

Milnthorpe Primary School

Pupil Premium Strategy and Impact Statement – 2020/2021

Summary Information					
Academic Year	2020/2021	Total PP Budget	£24210	Date of most recent PP Review	n/a
Total Number of Pupils	178	Number of Pupils eligible for PP	18	Date for next internal review of this strategy	01/20
Current Attainment – 2020 outcomes and progress data					
	Year 6 (Sats)		Whole School		
	Pupils eligible for PP (your school) – 2020 Teacher predicted assessment based on March 2020 (pre covid lockdown) 4 children	Pupils not eligible for PP (all pupils) 2020 Teacher predicted assessment based on March 2020 (pre covid lockdown)	Pupils eligible for PP – CP6 – Based on March 2020 assessment levels against end of year expectations.	All Pupils CP6 Based on March 2020 assessment levels against end of year expectations.	
% achieving at age related expectation or above in reading, writing & maths	75%	81%	Not available	Not available	
% making at least expected progress in reading (or equivalent)	75%	81%	44%	52%	
% making at least expected progress in writing (or equivalent)	75%	81%	33%	49%	
% making at least expected progress in maths (or equivalent)	100%	96%	39%	49%	
Barriers to future attainment (pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Combination of barriers including additional SEN needs (4 pupils)				
B.	Emotional difficulties including poor self-esteem				
C.	Limited self-help skills				
External Barriers (issues which also require action outside school, such as low attendance)					
D.	Additional support from external support – family support and play therapy				

Desired Outcomes (Desired outcomes and how they will be measured)		
A.	Disadvantaged children making similar progress to their peers (nationally) from similar starting points.	Learning outcomes in line with or better than national outcomes.
B.	Improved social skills and interaction with peer group.	Improvement in observed behaviours.
C.	Greater levels of independence when working in class.	Improvement in observed behaviours.
D.	Increased levels of participation in school events and activities (attendance at events/trips/clubs).	Increased participation.

Planned Expenditure

Academic Year 2019 - 2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will review implementation?
Disadvantaged children making similar progress to their peers (nationally) from similar starting points. Greater levels of independence when working in class.	Implementation of additional class based support on a scheduled basis. Regular review and evaluation based on impact on 'desired outcomes' as identified above.	Focused support and teaching for specific pupils to improve ability to access whole group teaching in class situations (focus, study skills, learning behaviours etc.)	Observation and evaluation of teaching. Improved pupil outcomes. Improved pupil outcomes	AH	½ termly pupil progress meetings Routine assessment points.
Total budgeted cost					£10000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will review implementation?
Disadvantaged children making similar progress	Focused TA support for specific children,	Focused support and teaching for specific	Observation and evaluation of teaching.	AH	Termly pupil progress meetings and at regular

to their peers (nationally) from similar starting points	including the development of learning behaviours.	pupils to improve ability to access whole group teaching in class situations (focus, study skills, learning behaviours etc.)	Improved pupil outcomes		intervals based on informal staff dialogue, pupil developments and presenting concerns.
Greater levels of independence when working in class	Purchase of pupil specific IT based learning packages	Increased engagement and independent access to the curriculum	Observation and evaluation of teaching. Improved pupil outcomes.	AH	Termly
Improved social skills and interaction with peer group. Greater levels of independence when working in class.	Specific counselling and support for vulnerable pupils Participation in clubs to support social interaction	Improved self-esteem, attitude and engagement.	Observation and evaluation of teaching. Improved pupil outcomes.		Termly
Total budget cost					£10000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will review implementation?
Increased levels of participation in school events and activities (attendance at events/trips/clubs) Improved social skills and interaction with peers	Funding of additional sports provision, clubs and attendance on trips and visits. Funding to support participation in music, dance and cultural activities and events.	Increased participation ensures pupil engagement and progress. Improved outlook and self-esteem.	Regular review of outcomes for children. Positive discussion and feedback from parents about enhanced opportunities.	AH	Termly
Total budgeted costs					£4000

Pupil Premium Strategies

- Increase use of volunteer readers in EYFS to close gap in children's interactions with adults in support of reading and communication. (targeted at disadvantaged chn). Need highlighted at Pupil Premium Conference. Research led to suggest huge deficit of adult interactions for disadvantaged children prior to attending school. **To be re-established once safe (Covid)**
- EYFS – regular visits to Hartland House Old people's Home – to increase interaction with adults in support of reading and communication. (Whole class Nursery) Research led to suggest huge deficit of adult interactions for disadvantaged children prior to attending school. **To be re-established once safe (Covid)**
- Purchase of Reading Pro – IT. To encourage all chn (specifically disadvantaged to engage with reading at home)
- Purchase of mathletics – IT. To encourage all chn (specifically disadvantaged to engage with maths at home)
- Focused questions and feedback in lessons. All teachers aware of disadvantaged pupils in class and target at least one question daily in English and maths to support. Teachers also provide at least one piece of verbal feedback during English and maths to specific disadvantaged chn.
- Dignity in dementia – charity work. Enhanced opportunities to work with adults in the community and to improve the welfare of elderly people. (social skills development – disadvantaged pupil lacking appropriate opportunities outside of school)
- Disadvantaged children's work to be marked first.
- Running club specifically targeted at disadvantaged children. (offered first). **To be re-established once safe (Covid)**
- Financial support provided to families to support attendance at extra-curricular activities and trips. **To be re-established once safe (Covid)**
- Kidsafe lessons to support pupil welfare. (particular need of disadvantaged chn)
- Invested in new PSHE curriculum
- Targeted support of TA's to support disadvantaged children.
- Extra-curricular clubs – provided by staff – (priority to PP children) **To be re-established once safe (Covid)**
- Head for the hills (yr 6 PP chn invited as a priority) **To be re-established once safe (Covid)**
- Curriculum enrichment – support for music tuition (guitar and flute) Guitar purchased for disadvantaged boy.
- Reading buddies (year 6 and year 1) – Older children acting as reading role models **To be re-established once safe (Covid)**
- Pastoral support – Jayne Gladwin – ad hoc support for social issues (18 pp children)
- Mental health focus – Jayne Gladwin
- Attendance of disadvantaged children monitored
- Data analysis and half-termly progress meetings. (specific questions and analysis of PP chn)
- Play therapist/counsellor – Targeted support for pupils with pastoral/social/home life issues
- Head Teacher support – weekly focus group maths and English (Predominantly Y6)
- Breakfast maths club Year 6 (targeted PP plus additional)
- After school homework club year 6 (all children)
- Year 4 – Music wider opportunities – flute lessons and provision on loan of an instrument per child.

- Supported transition to secondary schools. (targeted pupils including pp – where necessary). Additional visits and provision of key member of Dallam staff to support.