# 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

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| Detail | Data |
| School name | Milverton Primary |
| Number of pupils in school | 323 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023 to  2024/2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | Termly updates reviewed Full review - July 2024 |
| Statement authorised by | Matt Fisher Headteacher |
| Pupil premium lead | Matt Fisher  Headteacher |
| Governor / Trustee lead | Marianne Talbot, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £37,385 |
| Recovery premium funding allocation this academic year | £3,190 |
| 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 | £40,575 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| 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 2020/21 70% 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. |

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## 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.

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| Intended outcome | 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  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  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.  It is very hard to say if we are in line with national figures with such small groups.  We measure if we are within one child of the national average for all pupils.  We could measure against the PP group to be more favourable but we are aiming to narrow the gap.  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.  **Key Stage 1**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 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%** | **%** |   **Key Stage 2**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 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%** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021/22 – At the expected Level | Year | | EYFS | | 1 | | | | | 2 | | | | | 3 | | | | | 4 | | | | | 5 | | | | | 6 | | | |
| Read | | 100% of 3 | | 100% of 1 | | | | | 50% of 4 | | | | | 100% of 3 | | | | | 67% of 3 | | | | | 67% of 6 | | | | | 50% of 4 | | | |
| Write | | 100% of 3 | | 100% of 1 | | | | | 50% of 4 | | | | | 100% of 3 | | | | | 67% of 3 | | | | | 50% of 6 | | | | | 25% of 4 | | | |
| Maths | | 100% of 3 | | 100% of 1 | | | | | 50% of 4 | | | | | 67% of 3 | | | | | 67% of 3 | | | | | 83% of 6 | | | | | 25% of 4 | | | |
| 2021/22 – At Greater Depth | Year | | EYFS | | 1 | | | | | 2 | | | | | 3 | | | | | 4 | | | | | 5 | | | | | 6 | | | |
| Read | | N/A | | 0% of 1 | | | | | 0% of 4 | | | | | 33% of 3 | | | | | 0% of 3 | | | | | 25% of 6 | | | | | 25% of 4 | | | |
| Write | | N/A | | 0% of 1 | | | | | 0% of 4 | | | | | 0% of 3 | | | | | 0% of 3 | | | | | 0% of 6 | | | | | 25% of 4 | | | |
| Maths | | N/A | | 0% of 1 | | | | | 0% of 4 | | | | | 33% of 3 | | | | | 33% of 3 | | | | | 17% of 6 | | | | | 0% of 4 | | | |
| 2022/23– At the expected Level | Year | | EYFS | | 1 | | | | | 2 | | | | | 3 | | | | | 4 | | | | | 5 | | | | | 6 | | | |
| Read | | % of 2 | | 33% of 3 | | | | | 67% of 3 | | | | | 14% of 7 | | | | | 100% of 3 | | | | | 0% of 4 | | | | | 100% of 4 | | | |
| Write | | % of 2 | | 0% of 3 | | | | | 67% of 3 | | | | | 14% of 7 | | | | | 100% of 3 | | | | | 0% of 4 | | | | | 100% of 4 | | | |
| Maths | | % of 2 | | 33% of 3 | | | | | 100% of 3 | | | | | 25% of 7 | | | | | 100% of 3 | | | | | 50% of 4 | | | | | 75% of 4 | | | |
| 2022/23– At Greater Depth | Year | | EYFS | | 1 | | | | | 2 | | | | | 3 | | | | | 4 | | | | | 5 | | | | | 6 | | | |
| Read | | N/A | | 0% of 3 | | | | | 0% of 3 | | | | | 0% of 7 | | | | | 33% of 3 | | | | | 0% of 4 | | | | | 0% of 4 | | | |
| Write | | N/A | | 0% of 3 | | | | | 0% of 3 | | | | | 0% of 7 | | | | | 0% of 3 | | | | | 0% of 4 | | | | | 0% of 4 | | | |
| Maths | | N/A | | 0% of 3 | | | | | 0% of 3 | | | | | 14% of 7 | | | | | 33% of 3 | | | | | 25% of 4 | | | | | 0% of 4 | | | |
| 2023/24– At the expected Level | Year | | EYFS | | 1 | | | | | 2 | | | | | 3 | | | | | 4 | | | | | 5 | | | | | 6 | | | |
| Read | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |
| Write | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |
| Maths | |  | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |
| 2023/24– At Greater Depth | Year | | EYFS | | 1 | | | | | 2 | | | | | 3 | | | | | 4 | | | | | 5 | | | | | 6 | | | |
| Read | | N/A | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |
| Write | | N/A | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |
| Maths | | N/A | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | | |  | | | |
| 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  We will note here the children who make expected or better than progress  Progress is measured by previous Key Stage Result and where the child achieves at the end of the school year – if they move from working towards to working towards, from at level to at level or greater depth to greater depth – this is expected progress. (Obviously, we want children to achieve better than expected progress – but this is expected)  We will indicate those working below.  If they move from below to working towards, working towards to at level, at level to greater depth this is better than expected progress.  Red numbers indicate – moved down attainment band – less than expected progress  Black numbers indicate – maintained attainment band – good level of progress  Green numbers indicate – improved attainment band – better than good progress  So in 2021/22 all PP children made good or better progress – 22 out of 22 examples  2021/22 In Y1-6 we saw 8 out of 19 examples of even better than good progress in reading  2021/22 In Y1-6 we saw 5 out of 19 examples of even better than good progress in writing  2021/22 In Y1-6 we saw 5 out of 19 examples of even better than good progress in maths  So in 2022/23 all PP children made good or better progress – 19 out of 21 examples  2022/23 In Y1-6 we saw 1 out of 21 examples of even better than good progress in reading  2022/23 In Y1-6 we saw 0 out of 21 examples of even better than good progress in writing  2022/23 In Y1-6 we saw 5 out of 21 examples of even better than good progress in maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021/22 | Year | EYFS | | 1 | | | | | 2 | | | | | 3 | | | | | 4 | | | | | 5 | | | | | 6 | | | | |
|  | GLD | | B | | WT | Ex | GD | B | | WT | Ex | GD | B | | WT | Ex | GD | B | | WT | Ex | GD | B | | WT | Ex | GD | B | | WT | Ex | GD |
| Read | 100% of 3 made expected or better | |  | |  | 1 |  |  | | 2 | 2 |  |  | |  | 11 | 1 | 1 | |  | 2 |  |  | | 2 | 1 | 2 | 1 | | 1 |  | 1 |
| Write |  | |  | 1 |  |  | | 2 | 2 |  |  | |  | 12 |  | 1 | |  | 11 |  |  | | 2 | 3 |  | 1 | | 1 |  | 1 |
| Maths |  | |  | 1 |  |  | | 2 | 2 |  |  | | 1 | 1 | 1 | 1 | |  | 1 | 1 |  | | 1 | 3 | 1 | 1 | | 1 | 1 |  |
| 2022/23 | Year | EYFS | | 1 | | | | | 2 | | | | | 3 | | | | | 4 | | | | | 5 | | | | | 6 | | | | |
|  | GLD | | B | | WT | Ex | GD | B | | WT | Ex | GD | B | | WT | Ex | GD | B | | WT | Ex | GD | B | | WT | Ex | GD | B | | WT | Ex | GD |
| Read | 33% of 3 made expected or better | |  | |  | 3 |  |  | | 1 | 1 |  | 1 | | 2 1 | 2 |  |  | | 1 | 2 | 1 |  | |  |  |  |  | | 1 | 3 | 1 1 |
| Write |  | |  | 3 |  |  | | 1 | 1 |  | 1 | | 3 | 1 |  |  | | 1 | 3 |  |  | |  |  |  |  | | 1 | 4 |  |
| Maths |  | |  | 3 |  |  | |  | 2 |  |  | | 3 | 1 |  |  | | 1 | 1 2 |  |  | |  |  |  |  | | 1 1 | 3 |  |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021/22 | With a number of our PP children raised levels of support were seen, the use of 1-1 tutoring for all children over the year helped. Sadly, some children continued to receive a lack of support from home. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022/23 | With a number of our PP children raised levels of support were seen, the use of 1-1 tutoring for all children over the year helped. Some children continued to experience a lack of support at home. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023/24 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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  PP children engaging in WAM clubs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021/22 | Child interviews received positive outcomes for children’s experience of school  Many examples of funding enabling PP children to engage in before and afterschool clubs with their peers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022/23 | Discussions with children during tutoring sessions in school indicated children’s experience of school is positive  Funding has enabled a number of PP children to engage in before and afterschool clubs with their peers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023/24 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021/22 | Not in line, specific cases affected group total significantly – Total lower than normal – including outliers and COVID effects. However, total is in line with national overall figures – including the outliers in school.  90.35 (24) PP Group v’s 93.82 (Total School) (National 90.9%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022/23 | Not in line, specific cases affected group total significantly – Total lower than normal – including outliers and COVID effects. However, total is in line with national overall figures – including the outliers in school.  89.9 (22) PP Group v’s 95.9 (Total School) (National 92.5%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023/24 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021/22 | Group is well supported and individual case files demonstrate support provided | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022/23 | Group is well supported and individual case files demonstrate support provided | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023/24 |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

## 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: **£4,500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| English lead to attend writing training to develop writing strategies  Cost £1,000 | SDP priority identified in whole school writing assessment  LA recommended ESPG training courses | 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 £1,000 | SDP priority identified in last ofsted report  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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1, 4, 5 |
| Purchase of standardised 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](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 1, 4, 5 |

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

Budgeted cost: **£22,746**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Mathletics home learning platform  £1,500 | 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  £6,840 – 1 TA per phase for 50% pm  £808 – Early birds | Sutton Trust recommended programme  On-going evaluation of programme impact  % of PP chn lower than non PP in Reading | 1, 4, 5 |
| Improved attainment and progress in reading, writing and maths  1to 1 Tutoring  With L Merrel  £10,098 | Sutton Trust recommended programme  % of PP chn lower than non PP in Reading  Demonstrated impact over time  On-going evaluation of programme impact | 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, |
| 1-1 Tutoring as part of the national scheme.  Cost £3,000 | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 4, 5 |

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

Budgeted cost: **£16,956**

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| --- | --- | --- |
| 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  £8,000 | 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. Counselling service   £4,200 | % 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: £44,202**

# 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.

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| Our internal assessments during 2023/24 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. In KS2 attainment this PP group had three children, two of whom were working with an EHCP.  Our assessment of the reasons for difficulties in progress over the past two years points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.  The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.  Although overall attendance in 2020/21 was lower than in the preceding years, the attendance in 2021/22 has raised. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.  We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this approach with the activities detailed in this plan. We do feel that now a period of consistency and routine has returned many of the COVID related factors are gradually less impacting. |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| N/A |  |
| N/A |  |