

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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

Detail	Data
School name	Milton Parochial Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Rebecca Osborne
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,841
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 11,841

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 in KS2 than their peers in readiness for secondary school.	1, 2, 3

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, 3
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, 3
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.	1, 2
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 we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Challenge Number	Success criteria
<i>Improved phonics outcomes for disadvantaged pupils.</i>	1	<i>Phonics outcomes in 2024/25 show that disadvantaged pupils met the expected standard in the phonics screening check.</i>
<i>Improved reading attainment among disadvantaged pupils at the end of KS1 and KS2</i>	2	<i>KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</i>
<i>Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2.</i>	2,3	<i>KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</i>
<i>Improved oral language skills and vocabulary among disadvantaged pupils.</i>	4	<i>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.</i>
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	5, 6	<i>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</i>
<i>To achieve and sustain improved attendance and engagement in activities that provide social and cultural capital opportunities for disadvantaged pupils. .</i>	7	<i>Sustained engagement in music and sporting activities and attendance on school trips and residential visits.</i>

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.

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

Budgeted cost: **£5907**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action in all subjects.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD • maintain a strong focus on QFT in our internal CPD programme with use of a systematic and effective coaching programme 	<p>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 (<i>EEF</i>)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • 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 	<p>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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1</p>
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<p>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 (<i>EEF</i>)</p>	<p>5, 6</p>

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

Budgeted cost: £3132

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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	5, 6

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

Budgeted cost: £2802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing funding for pupils to attend activities and visits that they may not otherwise be able to attend, including:</p> <ul style="list-style-type: none"> • Extra curricular sports clubs • Peripatetic music lessons • Off site visits and residential visits • Access to free breakfast and after school clubs 	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. (EEF)</p> <p>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 through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (EEF)</p> <p>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)</p>	<p>7</p>
<p>Provide curriculum books for children to use at home, linked to termly planning.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF)</p>	<p>4, 7</p>

Total budgeted cost: £11841

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 2022 to 2023 academic year.

Our internal and national assessments during 2022/23 showed that the performance of disadvantaged pupils was broadly in line with non-disadvantaged pupils in key areas of the curriculum from pupils individual starting points. The outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were completed and had a positive impact on the outcome for the vast majority of disadvantaged pupils.

Disadvantaged pupils were able to access a range of extra-curricular opportunities including sports clubs and residential visits. These were important to develop skills for this group of children which had been difficult to provide during COVID school closures. Children were able to take part in competitive sports using the skills they had access to as part of this extra provision.

This academic year we are using funding to provide small group interventions in phonics, reading and times tables. Alongside this, a comprehensive CPD programme for staff to ensure highly effectively QFT in all subject areas which uses coaching to drive forward improvement.