Pupil premium strategy statement

School overview

Metric	Data
School name	Milford School
Pupils in school	178
Proportion of disadvantaged pupils	5.06%
Pupil premium allocation this academic year	£23,080
Academic year or years covered by statement	2019 - 2022
Publish date	11.11.2019
Review date	30.06.2020
Statement authorised by	Mel Isherwood
Pupil premium lead	Jo Fulterer
Governor lead	Emma Hardy

Disadvantaged pupil attainment scores for last academic year

Measure	Score
Reading	71%
Writing	43%
Maths	71%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	60%
Achieving high standard at KS1	20%

Measure	Activity
Priority 1	Ensure that all staff receive training in developing metacognitive strategies in order to question children effectively to support development of self-regulated learning
Priority 2	Work with the Godalming Learning Partnership to introduce 'Talk for Writing' and purchase reading books to support
Barriers to learning these priorities address	Ensure that all children develop a broad range of vocabulary and develop independence as learners
Projected spending	£5,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Similar or better progress to all peers	June 2020
Progress in Writing	Similar or better progress to all peers	June 2020
Progress in Mathematics	Similar or better progress to all peers	June 2020
Phonics	85% attainment at end of year 1	June 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that all staff receive training in developing metacognitive strategies in order to question children effectively to support development of self-regulated learning
Priority 2	Work with the Godalming Learning Partnership to introduce 'Talk for Writing' and purchase reading books to support
Barriers to learning these priorities address	Ensure that all children develop a broad range of vocabulary and develop independence as learners
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Training additional LSAs as Emotional Literacy Support Assistants to support improving emotional wellbeing and readiness for learning for most disadvantaged pupils
Priority 2	To embed a Milford Mindset approach to support intrinsic motivation and readiness for learning in most disadvantaged pupils
Barriers to learning these priorities address	Improvement in emotional regulation, resilience and engagement for most disadvantaged pupils

Projected spending	£30,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is made for staff continuous development	Use of Inset Days Regular Subject Leader time Introduction of Co-Coaching Planned staff development meetings
Targeted support	Ensure English Lead has time to support and monitor staff with introduction of Talk for Writing Initiative	Subject Leader time Resources as per training
Wider strategies	PSHE/Inclusion Lead develop wellbeing award Development of Milford Mindset and whole school approach to promoting positive mental health and well being	Work with Specialist Teaching Team and Educational Psychologist Work with governors

Review: last year's aims and outcomes – see previous document

Aim	Outcome
Increase % of PP children meeting expected in RWM	PP children's attainment was broadly in line or above 'other pupils'. The only exception was some of those with multiple barriers (ie SEN and PP), with some of these children making accelerated progress.
Attendance for PP children to increase compared to previous year.	Attendance 'whole school' and for PP pupils improved compared to previous 2 years.
% of children meeting ARE in reading and maths to be in line with 'other' children	% of children were broadly in line with 'all other' pupils.