

# 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	165
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
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	£31,080
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
<b>Total budget for this academic year</b> <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>	£31,080

# Part A: Pupil premium strategy plan

## Statement of intent

1 **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	Low 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. Less resilience to persevere when tackling new challenges.
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 time / knowledge to support at home. Lack of resources.
5	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
Increased number of pupils eligible for PP funding reach their Early Learning Goals at the end of EYFS.	The vocabulary that pupils are using in their writing will be more diverse and effective in their choice.
All pupils leave Great Milton as confident readers, including pupils eligible for PP funding.	KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 10%. 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%.
Improved writing attainment for pupils eligible for PP.	Pupils eligible for PP writing outcomes in 2025/26 show that more than 70% met the expected standard.
To achieve and sustain improved	Sustain high levels of wellbeing by 2025/26

wellbeing for all pupils in our school, particularly our disadvantaged pupils.	demonstrated by: behaviour analysis and teacher observations around behaviour an increase in participation in enrichment activities, among disadvantaged pupils
To improve attendance for all our students but in particular those that are disadvantaged.	The attendance of pupils has increased and the percentage of pupils that are persistently absent has reduced. Attendance for PP pupils to be at least 96% by 2025/26.

## 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resourcing and on-going training of Monster Phonics: DfE validated synthetic phonics programme to secure stronger phonics teaching for all pupils. Ensuring our FS and KS1 pupils continue to be grouped effectively.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> The EEF guidance provides evidenced based recommendations on improving all areas of English. There are recommendations around the teaching of Writing in KS1 and 2 which are drawn predominantly from studies that feed into the Teaching and Learning Toolkit.  <a href="#">Improving English in KS1</a> <a href="#">Improving English in KS2</a>	1, 4
Experienced TA as learning mentor to Work with individuals	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3, 6

and small groups to accelerate progress.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Membership to The National College to ensure access to high quality CPD for all staff members	<a href="#">Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</a> <a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2,,3,4.5
Maths for Life intervention. Increase confidence in maths in school and at home.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,6
Embed whole class reading across the school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,3
To use metacognitive teaching strategies to support deeper learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 2 , 5

Reader Word Wasp / Toe by Toe	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a>	
Ongoing training and support for ELSA to support children with their emotional literacy.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3,6
Teacher to qualify as Mental Health First Aider.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	3,6

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted nurture support for individuals whose barrier to learning is anxiety and emotional needs.	<a href="#">EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</a> -	4
To ensure equality of access for disadvantaged pupils to access school day visits /residential visits	<a href="https://www.yesfutures.org/post/2018/04/10/the-importance-of-residential-trips#:~:text=Residential%20trips%20lead%20to%20improved,such%20as%20confidence%20and%20resilience.">https://www.yesfutures.org/post/2018/04/10/the-importance-of-residential-trips#:~:text=Residential%20trips%20lead%20to%20improved,such%20as%20confidence%20and%20resilience.</a>	1, 4,
Free Breakfast & ASC club place for key pupils and families who need support with attendance and punctuality.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme</a>	5, 6
Sports Coach provides lunchtime clubs 2 days per week.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nationalschool-breakfast-programme</a>	5,6

Quiet club run at lunchtime by senior school staff.		

**Total budgeted cost: £ 31,080**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<i>EYFS – GLD 2023-24</i>		
	<i>School</i>	<i>National</i>
<i>All Children</i>	70%	68%
<i>PP Children</i>	60%	52%
<i>Phonics Screening 2023-24</i>		
	<i>School</i>	<i>National</i>
<i>All Children</i>	60.9%	80%
<i>PP Children</i>	75%	68%
<i>End of KS2 RWM Combined 2023-24</i>		
<i>EXS+ at end of KS2</i>	<i>School</i>	<i>National</i>
<i>All pupils</i>	76%	61%
<i>PP pupils</i>	60%	46%

### 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.*

<b>Programme</b>	<b>Provider</b>
Dyslexia Gold	Engaging Eyes
TTRS	TTRS
Maths Mastery	White Rose
Monster Phonics	Monster Phonics



## 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%.*