

# Pupil premium strategy statement – Milnthorpe Primary School – September 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Milnthorpe Primary School
Number of pupils in school	Autumn term 2021 Rec-Y6 169 Nursery 12
Proportion (%) of pupil premium eligible pupils	Rec-Y6 8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1 <sup>st</sup> October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Hyde
Pupil premium lead	
Governor / Trustee lead	Julie Mulinga

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20438
Recovery premium funding allocation this academic year	£9400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29438

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives for disadvantaged pupils are:*

*That they make similar progress to their peers from similar starting points and achieve learning outcomes in line with or better than national outcomes.*

*That they have achieve good levels of social skills and interaction with their peer groups.*

*That they have greater levels of independence when working in class*

*That they have high levels of participation in school events and activities (attendance at events/trips/clubs).*

*Our current pupil premium plan supports children by providing targeted interventions to provide one to one support and small group work; professional development of staff; provision of play therapy to aid mental health – these strategies support our objectives.*

*The key principles of our strategy are to provide additional staff and to invest in staff development – particularly around intervention strategies, mental health awareness and support.*

*Ultimately to provide rounded education and characteristics that lead to successful employment opportunities in the future for all children.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Combination of barriers including additional SEN needs (4 pupils)
2	Emotional difficulties including poor self-esteem
3	Limited self-help skills
4	Children enter Nursery and Reception with aspects of development that are below age-related expectations, in particular: communication and language, understanding, speech, maths (number and space, shape/measures), emotional development and physical development.

5	Some pupils come from homes that are not always able to support a positive reading culture and do not have easy access to quality books and reading environments. This in turn impacts on reading and writing.
6	Some pupils do not have access to additional opportunities
7	Impact of Covid on learning, particularly of disadvantaged 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
Disadvantaged children making similar progress to their peers (nationally) from similar starting points	In-year progress of disadvantaged pupils to be in-line with peers. Evidence of gap closure
Greater levels of independence when working in class	Increased engagement and independent access to the curriculum of disadvantaged pupils. Reduced reliance on adult support to meet learning objectives.
Improved social skills and interaction with peer group.	Improved self-esteem, attitude and engagement of disadvantaged pupils.
Increased levels of participation in school events and activities (attendance at events/trips/clubs)	Increased participation having led to increased pupil engagement and progress.  Improved outlook and self-esteem.

## 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: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased teaching assistant hours to provide one to one support to meet individual learning needs</i>	DFE research published November 2015 <i>Supporting the attainment of disadvantaged pupils. Briefing for school, leaders.</i>	1,3,4,5,7
<i>CPD teachers and teaching assistants</i>	Teacher development trust <i>Why is CPD so important?</i>	1,2,3,4,5,6,7

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased teaching assistant hours to provide one to one support to meet individual learning needs – provision of ‘one to one’ interventions.</i>	In school observation of progress of targeted interventions such as ‘toe by toe’ and ‘alpha to omega’.	1,3,4,5,7

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

Budgeted cost: £ 8438

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Provision of play therapy</i>	In school evidence of improved behaviour and attitudes from children attending play therapy.	2
<i>Provision of 'kids safe'</i>	Nationally recognised organisation and programme supporting children's safety and well-being.	2
<i>Purchase of IT based learning packages</i>	Increased engagement of boys with learning.	1,3,4,5,7
<i>Funding of additional sports provision, clubs and attendance on trips and visits.</i>	All children able to attend all visits and residential activities. Children seen to benefit emotionally and increase confidence through attendance.	2,6
<i>Funding to support participation in music, dance and cultural activities and events.</i>	All children able to study a musical instrument. Broad range of evidence in support of learning a musical instrument improving a wide range of developmental advantages.	2,6

**Total budgeted cost: £ 29,438**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*At Milnthorpe School we provided Year 6 children with end of year SATs papers (past papers). The children undertook the assessments under 'exam' conditions and the papers were marked using the published marking schemes. The school was able to use the results to compare outcomes for all children and to identify progress of disadvantaged children.*

*The results indicated that the overall performance was in line with previous years national averages across maths, reading and writing.*

*In terms of disadvantaged pupils the outcomes were as follows:*

*Writing: 4/7 at expected levels. Reading 6/7 at expected 1 at greater depth. Maths 5/7 at expected 1 at greater depth. Progress of those not achieving expected levels were at a level that was predicted through teacher assessment.*

*All children in Year 4 undertook the times tables assessment.*

*2020/21 cohort Year 1 children will be tested in Autumn term (2021) using phonics screening (i.e. in year 2)*

### 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 children). 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.