

Pupil premium strategy statement Great Milton C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Alyson Frost
Pupil premium lead	Alyson Frost
Governor / Trustee lead	Tash Groves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,380
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,380

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged learners in our schools are not a ‘problem’ to be solved. They are part of our school community and it’s for us to get better at what we do. 24 September, 2023: [Unity Research School](#).

Opportunity for All

Our intent is that all pupils, irrespective of background or the challenges they face, become confident readers, writers and mathematicians who ‘love to learn’. When they leave our school, our aim is that they look towards their secondary school journey in a positive way and are optimistic for their future.

We will use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- Oral language, and vocabulary
- Self-confidence and resilience when facing challenge.
- Mental health and anxiety
- Gaps in learning due to lockdown in Covid and subsequent absence
- Subsequent effect these gaps have had on self esteem, motivation, learning behaviours
- Attendance and punctuality
- Aspiration beyond their lived experience.

Our school vision ‘With Love We Flourish’ means that our approach will be responsive to both common challenges and our pupils’ individual needs.

It is important to us that every adult in school understands the pivotal role they play in raising the expectations and aspirations of all of our children. This ‘buy in’ from wider members of staff is key. Investing in CPD for all staff to allow high quality first 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A limited vocabulary on entry to school. We have seen a significant increase in the number of children starting in reception who do not know simple stories and nursery rhymes and lack the vocabulary to express themselves.
2	Lack of motivation to learn leads to low retention of prior learning. As some groups of disadvantaged children move up through the school we see a decline in their motivation to succeed.
3	Emotional and mental health issues. We have seen a significant increase in the number of children displaying high levels of anxiety and needing support to regulate their emotions. Resilience is at an all time low.
4	Low parental engagement and lack of literacy skills to support at home. 15% of the children in receipt of PP funding in 2021-22/2022-23 had little or no literacy skills from parents at home. 46% had parents with limited spoken English at home. Such high numbers of EASL at GM is not the norm.
5	Lack of opportunity beyond their own experience (Limiting long term aspirations for future educational and work experiences).
6	Poor attendance and lateness leads to missed learning. Linked to lack of motivation and emotional and mental health issues (of the families as well as the children).

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.

Intended outcome	Success criteria
To increase the vocabulary of a group of targeted pupils.	The vocabulary that pupils are using in their writing will be more diverse and effective in their choice.
To raise motivation and increase retention of prior learning.	Pupils show higher engagement in class and with their homework.
To improve the emotional and mental health of individual pupils.	The pupils will be more emotionally stable and less anxious. Pupils will be able to self regulate and deescalate more quickly.
Increase parental involvement of key families.	The parents are actively engaged in supporting their children's learning.
Increase opportunities in school and increase their own aspirations	Children experience the same opportunities as their peers and talk about future aspirations

All disadvantaged pupils leave Great Milton as confident readers	<p>KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 10%.</p> <p>KS1&2 outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 10%.</p>

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To appoint a learning mentor and sign them up for the National Tutor Programme. Work with individuals and small groups to accelerate progress.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3, 6
To have membership to The National College to ensure access to high quality CPD for all staff members	<p>Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2,,3,4.5
Train member of staff in ELSA programme to	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,6

support children with their emotional literacy.		
Teacher to qualify as Senior Mental Health Leader.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3,6
Embed whole class reading across the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3
To use met-cognitive teaching strategies to support deeper learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4,5,6
Annual Subscription to Times Table Rock Stars. Run age specific maths workshops for parents. Try to target families eligible for PP. Subscribe to STEM		2,4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions across the school, such as Project X Code Accelerated Reader Word Wasp / Toe by Toe	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment	1 2 , 5

Talk Boost to support language development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
School led tutoring in small groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4
School led tutoring one on one	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	

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

Budgeted cost: £ 20,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted nurture support for individuals whose barrier to learning is anxiety and emotional needs.	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4
To ensure equality of access for disadvantaged pupils to access school day visits /residential visits	https://www.yesfutures.org/post/2018/04/10/the-importance-of-residential-trips#:~:text=Residential%20trips%20lead%20to%20improved.such%20as%20confidence%20and%20resilience.	1, 4,
Free Breakfast & ASC club place for key pupils and families who need support with attendance and punctuality.	https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nationalschool-breakfast-programme	5, 6
Sports Coach provides lunchtime clubs 2 days per week. Quiet club run at lunchtime by senior school staff.	https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nationalschool-breakfast-programme	5,6
Funding transport for specific family to increase attendance and boost progress.		6

Total budgeted cost: £ 52,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>EYFS – GLD</i>			
	<i>School</i>	<i>National</i>	
<i>All Children</i>	60%	73%	
<i>PP Children</i>	66.6% of (current children in Y1) 28.5% incl. Afghan Refugee children counted in our PP funding.		
<i>Phonics Screening 2022-23</i>			
	<i>School</i>	<i>National</i>	
<i>All Children</i>	67% 82% (cumulative Y2)	79% 89%	
<i>PP Children</i>	0% (2 children)		
<i>End of KS1</i>			
<i>EXS+ at end of KS1</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>All pupils</i>	65.5%	48.3%	65.5%
<i>PP pupils (4) Incl. EHCP, SEN K, CIN.</i>	0	0	0
<i>End of KS2</i>			
<i>EXS+ at end of KS2</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>All pupils</i>	82%	48.3%	65.5%
<i>PP pupils (3 sat the test, 3 removed: 1 PKS, 2 refugee children)</i>	33% (of the PP children who sat the test)	33% (GPS) 0 writing	0

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dyslexia Gold	Engaging Eyes
TTRS	TTRS
Maths Mastery	White Rose

Further information (optional)

NB. The 18% of pupils this funding is based upon includes the 20 refugees from Afghanistan who were on our school role at the time this funding was allocated. The actual % of children in our school in the 2023-2024 academic year is 9%.