

# Milverton Primary School Pupil Premium Review Statement 2020/21



1. Summary information																			
School	Milverton Primary School								Date of most recent PP Review							Sept 19			
Academic Year	2020/21		Total PP budget					£29485	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		

2. 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%

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%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<b>A.</b>	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)
<b>B.</b>	Low attainment on entry to reception.
<b>C.</b>	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.
<b>D.</b>	Socio economic divide – managing emotions of wide socio economic background between families. Ensuring whole school adopts sense of inclusivity.
<b>E.</b>	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.
<b>External barriers</b>	
<b>F.</b>	Attendance – PP group lower attendance than non PP group
<b>G.</b>	Social services involvement 2019/20 50% of PP group v's (0% of the non PP group)
<b>H.</b>	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.

4. Desired outcomes		Success criteria
A.	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>Year groups where this will be an issue in 2020/21: Y6 (2), Y4 (3)</p> <p>Year groups where we anticipate PP groups to have closed the gap in 2020/21: Y2 (2), Y3 (1), Y4 (4), Y6 (2)</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>
B.	PP Group Accelerated progress in reading, writing and maths (In year progress in TA, Test, KS1-2)	<p>Narrow the gap between PP and Non PP children in progress in reading, writing and maths</p> <p>Improve % of PP children making expected or better than expected progress</p> <p>Year groups where this will be an issue in 2020/21: Y5 (3),</p> <p>Year groups where we anticipate PP groups to have closed the gap in 2019/20: Y1 (2), Y2 (1), Y3 (4), Y5 (2)</p>
C.	Improved parental / out of school hours support (teacher review, raised levels of progress)	<p>Narrow the gap between PP and Non PP children in progress in reading, writing and maths</p> <p>Positive feedback from PP parent group</p> <p>Appropriate support and challenge is provided to families in need of such support</p>
D.	Improved well-being, ensuring children are ready to learn (Pupil well-being survey)	<p>PP children feel valued, equal, confident in their abilities, ready to learn and safe at school</p> <p>Pupil well being survey conducted, look to see improvements</p>
E.	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
F.	Ensure SEN group is well supported receiving immediate identification, advice on provision to ensure barriers to learning	SEND provision in school is immediate and effective for PP group

4. Planned expenditure					
Academic year	2019/20	Total allocation	£29,485	Total Budget Spend	£38,818 <del>£36,272</del>
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					
i. 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 £550	Pupil progress meetings for Autumn, Spring and Summer
	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 £100	
A + B + D Improved learning behaviour leading to raised progress and attainment	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	Reviewed in Learning Blink in Spring and Summer Terms
	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	Spring and Summer review of learning behaviours adopted in classrooms	DB £0	
	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 <del>£650</del>

ii. 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?
<b>A + B</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 £0	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 £9264	Pupil progress meetings for Autumn, Spring and Summer
	1-1 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 £12,070	Pupil progress meetings for Autumn, Spring and Summer
<b>A + B</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
	1-1 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
<b>A + B</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
	1-1 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
<b>A + B + C + D</b> 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 £ 21,334

iii. 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?
<b>A + B +C + D</b> 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
<b>A + B +C + D + F</b> Improved understanding of Barriers to learning faced	Ongoing Special Educational Needs assessment, support and guidance	Support from specialist teaching support 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 £8223	Ongoing evaluative process in liaison with SENCo. Reviewed with HT in Summer Term
<b>A + B +C + D</b> 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 £	% 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 £ 3290	
<b>A + B +C + D</b> 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 £2000	% of PP accessing the extra-curricular provision
<b>A + B + E</b> 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 £775	Review attendance every half-term with focus on PP group.
<b>A + B +C + D</b> 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

<b>Barrier G + H</b> <b>Outcome C</b> Ensure appropriate support and challenge are in place to help children and families facing challenges	<b>Strong support mechanisms in school with inclusion lead and head teacher</b>	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	<b>MF £0</b>	Observations with SLT & PP Governor
<b>Total budgeted cost</b>					<b>£16,956 £14,288</b>