# Milverton_PS_logo(1)Milverton Primary School Pupil Premium Review Statement 2019/20

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| 1. **Summary information** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **School** | Milverton Primary School | | | | | | | | | **Date of most recent PP Review** | | | | | | | | | | | | | | | Sept 19 | | |
| **Academic Year** | 2019/20 | | **Total PP budget** | | | | | £28,240 | | **Date for next internal review of this strategy** | | | | | | | | | | | | | | | Sept 20 | | |
| **Total number of pupils** | 324 | | **Number of pupils eligible for PP** | | | | | 17 | | CLA | | 0 | | PCLA | | 6 | FSM | | 7 | | E6 | 2 | | For | | | 2 |
| **Pupil distribution** | YR | 2 | | Y1 | 1 | Y2 | 2 | | Y3 | | 3 | | Y4 | | 4 | | | Y5 | | 2 | | | Y6 | | | 3 | |

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| 1. **Current attainment** | | | | | | |
| Key Stage 2 Attainment 2019/20 | **PP** (5) | | **All** (44) | | *National (2019)* | |
| **ARE** | **GD** | **ARE** | **GD** | **ARE** | **GD** |
| **reading, writing & maths (national PP 39%)** | **No Data due to COVID 19 and no results** | | | | *65%* | *11%* |
| **reading (national PP 53%)** | 73% | 27% |
| **writing (national PP 64%)** | 78% | 20% |
| **maths (national PP 58%)** | 79% | 27% |

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| **2. Current attainment** | | | | | | |
| Key Stage 1 Attainment 2019/20 | **PP** (4) | | **All** (45) | | *National (2019)* | |
| **ARE** | **GD** | **ARE** | **GD** | **ARE** | **GD** |
| **reading, writing & maths (national PP 39%)** | **No Data due to COVID 19 and no results** | | | | **65%** | **12% (2018)** |
| **reading** | **75%** | **25%** |
| **writing** | **69%** | **15%** |
| **maths** | **76%** | **22%** |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | |
| **In-school barriers** | |
|  | Special educational needs and disability - 21% 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) |
|  | Low attainment on entry to reception. |
|  | 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. |
| **D.** | Socio economic divide – managing emotions of wide socio economic background between families. Ensuring whole school adopts sense of inclusivity. |
| **E.** | 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 familes. This may indicate difficult early years leading to emotional, attachment issues to be resolved. |
| **External barriers** | |
| **F.** | Attendance – PP group lower attendance than non PP group |
| **G.** | Social services involvement 2019/20 50% of PP group v’s (0% of the non PP group) |
| **H.** | 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. |

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| 1. **Desired outcomes** | | **Success criteria** |
|  | PP Group Raised attainment in reading, writing and maths (TA, Test, KS1 and 2 Assessments) | Narrow the gap between PP and Non PP children in attainment in reading, writing and maths  Improve % of PP children reaching age related expectation  Improve the % of PP children reaching Greater Depth  Year groups where this will be an issue in 2019/20: Y6 (2), Y4 (3)  Year groups where we anticipate PP groups to have closed the gap in 2019/20: Y1 (2), Y2 (1), Y3 (4), Y5 (2)  Aim for school PP group to be in line with national figures for national school population  Aim for school PP group to exceed national figures for national PP population |
|  | PP Group Accelerated progress in reading, writing and maths (In year progress in TA, Test, KS1-2) | Narrow the gap between PP and Non PP children in progress in reading, writing and maths  Improve % of PP children making expected or better than expected progress  Year groups where this will be an issue in 2019/20: Y6 (2), Y4 (3)  Year groups where we anticipate PP groups to have closed the gap in 2019/20: Y1 (2), Y2 (1), Y3 (4), Y5 (2) |
|  | Improved parental / out of school hours support (teacher review, raised levels of progress) | Narrow the gap between PP and Non PP children in progress in reading, writing and maths  Positive feedback from PP parent group  Appropriate support and challenge is provided to families in need of such support |
|  | Improved well-being, ensuring children are ready to learn (Pupil well-being survey) | PP children feel valued, equal, confident in their abilities, ready to learn and safe at school  Pupil well being survey conducted, look to see improvements |
|  | Ensure PP group is in line with attendance figures shown in the whole school and national expectations. | PP Group is in line with whole school attendance % remaining above national averages. – One child affects group dramatically |
|  | Ensure SEN group is well supported receiving immediate identification, advice on provision to ensure barriers to learning are addressed as quickly as possible. | SEND provision in school is immediate and effective for PP group |

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| 1. **Planned expenditure** | | | | | | | | | | |
| * **Academic year** | | **2019/20** | | **Total allocation** | **£28,240** | | **Total Budget Spend** | | | **£38,818 £36,892** |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| **A + B**  Improved attainment and progress in writing | English lead to attend writing training to develop writing strategies | | SDP priority identified in whole school writing assessment  LA recommended ESPG training courses | | | Ongoing review of School development plan and through Pupil Progress meetings | | DB  £1000 Staff CPD  £935 | Pupil progress meetings for Autumn, Spring and Summer | |
| **A + B**  Improved attainment and progress in maths | Training for whole staff on maths | | SDP priority identified in last ofsted report  Maths lead having seen trainer before identified this as focus area for school | | | Ongoing review of School development plan and through Pupil Progress meetings | | CTP  £1000 Staff CPD  £270 | Pupil progress meetings for Autumn, Spring and Summer | |
| Mathletics home learning platform | | Evidence base to show raise in attainment of pupils using mathletics programme | | | Review uptake, usage, parental feedback and raise in attainment | | CTP  Paid by parent donation |
| **A + B + D**  Improved learning behaviour leading to raised progress and attainment | Meta cognition and self-regulation | | Sutton Trust recommended programme Evidence based approach that will demonstrate positive impact with children both academically and socially. Improvements in this area will radiate to all areas of a child’s life. | | | Spring and Summer review of learning behaviours adopted in classrooms | | DB  £0 | Reviewed in Learning Blink in Spring and Summer Terms | |
| Collaborative learning | | Sutton Trust recommended programme  An evidence based approach that | | | Ongoing review of classroom pedagogy to adopt most effective teaching strategies. | | DB  £0 |
| **Total budgeted cost** | | | | | | | | | £2,000 £1,205 | |

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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A + B**  Improved attainment and progress in reading  1-1 tutoring  9 months @ £1122  £10,098  Small group tuition  1 TA for 50% afternoon  Per phase in school  Y1/2 / Y3/4 / Y5/6  3 x £2,280 = £6,840  Early birds before school  Y1/2 x 2 / Y3/4  3 x £808 = £2,424  Total £9,264 | Additional speech and language work in EYFS | Sutton Trust recommended programme  % of PP chn lower than non PP in SALT on entry in EYFS. | Review of progress and attainment in termly review – PP Individuals reviewed | LN  £500 | Pupil progress meetings for Autumn, Spring and Summer |
| Small group tuition | Sutton Trust recommended programme  On-going evaluation of programme impact  % of PP chn lower than non PP in Reading | Review of progress and attainment in termly review – PP Individuals reviewed | LN  £9,264 | Pupil progress meetings for Autumn, Spring and Summer |
| * 1. Tutoring   With L Merrel | Sutton Trust recommended programme  % of PP chn lower than non PP in Reading  Demonstrated impact over time  On-going evaluation of programme impact | Review of progress and attainment in termly review – PP Individuals reviewed | LN  £10,098  £8,283 | Pupil progress meetings for Autumn, Spring and Summer |
| **A + B**  Improved attainment and progress in writing | Small group tuition | Sutton Trust recommended programme  On-going evaluation of programme impact  % of PP chn lower than non PP in Writing | Review of progress and attainment in termly review – PP Individuals reviewed | LN  £ as above | Pupil progress meetings for Autumn, Spring and Summer |
| * 1. Tutoring   With L Merrel | Sutton Trust recommended programme  % of PP chn lower than non PP in Writing  On-going evaluation of programme impact | Review of progress and attainment in termly review – PP Individuals reviewed | LN  £ as above | Pupil progress meetings for Autumn, Spring and Summer |
| **A + B**  Improved attainment and progress in maths | Small group tuition | Sutton Trust recommended programme  On-going evaluation of programme impact  % of PP chn lower than non PP in Maths | Review of progress and attainment in termly review – PP Individuals reviewed | LN  £ as above | Pupil progress meetings for Autumn, Spring and Summer |
| * 1. Tutoring   With L Merrel | Sutton Trust recommended programme  % of PP chn lower than non PP in Maths  On-going evaluation of programme impact | Review of progress and attainment in termly review – PP Individuals reviewed | LN  £ as above | Pupil progress meetings for Autumn, Spring and Summer |
| **A + B +C + D**  Raise parental involvement in home learning and interaction with the school | Focus children | We believe that improved parental involvement in home learning and interaction with school will help to improve children’s outcomes | Termly review and governor monitoring of focus children group attainment and progress indicators | MF  £0 | Pupil progress meetings for Autumn, Spring and Summer |
| **Total budgeted cost** | | | | | £19,862 £17,547 |

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| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A + B +C + D**  Improved learning behaviour leading to raised progress and attainment | Meta cognition and self-regulation | Sutton Trust recommended programme  Evidence based approach that will demonstrate positive impact with children both academically and socially. Improvements in this area will radiate to all areas of a child’s life. | Spring and Summer review of learning behaviours adopted in classrooms  Ongoing review of classroom pedagogy to adopt most effective teaching strategies. | DB  £0 | Reviewed in Learning Blink in Spring and Summer Terms |
| **A + B +C + D + F**  Improved understanding of Barriers to learning faced | Ongoing Special Educational Needs assessment, support and guidance | Support from local special school  Additional immediate Education Psychologist visits for PP children not meeting initial threshold of Ed Psych Visit allocation. | Review with SEN coordinator and teaching staff as to value of advice given and ability to assess and improve provision for those children with Special educational needs | LN  £8,000 | Ongoing evaluative process in liaison with SENCo.  Reviewed with HT in Summer Term |
| **A + B +C + D**  Improved well-being, ensuring children are ready to learn. | Supplementing costs of school trips | To ensure PP children are able to access school trips and take part as all children are able to. | HT discuss with families support requirements to allow children to access provision. | MF  £2,000  £3,621 + clubs | % of PP accessing the extra-curricular provision  Child survey – well being – compare PP to non PP  Proportion of PP accessing counselling compared to non PP  Summer Term 2017 |
| 1-1 Counselling service | % of PP chn experiencing barriers to learning due to social circumstance outside of school hours and their emotional resilience to be ready to learn | Counselling review with LN and MF | LN  £4,200  £5,763 |
| **A + B +C + D**  Improved parental / out of school hours support | Supplementing cost of out of hours clubs | To ensure children take part in a wide base of sporting and extra-curricular opportunities. | Proportion of take up of PP families | MF  £2,000 above | % of PP accessing the extra-curricular provision |
| **A + B + E**  Ensure good attendance is maintained by both PP and non PP groups | School processes to support and challenge poor attendance | National agenda to maintain high attendance, government expectations placed on schools. | School use robust systems to monitor and track attendance of all children.  School buy into ACE attendance, compliance and enforcement from the LA | MF / NS  £756 | Review attendance every half-term with focus on PP group. |
| **A + B +C + D**  Ensure PP children feel valued, appreciated and a part of the school ensuring no differences are raised | Inclusive environment  School value system  Strong PHSE curriculum  Behaviour policy | To ensure everyone feels included in all school activities removing non inclusivity barriers to learning. | Review and incidents or occurrences reported at pp meeting each term. | MF £0 | Child survey  Observations with SLT & PP Governor |
| **Barrier G + H**  **Outcome C**  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 | To provide support to families who require it, having the appropriate mechanisms and signposting in school to ensure support is put in place. | Review with HT and PP governor at PP meeting every term | MF £0 | Observations with SLT & PP Governor |
| **Total budgeted cost** | | | | | **£16,956 £18,140** |