

# 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	171
Proportion (%) of pupil premium eligible pupils	12.8%
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 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Alyson Frost
Pupil premium lead	Alyson Frost
Governor / Trustee lead	Amanda Garrett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330
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>	£33,330

# 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	Our assessment and observations have shown that many of our PP cohort require extra support to develop communication skills and the vocabulary needed to engage fully in the curriculum.
2	Internal and external data has identified a gap in attainment in reading, writing and maths for some of the PP cohort. This is often due to gaps in basic skills present on entry and compounded by low attendance or SEND.
3	Our observations and pupil voice identify personal, social, and emotional development as a significant barrier to learning and thriving for many of our PP cohort. Providing support to develop emotional regulation skills and resilience are key areas to strengthen.  A significant number of families have complex home lives. Time is needed to build meaningful relationships with families, including social, emotional, and mental health support.
4	Our observations and pupil voice shows that some of our disadvantaged children feel less successful at school and in their learning. We want to address this with high quality teaching and feedback as well as support to widen their aspirations in school and beyond through enrichment opportunities.
5	Our attendance data shows that, despite significant improvements, some of the PP cohort continue to have low attendance or are persistent absentees. This is a complex and nuanced challenge which often requires an individual response on top of a clear tracking and graduated approach.

## 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 the expected standard in all National tests across the school. More pupils are able to communicate with their peers successfully in social situations.	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 wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing by 2025/26 demonstrated by:  behaviour analysis and teacher observations around behaviour  an increase in participation in enrichment activities, among disadvantaged pupils
To improve attendance and punctuality 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: £ 20,000

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	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.	1, 4

effectively.	<a href="#">Improving English in KS1</a> <a href="#">Improving English in KS2</a>	
Invest in Forest School Training for teacher to ensure continuity and sustainability	Outdoor learning is proven to improve mental health and wellbeing which leads to better overall performance.	
Develop 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
Engagement in When The Adults Change CPD	Developing relational practice and consistent approach to behaviour in school will reduce EBSA and lead to more positive learning behaviours.	1,2,3,4,5
CPD The Write Stuff	High quality first teaching of English. Increase in engagement and access.	
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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of WELLCOMM screening for early language intervention.	Early language interventions improve communication and reading readiness. WELLCOMM provides diagnostic insight enabling precise, early support for pupils with delayed speech and language.	1,2
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

Literacy Gold	Literacy Gold is a well-known on-line reading programme. Costs include training for English leads, teachers and teaching assistants. Training is essential for the successful delivery of this programme	1, 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,000

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="https://www.educationendowmentfoundation.org.uk">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. Quiet club run at lunchtime by senior school staff.	<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
OPAL (Outdoor Play and Learning) CPD for staff	<a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</a>	1,4,5

**Total budgeted cost: £ 34,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>EYFS – GLD 2024-25</b>		
	<i>School</i>	<i>National</i>
<i>All Children</i>	65%	68%
<i>PP Children</i>	33%	52%

  

<b>Phonics Screening 2024-25</b>		
	<i>School</i>	<i>National</i>
<i>All Children</i>	85%	80%
<i>PP Children</i>	85.7%	67%

  

<b>End of KS2 RWM Combined 2024-25</b>		
<i>EXS+ at end of KS2</i>	<i>School</i>	<i>National</i>
<i>All pupils</i>	63% (23% GDS)	62% (8% GDS)
<i>PP pupils</i>	0 (2 pupils)	47%
<i>PP Pupils MATHS</i>	50%	58%
<i>PP Pupils READING</i>	100%	53%

### 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	Literacy Gold

TTRS	TTRS
Maths Mastery	White Rose
Monster Phonics	Monster Phonics
TWINKL	TWINKL
The Write Stuff	Jane Considine Education

# Further information (optional)