

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Milford School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£15,795	<b>Date of most recent PP Review</b>	Jan 2021
<b>Total number of pupils</b>	176	<b>Number of pupils eligible for PP</b>	10	<b>Date for next internal review of this strategy</b>	May 2021
<b>Overview of Pupil Premium Strategy so far:</b>					
<p>On the 18th March 2020, schools across the UK were informed that they would all close on Friday 20th March due to lockdown measures in response to COVID-19. From Monday 23rd March to Monday 1st June Milford Infant School provided support for its families in many ways, including childcare for children of keyworkers and vulnerable families (throughout all school holidays, including bank holidays). From Wednesday 3rd June until the end of term the school opened more widely to include children in Year R and Year 1.</p> <p>Due to the extensive disruption to school provision and plans, we have reviewed the estimated impact of Pupil Premium funding for the 2019-2020 plan in the usual manner against the success criteria set, but for the first two terms only. Statutory assessments were not completed in the Summer of 2020 and therefore data is unavailable to support our evaluation. A significant number of the actions planned for 2019-2020 will continue into the 2020-2021 plan. As a school we do not feel that these were given sufficient time to be able to fully evaluate their impact. A thorough review of the plan will occur at the end of Spring term 2021 to determine if changes to provision need to be made. Plans will be adjusted accordingly.</p>					
<b>What has worked well:</b>					
<p>Development of Milford Mindset approach and wellbeing of pupils being monitored and supported has led to good attendance across the school (above 97% from September 2020 to January 2021, including for individual groups) excluding Covid 19 related reasons. Compared to previous attendance data from the last two academic years, and despite the uncertainty and anxiety around Covid 19, percentages of unauthorised absence had reduced. Overall attendance was higher for all groups highlighted in HT reports, including 'SEN and vulnerable' groups, which is testament to the impact of previous Pupil Premium spend and focus on engagement of PP children and families.</p>					

Current progress <u>(on track or better)</u> Sept 2020 to Jan 2021			Current attainment (Sept 2020 to January 2021) – dates due to Covid closures		
Measure	Milford Pupils eligible for PP (10)	All Milford Pupils inc. PP	Milford Pupils eligible for PP	All Milford Pupils inc PP	Pupils not eligible for PP (national average July 2020 if available)
reading, writing and maths	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
reading	90%	92%	70%	83%	%
writing	90%	90%	70%	78%	%
maths	90%	93%	60%	85%	%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in/by school)	
<b>A.</b>	Secondary issues, including SEN status, vulnerable family members in household (Covid 19 shielding) impacting ability to make 'expected or better' progress
<b>B.</b>	Mental and emotional wellbeing impact due to closures, missed school and lack of social interaction (behaviour, emotional regulation, resilience)
<b>C.</b>	Frequency and quality of support at home may impact attainment in reading (including access to reading books)
<b>D.</b>	Low prior attainment in mathematics, impacted partly by Covid 19 closures
<b>E.</b>	Low prior attainment in writing due to lack of appropriate equipment, parental confidence in supporting writing
<b>F.</b>	Underdeveloped language acquisition and range of expressive vocabulary when starting school (Speech and Language)
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>G.</b>	Pupils being unable to access appropriate computer software, equipment, books and in some cases, varied life experiences
<b>H.</b>	Potential for attendance to follow national trends for this group of being at a lower level than other pupils

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improvement in emotional regulation, resilience and engagement for most disadvantaged pupils (including parents)	Children will develop good self-regulated learning skills to enable them to take ownership of their learning (EEF guidance).
<b>B.</b>	For age expected attainment to be broadly in line with national by the time they leave Milford School (or for children to significantly close the gap in attainment to other pupils)	Attainment for Reading 75% Writing 69% Maths 76%
<b>C.</b>	For PPG pupils to have good emotional well-being, enabling them to make expected or better than expected progress from their starting point each term, regardless of year group.	Pupils are happy to come to school. Pupils are engaged and confident learners. Pupils make at least expected progress each term.

#### 4. Planned expenditure

**Academic year**

**Sept 2020 – July 2021**

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

Action	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Trained ELSA to work with children for a 6 week block and plan for ongoing strategies within class</p>	<p>Children will develop good self-regulated learning skills to enable them to take ownership of their learning (EEF guidance).</p>	<p>EEF reports that greater self-esteem and ownership of learning has a high impact on learning outcomes. Impact of Covid 19 has meant that more children are likely to require the support provided by ELSA and forms part of our Covid Premium Plan and whole school mental health and wellbeing strategy.</p>	<p>In order to achieve this, staff must build self-esteem and confidence in all pupils and teach our learners how to learn.</p> <p>Use of recently trained ELSAs to provide early intervention</p>	<p>Emma Ward  Jo Taylor Andrea Harper</p>	<p>May <b>AND</b> September 2021</p>
<p>Early and targeted interventions in place for pupils in danger in falling behind.</p> <p>Additional staffing provided across the school to enable this action to happen swiftly and to be planned and delivered by Year group teams.</p>	<p>PP pupil progress will be in line or above those without PP designation</p>	<p>School data shows that PP pupils performed well against NON PP last year, The impact of Covid 19 informed the decision to put extra staffing in place.</p>	<p>Class teachers and Leadership team to closely monitor pupil progress and attainment.</p> <p>Class teachers to complete learning plans which are shared with parents.</p> <p>Interventions are in place as early as possible for pupils that are identified as requiring support.</p>	<p>Emma Ward, SLT, Class teachers</p>	<p>May <b>AND</b> September 2021</p>

<p>To implement an Early Literacy Approach</p> <p>(Talk for Writing project – GLP)</p> <p>(Staff CPD on The Write Stuff)</p> <p>NELI (Nuffield Early Language Intervention – of which we were a pilot school prior to product launch)</p>	<p>To ensure PPG pupils are exposed to a rich vocabulary and a range of writing.</p> <p>Staff are trained to deliver best practice approaches to developing oracy and literacy skills and techniques for all pupils.</p>	<p>EEF reports Early Literacy approach is found to have a positive impact on learning outcomes.</p>	<p>Additional vocabulary support through stories and games visible on planning and observations (when these are possible).</p> <p>Monitor implementation of approaches through Talk for Writing Audit carried out by Eng Lead and HT; staff ‘research’ discussions and updates during staff meetings (The Write Stuff) – minute notes and shared strategies.</p>	<p>L.Heslop. A.Stear E.Ward N.Jones</p>	<p>May <b>AND</b> September 2021</p>
<b>Total budgeted cost</b>					£12,636
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure PP pupils access paid clubs (widen life experiences).	PP pupils will not be at a disadvantaged due to their economic circumstances.	Physical development is important for children’s development.	PP pupils to be offered a place of a paid sports club, breakfast club or enrichment activity.		May <b>AND</b> September 2021
To ensure PP pupils and families’ wellbeing is supported.	PPG families to be supported by SENCO/HT/DHT when required e.g. with housing issues, attendance, behaviour support etc.	Research shows that early intervention and timely support can help prevent ‘critical’ circumstances arising.	PP families are known to the school and support provided in a timely manner. ELSA is offered to pupils of the highest need.		May <b>AND</b> September 2021
To ensure all PPG pupils attend paid school trips.	To ensure that PPG pupils are not at a disadvantaged due to their economic circumstances.	Positive life experiences and learning about the world around impact children’s general knowledge and ability to make connections.	School trips are paid for. Swimming to be subsidised by 75% or fully paid should the circumstances be deemed appropriate.		May <b>AND</b> September 2021

<p>Ensure that no family or child in our school goes hungry</p>	<p>Set up a Milford School Community Covid 19 Hardship fund</p>	<p>Nobody can learn effectively if hungry – research shows this. More people are falling upon hard times as a result of the Global Pandemic. Local and County Wide services are under pressure due to underfunding and increased demand for support causing a lag in intervention.</p>	<p>Parents feel confident to contact school should their circumstances change and they need help with sourcing support or there is a delay in appropriate support being activated locally.</p> <p>Records show that the fund has helped families in this situation by providing a grant or requested groceries to ensure they do not go without during this process.</p>	<p>A.Stear E.Ward L.Breen E.Hardy (Governor)</p>	<p>May <b>AND</b> September 2021</p>
<b>Total budgeted cost</b>					<p>£3,159</p>