in the PP group as year groups hold such small numbers. Therefore, results are very individualised, and it is often the case that it is better to look at individual attainment and progress.

Pupil Premium attendance appears lower than whole school attendance and national averages. As a school, many pastoral measures are in place in order to support attendance for all children.

We used pupil premium funding to provide wellbeing support for all pupils. The introduction of Sunshine Circles (Theraplay) has been one way we have achieved this and targeted interventions where required. We are building on this approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Flourish Farm School @ Cobbs	