Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

School Name	Milton Parochial Primary School
Number of Pupils in School	37
Proportion (%) of Pupil Premium Eligible Pupils	13.5%
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027 Y2 of the plan (2025-26)
Date this Statement was Published	November 2025
Date on Which it will be Reviewed	Review 1: December 2025
	Review 2: March 2026
	Review 3: July 2026
Statement Authorised By	Trust AIO
Pupil Premium Lead	Rachel Scott
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,220
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0.00
Total budget for this academic year	£10,220

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

We are committed to improving the achievement of disadvantaged pupils, which is integral to all key priorities in our improvement plan relating to the quality of education. Our

intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, emotionally or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three-tiered approach has quality first teaching, at a high standard, at the core of our pupil premium strategy, proven to have the greatest impact on closing the disadvantage gap. This will then, at the same time, benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed thus enabling our disadvantaged pupils to achieve their full potential.

All colleagues take responsibility for the whole school approach for disadvantaged pupils' outcomes and raise expectations for all, regardless of background.

Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension and fluency in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2

5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Retention of maths facts, times tables and core arithmetic knowledge is less for disadvantaged pupils that non-disadvantaged pupils.	1, 2
6	Many pupils and their families have identified an increase in social and emotional issues for such as anxiety. These challenges can impact any child, but seem to impact pupil premium children more, which often impacts attendance to school and/or lesson, and attainment.	3
7	Our assessments, observations and discussions with pupils and families have identified limited social opportunities and reduced opportunities to develop cultural capital, in relation to peers.	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS1 and KS2	2	KS2 reading outcomes in 2025/26 to show that 100% of disadvantaged pupils met the expected standard.
Improved reading fluency among disadvantaged pupils.	2, 6	Reading fluency data shows an increase from baseline for all disadvantaged pupils.
Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2.	2, 3, 6	KS2 writing outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2025/26 show that more than 50% of disadvantaged pupils met the expected standard.

Improve scores over the academic year for maths facts, times tables/number bonds and arithmetic.	5	All disadvantaged pupils will make progress from their baseline assessments for maths facts, times tables/number bonds and care arithmetic knowledge.
Improved wellbeing for all pupils, including those who are disadvantaged	6	All pupils will have good levels of wellbeing due to personnel and systems being in place to support pupils. Pupil and parent voice will demonstrate that support is effective. Pupils have good attendance, achieve well and take part in enrichment activities.
To achieve and sustain improved attendance and engagement in activities that provide social and cultural capital opportunities for disadvantaged pupils. .	7	Sustained engagement in music and sporting activities and attendance on school trips and residential visits.

Activity in this Academic Year

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *5604*

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action in all subjects. We will continue to: • Access Trust CPD • Maintain a strong focus on QFT in our internal CPD programme with use of a systematic and effective coaching programme • Access to QFT and Learning Coach to work alongside class teachers and TA's.	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	1, 2, 3, 4, 5

Consistent implementation of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: • Access training by Little Wandle. • Provide regular non-contact time for our Phonics Lead to • work with class teachers, TAs and external consultants. • Purchase further resources to deliver the scheme	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving alongside implementation of maths facts, times tables/number bond knowledge and arithmetic factual knowledge. We will continue to: • Access Trust CPD on maths • Maximise support from the Trusts' Maths consultant, including purchasing recommended Trust-wide maths resources to support delivery. • Coach staff in delivering high quality maths lessons alongside our QFT approach • Provide online tools for all children to access to embed number fact knowledge • Implement low stake quizzing in maths to assess knowledge and quickly address misconceptions and gaps in knowledge	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	5

• Coaching time with senior leader for all class teachers and subject leaders to ensure the highest quality teaching for all children.	Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014). (EEF)	1, 2, 3, 4, 5

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *2090.00*

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 3, 4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	5

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *2521.00*

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Providing funding for pupils to attend activities and visits that they may not otherwise be able to attend, including: • Extra curricular sports clubs • Peripatetic music lessons • Off site visits and residential visits • Access to free breakfast and after school clubs	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. (EEF) There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (EEF) There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. (EEF).	7
Providing funding for pupils for items that will improve children's health or self-esteem, and which families may find difficult to afford. This includes: • School milk • School uniform	There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity… There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. (EEF)	

Provide mental health and wellbeing coach for disadvantaged pupils	Sir Kevan Collins, EEF chief executive, comments: *Any primary school teacher will tell you that, alongside the 'core business' of teaching literacy and numeracy, a large and often unrecognised part of their job involves addressing children's emotional, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.*	6

Total budgeted cost: £ 10,220

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal assessments during 2024/25 showed that the performance of disadvantaged pupils in comparison with their peers has continued to strengthen overall but this is not yet consistent across all three areas of the core curriculum. However, assessments show the progress of the majority of disadvantaged children across Reading, Writing and Maths was good or better from their starting points. This demonstrates that although not all outcomes we aimed to achieve in our previous strategy by the end of 2025 were fully realised, they had a broadly positive impact on progress for the majority of disadvantaged children.

QFT for all pupils was at least good in 2024 / 2025 which enabled learners to make progress from their starting points as seen in school internal data tracking systems. Staff access high quality QFT training alongside 1:1 coaching in-school and peer development opportunities.

The attainment gap for disadvantaged pupils remains wider than non-disadvantaged children. Monitoring shows that some disadvantaged children did not gain key formative skills in writing and maths during the pandemic and have struggled to secure key concepts that were, missed despite interventions. As a result, some children have not yet achieved fluency in mathematics and automaticity in writing. This is being addressed effectively to ensure that through CPD, coaching and high quality resources that early key concepts are secured in EYFS and KS1 and outcomes are in line with peers. This can be seen through 100% of disadvantaged children achieving the expected level in phonics. This now needs to be maintained to promote progress throughout the school and ensure the attainment gap reduces.

Monitoring shows that the coaching model enabled by the PP grant (Tier 1 – 24/25) has improved the teaching of maths but the full impact of the outcomes has not yet been seen. Our analysis shows that the programme of coaching and training provided through the Trust and enabled by the PP grant (Tier 1 – 24/25) for English is having a positive outcome for QFT and on progress and outcomes for disadvantaged children. This now need to be maintained to ensure that these improved outcomes are sustained over time.

Disadvantaged pupils accessed a range of extra-curricular opportunities including sports clubs, breakfast club and music lessons. These were important to develop skills for this group of children to ensure they have access similar to opportunities to non-disadvantaged children. Children were able to take part in competitive sports using the skills they had access to as part of this extra provision.

The impact of pastoral support has continued to be significant, particularly in supporting the SEMH needs of disadvantaged children. The provision of a mental health practitioner through the PP grant (Tier 3 – 2024/25) has ensured that children have a safe space to share concerns and worries, alongside family networks, and has enabled them to develop strategies to support emotional regulation which they are able to use in class. This has ensured that they are ready to learn and access the curriculum.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
RM Assessment	RM / Hodder
Little Wandle Phonics Programme	Little Wandle