Pupil Premium Strategy Statement 2019-2022

Our Vision

At Milton Primary Academy, we believe all pupils have an entitlement to achieve their potential regardless of their circumstances. As an academy, we will provide opportunities to break through the barriers, increase learning and resilience. We place inclusivity at the heart of all that we do. We make it our duty to understand the community in which our pupils come from, so that we have a clear understanding of need. We take into account our local context, system support and the research evidence from the Education Endowment Foundation Guidance, to ensure that teachers and support staff have the expertise and resources to help **every child** to have an equal opportunity to succeed.

Key priorities 2020-2021

To reduce the gap created by the impact of COVID-19

Increase the percentage of PP children making accelerated progress across their academy journey

Increase the percentage of PP children who reach greater depth expectations

To provide every child with the articulation skills needed to excel in their academic career and chosen profession

2019-2020 (changes made in colour)		2020-2021(changes made in colour)		2021-2022(changes made in colour)	

Summary information

School	Milton Primary Academy				
Academic Year	2020/21	Total PP budget	£150,200	Reviewed on	Jan' 21
Total number of pupils	417	Number of pupils eligible for PP as of September 2020	33%	Date for next internal review of this strategy	Mar' 21

2019-20 funding for 105 eligible pupils x £1320, 1 Post LAC with £2600 attached and 4 service children at £300 each.

Cohort for 2019-20 based on 2019 reception intake = x eligible pupils, x Post LAC and x service

Dec update- 114 PP children on register, 2 LAC children, 2 post LAC children and 4 service children.

September update – 127 PP children on register, 6 LAC children, 2 post LAC children and 6 service children

Key priorities

- Close the gaps for all groups of children due to Covid-19
- Increase the percentage of PP children making accelerated progress across their academy journey
- Increase the percentage of PP children who reach greater depth expectations

Cohort information for 2019 - 2022

Characteristic	Percentage of academy 19-20	Percentage of academy 20-21	Percentage of academy 21-22		Percentage PP in group 19-20	Percentage PP in group 20-21	Percentage PP in group 21-22
Boys	49.7%	49.7%			26%	27%	
Girls	50.3%	50.3%			29%	36%	
SEN support	8%	9%			61%	55%	
EHC plan	0.4%	0%			0%	0%	
EAL	4%	4%			33%	31%	

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Assessment data

EYFS 2018-2019 (updates for academic year not available due to removal of statutory testing 2020 caused by the impact of COVID-19)					
Current academic data	Pupils eligible for PP (13)	All pupils (59)	National average for all children	Whole academy data from previous 2 years	
				2016-17	2017-18
Good level of development (GLD)	42.9%	70%	71.8%	72%	75%
Reading	42.9%	71.7%			
Writing	42.9%	70%			
Number	57.1%	80%			
Shape	57.1%	80%			

Year 1 phonics screening check – 2018-2019 (updates for academic year not available due to removal of statutory testing 2020 caused by the impact of COVID-19)					
Pupils eligible for PP (18)	All pupils (59)	Academy data	National average for PP pupils	Whole academy data from previous 2 years	
				2016-17	2017-18
53/60 (88%)	13/16 (81%)	88%	71%	71%	81%

End of KS1 – 2018-2019 (updates for academic year not available due to removal of statutory testing 2020 caused by COVID-19)					
Current academic data	Pupils eligible for PP (26)	All pupils (60)		Whole academy data from previous 2 years	
		Academy data	National average for PP pupils	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	45%	67.8%			
% making expected progress in reading	60%	73%	62%	77%	72%
% making expected progress in writing	55%	71%	55%	70%	70%
% making expected progress in maths	65%	76%	62%	77%	72%

End of KS2 –2018-2019 (updates for academic year not available due to removal of statutory testing 2020 caused by COVID-19)					
Current academic data	Pupils eligible for PP (21)	All pupils (58)		Whole academy data from previous 2 years	
		Academy data	National average for PP pupils	2016-17	2017-18
% achieving expected standard or above in reading, writing and maths	45%	66%	51%	42%	38%

% making expected progress in reading	59%	74%		52%	58%
% making expected progress in writing	55%	74%		65%	71%
% making expected progress in maths	68%	79%		55%	63%

Barriers to future attainment (for pupils eligible for PP including high ability)		Outcomes	
In-school barriers		**Desired outcomes**	**Success criteria**
A.	**Low attaining starting point** for current Nursery and Y1; Speech and language is a barrier, identified by the LA as low level skills on entry	- Accelerated learning during Nursery leads to pupils entering Reception closer to national norms. - During the nursery class year, pupils make accelerated progress which will lead them to entering reception with national norms. - Significant impact on pupils' speech and language levels from implementation of the opportunity area S & L programme. - Baseline pilot for Early Adopter	The gap closes between PP and non PP pupils as the children move from Nursery and into FS2 and Y1.
B.	FS/KS1 children basic skills including listening, attention, phonics, early reading, writing and maths low on entry	- Accelerated learning during Nursery leads to pupils entering Reception closer to national norms. - Continue to develop and refine early intervention to close gaps for disadvantaged pupils even further to increase the amount of children gaining GLD.	- The gap closes between PP and non PP pupils as the children move from Nursery and into FS2, FS2 into Y1 and Y1 into Y2 - National data for KS1 PP children is in line with national and is close to non-pp counterparts

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		• KS1 to offer additional phonics intervention and welfare support to ensure all children across KS1 make the national standards in their respective end of year examinations. • Taking part in the new Early Years Framework pilot in 2020-2021 to ensure the academy is ready to deliver statutory assessment in 2021. • Identify children whose attendance is below national and offer support. • Early help support to be offered for children who meet the threshold. • Nurture unit in place to identify children's needs and to offer early intervention to allow for support with learning behaviours.	• Intervention in place to support identified year groups.
C.	Lack of capacity within school to support pupils with mental health and well-being needs- all stages and ages	• Increased welfare support team with an additional TSA to offer SEMH interventions and increased the hours for support and capacity within the team. This is to support pupils with mental health issues. (EEF +4 months) • Increased amount of pastoral support in place through developing the Inclusion team and continued engagement with *The Better Together Project* to support families in need. • Additional TSA added to the welfare team and training needs are audited and planned for	• Increased welfare team, within the academy supporting pupils regularly, leading to positive impact for their well-being and subsequent attainment. Additional nurture support and specialist provision provided by TSA. Increased hours added to welfare staff. • CPD log shows sessions led by Home School Liaison worker to support with specific intervention for SEMH.
D.	Lack of engagement from parents/carers for vulnerable pupils - all stages and ages	• Increased welfare support team, to support families and encourage engagement from parents. • Increased use of social media to engage parents – aim for 20% improvement in likes	• Ground workers will be regularly engaging with parents through Early help intervention, leading to better outcomes pastorally and academically, with families feeling supported. Children settled in class

		and comments from parents and increase posts from all year groups to provide a snapshot into pupils' education	and engaged in learning, due to their basic needs being met. **Lockdown amendment** - Engagement of all learners is tracked and intervention is offered where needed via virtual means Any child struggling with issues linked to technology has been called and supported. Places in the academy have been offered where no engagement has been seen.
E.	SEND is a barrier to attainment for some PP pupils - all stages and ages	• SEND pupils progress and attain their potential, taking into consideration their individual and specific needs. • Increased support to Inclusion Team so that monitoring of PP pupils with SEND can be increased. • CPD needs of new members to the Inclusion Team will be audited and implemented to support transition in Autumn term.	• Children achieve and attain to their potential at all times.
F.	Accelerated progress to be made by a greater percentage of children to ensure that the gap narrows between attainment for PP and non-PP children.	• PP pupils progress to be monitored across the academic year at the three data points and fortnightly through monitoring cycle across all subjects by the leadership team and subject leads – books to show increased presentation and to show challenge to aid accelerated progress • Provision for PP students to be closely monitored across the academic year	• Increased percentages of PP children making accelerated progress across the academic year
G.	Further increase the percentage of PP children reaching greater depth expectations from their relative starting points	• PP pupils progress to be monitored across the academic year. • Provision for PP students to be closely monitored across the academic year	• Increased percentages of PP children meeting the greater depth expectations for their academic year – 10% in reading, 6% in writing and 10% in maths by end of year data entry **Lockdown amendment** – Maths support offered to all learners to access the work provided by teachers

H.	Provide a wide range of extra-curricular activities that at least 30% of pupil premium children participate in	• Offer a wide range of clubs to PP children and monitor interest to try to reach 30% uptake of all PP children. • Work with parents to ensure clubs are accessible. • Provide clubs during the day to ensure PP children can attend. • Promote clubs via academy social media	• Number of PP children accessing extra-curricular clubs to increase across the academic year

External barriers		**Desired outcomes**	**Success criteria**
A.	Attendance rates for pupils eligible for PP are below DFE Expected target of 96%.	• Increased attendance rates for pupils eligible for PP.	• Reduce the number of unauthorised absences among pupils eligible for PP for all key stages and in line with national • Decrease the number of 'late' and 'very late' for PP Pupils
B	Increased number of pupils and their families eligible for PP requiring support from the Families Welfare Co-ordinator	• Increased amount of pastoral support in place through developing the Inclusion team and continued engagement with *The Better Together Project* to support families in need. • Additional hours for welfare team to support parents with attendance.	• Increased parental engagement for all year groups in Early Help meetings and improved outcomes for parents and children (case studies) – improvement in contact and also working with the academy (measured through attendance and well-being) • Parents engage with the 'Sparkles' programme. • Additional staffing and allocated leadership time. Highly focussed monitoring and tracking of intervention and PP pupil progress each half- term.
C.	Vulnerable pupils & others unable to receive academic support and guidance from home	• PP children have more opportunities to hear stories including traditional stories. • Increased interventions inside and out of school hours, for reading, writing and maths – to accelerate progress. • Workshops to support parents to enable them to support their child's learning at home. • Sharing with parent's online tools and resources to support pupils i.e. My Maths	• Increased parental support and engagement, with strategies enabling pupils to access learning from home – 29 laptops provided during lockdown; internet connectivity routers plus data; all online resources audited for accessibility; parent surveys to gauge internet access and SLT to provide specific support to ensure all children online via phone calls home, support for staff and tutorial videos.

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and Rock Stars (Maths); Bug Club (Reading); facilitating children's learning independently.

- Sparkles programme for parents – developing parent self-esteem; in turn this supports children's welfare and their learning.
- Additional digital equipment to be sourced to support home learning
- Curriculum deficit documents target and track areas for support following COVID-19 in all subject areas.
- Remote lessons for blended learning delivered via YouTube to help with a wider range of device compatibility

1. Planned expenditure

Academic year: 2020 - 2021

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	Review
Accelerated learning during Nursery leads to pupils entering Reception closer to national norms. During the reception class year, pupils make accelerated progress which will lead them to	Targeted intervention Implementation of the opportunity area S & L programme. Enhanced vocabulary provision throughout the EYFS unit by developing	• Some pupils need targeted support to catch up. Targeted support delivered by a well trained and experienced practitioner (NFER research – developing staff effectively) • Developments in the past twenty years have	FS lead Pupil premium pupil progress meetings with SLT Regular data point entries each half term, which are monitored by the S & L programme lead from the LA.	MM (TLR) HoA EW (SENCo) JB (AHT)	**Half termly**

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entering Y1 with national norms. Significant impact on pupils' speech and language levels from implementation of the opportunity area S & L programme. Metacognition techniques to be developed across the academy to encourage learning by thinking.	learning areas, exposing children to a wider range of tiered vocabulary and supporting learnt knowledge through learning opportunities. Participation in the new Early Years Framework pilot. Metacognition initiatives to be used across the academy during teaching time and directed intervention sessions.	highlighted the importance of early language development, the range in individual variation, and the sensitivity language development has to environmental input (EEF). • Meta-cognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. (EEF +7 months)	Monitoring to indicate levels of metacognition and self-regulation are evident across the academy and are evident during fortnightly monitoring cycles. Sharing of best practice across the academy trust **Lockdown amendment** – Live phonics lessons added to provision to support early reading. Secret storyteller and enjoyment for reading shared on line each week for children to access at home and in the academy. Metacognitive strategies applied to pre-recorded lessons to aid children Self-regulation techniques shared on online learning platform to support leaners at home		
			Total budgeted cost	£25,000	

	ii. Targeted support				
Desired outcome	**Action**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review**
PP children have more opportunities to hear stories including traditional stories. Increased interventions inside and out of school hours, for reading, writing and maths – to accelerate progress – increased to ensure 20% of attendees are accessing PP funding	Year 6 pupils, lead story time club at lunchtimes for younger PP pupils Intervention timetable Immediate assessment of needs for all new PP pupils joining the academy resulting in prompt interventions addressing any learning gaps	Some small intervention group interventions by highly trained staff fits with the EEF and NFER research EEF states that teaching phonics has a very low cost, moderate impact (+4 months) EEF Research shows training in reading comprehension approaches has low cost, high impact (+5 months) DfE Code of Practice (2015, 1.2) sites 'Early intervention is a core principle underlying the Code of Practice'	Inclusion lead to monitor the impact of the interventions. **Lockdown amendment -** reading interventions and misconception interventions have been running for all children Research effectiveness of reading recovery and	JB (AHT) KE (English lead and Phase 2 lead) AJ (AHT and Phase 3 lead)	Half termly
Development of digital workshops (Milton memos) to support parents to enable them to support their child's learning at home.	Deliver workshops half termly via social media and provide information to parents, to enable them to support their child at home to ensure greater percentage of parents engage with workshops.	Parental support – EEF – moderate impact (+3 months) for moderate cost. [Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.]	Digital workshops 'Milton Memos' led by specialist staff that will pitch the training appropriately to address whole academy learning needs. Target a minimum of 400 views on post. Engagement to show an improvement in parents interacting with posts across the academy with 5% increase across the academic year.	JB (AHT) AJ (Science) KE (English) SR (Maths) Plus other subject leads over time	Half termly

Sparkles programme for parents – developing parent self-esteem; in turn this supports children's welfare and their learning.	Deliver Sparkles programme in conjunction with the Ed. Psychologist for identified families	Positive impact seen from 2019-20 group (Better Together project data) Parental support – EEF – moderate impact (+3 months) for moderate cost. [Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.]	Family welfare co-ordinator, completed Sparkles training led by Ed. Psychologist and signed off. Lockdown amendment – Sparkles group is now run remotely via Zoom.	JB LF and LP	Half Termly
SEND pupils progress and attain their potential. Taking into consideration their individual and specific needs.	Pupil passport targets are SMART to ensure they are achievable by all. PP provision map and SEND provision map need to be aligned and targeted support matched carefully to pupil's needs through use of EduKey	EEF blog - Supporting Pupils with SEND – high quality targeted intervention, high calibre TAs, calm environment for learning, access to quality first teaching and developing a holisitic understanding of a pupils and their needs.	Monitored by Inclusion lead and SENCo **Lockdown amendment** - Children who have not been able to access their learning from home have been invited into the academy to receive teaching provision Engagement of all other learners is tracked and intervention is offered where needed via virtual means	EW JB	Half Termly

Further develop extra-curricular provision to ensure PP children are experiencing a range of extra-curricular activities	Pupils identified to join extra-curricular groups Children were given choice as to which clubs were run. Continue to run in 2020-2021 to support increased uptake	Questionnaire to parent/pupil/teacher (based on SDQ (strengths and difficulties questionnaire for emotional & behaviour screening) to ascertain children's life skills, attitudes and learning behaviours as a before and after exercise to measure impact. Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment (EEF +2 months) Outdoor adventure learning allows children to have collaborative learning experiences with a high level of physical exertion. (EEF +4 months)	Participation of clubs to be monitored by AHT 20% of PP children to be accessing a sporting club Lockdown amendment - Forest school to be further enhanced with children having access to Forest School provision upon returning to school Forest schools to offer additional sessions to support children within the academy	AJ JB	Half termly
Increased percentage of children making greater than expected progress in Year 5 and Year 6	Increase the amount of targeted support in Year 5 (1 additional teaching support assistant) and Year 6 (1 additional teacher and 2 learning associates). Monitor progress of small group teaching interventions to ensure effective use of additional adult support. Phonics and reading support mentors added to aid intervention in early reading (all staff to be trained to provide support).	By increasing the amount of adult support within a year group, gaps can be identified and addressed quickly due to a reduction in class size. This means that targeted intervention can happen in a timely manner to reduce gaps in knowledge. Small group tuition – Y6 (EEF +4 months) Reduced class size – Y5 and Y6 (EEF +3 months) EEF Research shows training in reading comprehension approaches has low cost, high impact (+5 months) Metacognition (EEF+7 months)	Data to be rigorously monitored throughout the academic year to ensure accelerated levels of progress. Percentage of PP children making accelerated progress in targeted year groups to improve by 10%. **Lockdown amendment** - Engagement of all learners is tracked and intervention is offered where needed via virtual means Any child struggling with issues linked to technology has been called and supported. Places in the academy have been offered where no engagement has been seen.	JB HoA	Half termly
				Total budgeted cost	£70,000

iii. Other approaches

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Increased attendance rates for pupils eligible for PP (External barrier A)	Monitor attendance and office to follow up quickly on persistent absences. Family Welfare Assistant and EWO to support identified children. Family welfare Assistant to work with targeted pupils and their families Half Termly & Termly Rewards for those who have achieved 100% attendance Extended Summer Term Half-Term holiday to encourage families to take vacations during school holidays. Implementation of new attendance analysis report, showing PA and trends over time more clearly Attendance figures posted on Facebook every Friday to engage parents.	NFER research (June, 2013 Report 'Rapid Review of parental engagement and narrowing the gap in attainment for Disadvantaged Children) - we respond quickly to poor attendance and provide strong social and emotional support for children and through working with their families.	Additional traded time for the EWO so school is receiving regular support Attendance analysis document, reviewed monthly, with the family welfare co-ordinator, Attendance Office Member, New Welfare Team member, Inclusion Manager and Head of Academy. Including monitoring trends over time. SLA for Ed. Welfare - to support attendance.	Inclusion Manager Family Welfare Coordinator EWO	Monthly

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Increased amount of pastoral support in place through developing the Inclusion team and continued engagement with *The Better Together Project* to support families and children in need. (External barrier B and C)	'Sparkles' parenting course Increased hours for pastoral support member to take lead on Early Help so that Family Welfare Coordinator can focus on families with greater needs Nurture unit organised for September start Additional member of welfare team to administer behaviour interventions across the academy Self-regulation to be implemented across the academy to support behaviour	Training has informed us that children that have adverse experiences or trauma during childhood are not always able to access learning as readily as we had previously thought. Research suggests that being an Attachment Aware School and using associated strategies supports vulnerable pupils in managing their behaviour and therefore accessing learning. Buy in from SLT ensures success of the programme Behaviour interventions are supported to aid children to concentrate on their learning by overcoming behaviours that hinder attention (EEF +3 months).	Inclusion lead monitors that the training is put into practice and good practice shared. HoA attends the Better Together update meetings. Monitoring of behaviour policy to ensure effective use. Meetings to move online following COVID-19 restrictions. Lockdown amendment – Well-being section added to interactive learning platform Small nurture group running in the academy during lockdown 3.0	Family Welfare Coordinator Head of Academy Inclusion Manager	Ongoing throughout the year

Total budgeted cost	£55,000

Summary of actions taken and analysis 2019-2020	
Actions implemented	**Actions fully embedded / Actions no longer requiring monitoring**
Nurture unit organised for Spring 2 start (September implementation) Additional home learning support and increased contact during lockdown Differentiated work and support for those who need it while learning from home Introduction of Inclusion Team meetings that include link governor Additional phone calls made to parents during lockdown to check on well-being and family support for children learning from home Range of new incentives trialled to promote increased attendance across the academy including split between parental incentives and child incentives	Introduction of Inclusion Team meetings that include link governor Secret storyteller implemented on Facebook. Additional forest school groups added due to popular demand Family Welfare co-ordinator to spend ½ a day /week with Vulnerable PP Pupil to support with emotions and behaviour for learning – expected improvements in Boxall scores and learning behaviours reflected in classroom setting.

Summary of actions taken and analysis 2020-2021	
Actions implemented	**Actions fully embedded / Actions no longer requiring monitoring**
• Nurture unit organised for September start • Additional member of welfare team to administer behaviour interventions across the academy • Self-regulation to be implemented across the academy to support behaviour • Pupils identified to join extra-curricular groups • Implementation of online tracking provision for pupil passports (EduKey) • Metacognition techniques to be developed across the academy to encourage learning by thinking. • Additional teacher in Year 5 (Aut 1) to support accelerated progress rates of all children. • Additional staff in Year 6 to support accelerated progress rates of all children. • Behaviour support mentor added to welfare team • Reading and phonics mentors added to Year 1 and 2	TSA with teaching experience added to the Year 5 team for the remainder of the year.

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Summary of actions taken and analysis 2021-2022	
Actions implemented	Actions fully embedded / Actions no longer requiring monitoring

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