



Pupil premium strategy statement:

1. Summary information					
School	Milton School				
Academic Year	2018/19	Total PP budget	£81,650	Date of most recent PP Review	n/a
Total number of pupils	122	Number of pupils eligible for PP	77 (63%)	Date for next internal review of this strategy	Jan 2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected or above progress in English			English Upper School 100% Middle School 69% Lower School 100% Canalside 100%	%	
% achieving expected or above progress in Maths			Mathematics Upper School 100% Middle School 85% Lower School 100% Canalside 85%	%	
% achieving expected or above progress in PSED			PSED Upper School 95% Middle School 69% Lower School 89% Canalside 97%	%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Communication skills on entering are lower for some pupils eligible for PP than for other pupils, which may prevent them from making good progress throughout their years at Milton.	
B.	PP pupils need improved life skills in order to improve independence and quality of life chances post Milton.	
C.	Transitions into and throughout school and or college are a challenge for pupils with PP.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of emotional resilience and understanding.	
E.	Low levels of aspiration, resilience and study skills, which lead to low confidence. Pupil premium pupils often have poor home environments with a greater proportion of single parent families, transitional housing, generational wordlessness and a low level of self-esteem	
F.	PP pupils require support in accessing work, college and work experience placements including transport and equipment.	
G.	PP pupils require support to be able to access Visits /residential	
H.	PP pupils require support to access social activities/ sports clubs/ young person's associations scouts, guides etc.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in communication for all pupils eligible for PP and equality of progress with all pupils.	Pupils eligible for PP who require 1:1 or small group communication intervention receive this support. Communication skills improved.
B.	Improve the life skills of PP pupils across school. Monitored through life skills curriculum and school assessment system.	Improved life skills will enhance pupil's ability to live more independently. Improves their ability to access education and ultimately the world of work post Milton.
C.	High levels of support for all pupils eligible for PP during transitions to and during their time at Milton. Pupils transition well into and throughout school. Targeted monitoring of how pupils are settling into their new environment. Use school systems - Integris, CPOMs, PIVATs to assess effect of interventions on pupils attendance, behaviour, attainment	Pupils eligible for PP transitioned to Milton successfully. All pupils are supported for transitions during their school life at Milton and ensure pupils remain focused and calm, reducing anxieties and uncertainties. All pupils transitioned to the next stage after Milton.
D.	PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of school life. Counselling support for identified pupils. Opportunity to share anxieties/concerns and develop strategies. Use school systems - Integris, CPOMs, PIVATs to assess effect of interventions on pupils attendance, behaviour, attainment	Fewer behaviour incidents recorded for these pupils on the school system. All pupils who require additional 1:1 CSA support for interventions/actions have access to this targeted support. Identified pupils receive therapeutic support to help manage behaviours and cope with emotional trauma. Pupils able to cope and manage own behaviours.
E.	Family Liaison Officers support and involve families in school, Feeling of belonging and community is increased. Record contacts / interventions, how families are supported on CPOMs.	Improved relationships with families supports attendance, engagement and welfare of pupils. Improved consistent strategies to manage behaviours.

	Use school systems - Integris, CPOMs, PIVATs to assess effect of interventions on pupils attendance, behaviour, attainment	Families know they can get help and support from school and access this when needed. Families are more involved / committed to their children's education and the school community.
F.	Pupils can access work placements off site, improved aspirations for the future and extended experiences. Pupils better prepared for life beyond Milton. Targeted College Placements and transition Y11, Y10, Y9 Summer term Alternative Provision Placements Monitored by careers lead, acquisition of qualifications from college courses.	All pupils access college placements with appropriate equipment. No gaps. Pupil premium pupils all have quality work experience placements. Pupils better prepared for life beyond Milton. Pupils gain confidence and raised self-esteem. Raised attendance and engagement.
G.	Residential opportunity offered to pupils in each department. All pupils offered same opportunities for residential experiences. Theatre Groups/visits open to all.	Increased confidence. PP pupils develop independence, social skills and resilience being away from home / families. Increased knowledge and cultural development. New and extended experiences. All pupils have opportunity to access.
H.	All PP pupils who wish to will have access to outside clubs through support for transport or buying equipment and / or kit that is needed.	Increased confidence. Greater sense of inclusion. PP pupils develop independence, social and essential skills and resilience being away from home / families. Sense of community involvement, belonging. Increased knowledge, cultural development, and team working skills. New and extended experiences. Improved self-respect and self-worth. All pupils have opportunity to access.

5. Planned expenditure					
Academic year	2018 / 19				
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 you review implementation?
A. High levels of progress in communication for all pupils eligible for PP and equality of progress with all pupils.	Pupils eligible for PP who require 1:1 or small group communication intervention receive this support.	Ability to communicate is essential for learning. EEF - Communication and language approaches High impact for very low cost, based on extensive evidence.	Regular monitoring and tracking by Leaders and teachers. Regular delivery of programs provided by SALT and Communications team.	PP Champion SLT Class teachers SALT Comms team.	Jan 2019 £3,419
B. Improve the life skills of PP pupils across school.	Develop pupil's skills through the newly introduced PSED and Life Skills Curriculum introduce activities and tasks that are targeted at pupil's areas of need. Base these around real life situations that pupil's will face. Inclusion in social events within school ie. Café, tuck shop, discos.	There is wide recognition of the importance of such life skills, with 88% of young people, 94% of employers and 97% of teachers saying that they are as or more important than academic qualifications. In fact, more than half of teachers (53%) believe that life skills are more important than academic qualifications to young people's success and 72% believe their school should increase their focus on teaching life skills. LIFE LESSONS Improving essential life skills for young people Carl Cullinane and Rebecca Montacute – October 2017 Sutton Trust (2017) The State of Social Mobility in the UK. London: Sutton Trust	Teachers assess the children's progress both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the required learning objectives. Have clear expectations of what the pupils need to know, understand and be able to do at the end of each key stage to ensure that they are ready for the next stage in their education. Careful monitoring and assessment of the targeting and delivery of life skills programs for pupils.	PP Champion Class Teachers SLT	Jan 2019 £10,000
C. High levels of support for all pupils eligible for PP during transitions to and during their time at Milton. Pupils transition well into and throughout school.	Transition process in place based on individual needs of pupil.	Carefully planned and targeted intervention to ensure pupils transition to Milton and through each day successfully, engage in education and meet expected outcomes. Evidence www.autism.org.uk/about/transition/	Progress tracking for pupils Discussions around implementation of transition plans. Monitoring how pupils settle in new environment. Support included in relevant pupils BMP.	PP Champion Dept. Leaders Class teachers	Jan 2019 £4,004
Total budgeted cost					£17,423

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 you review implementation?
<p>D.PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school.</p> <p>Counselling support for identified pupils.</p> <p>Opportunity to share anxieties/concerns and develop strategies.</p> <p>Trained staff to mentor and counsel pupils.</p>	<p>All pupils who require additional 1:1 CSA support for interventions/actions have access to this targeted support.</p> <p>Identified pupils receive therapeutic support to help manage behaviours and cope with emotional trauma. Pupils able to cope and manage own behaviours.</p>	<p>Targeting support / mentoring for pupils who require it enables them to fully participate in all areas of school life and leads to improved engagement and attainment.</p> <p>Counselling support for identified pupils enables them to share and deal with anxieties / concerns that prevent them from accessing school and also help them to develop self-management strategies in order to alleviate behaviours associated with these.</p> <p>Emotional support will help them to deal with traumas they have or are experiencing.</p> <p>Evidence EEF High impact for very low cost, based on extensive evidence.</p>	<p>Pupils are monitored closely and tracked through our assessment system by teachers and senior leaders.</p> <p>Tracking of incidents on CPOMs.</p> <p>Use of, reviewing and updating of behaviour management plans.</p> <p>Relevant CPD for staff on mentoring and counselling young people.</p>	<p>PP Champion Dept. Leaders Teachers</p> <p>All staff</p> <p>Trained staff</p>	<p>Jan 2019</p> <p>£8,996</p> <p>£5000</p> <p>£1500</p>

<p>E. Improved relationships with families supports attendance, engagement and welfare of pupils. Improved consistent strategies to manage behaviours. Families know they can get help and support from school and access this when needed. Families are more involved / committed to their children's education and the school</p>	<p>Family Liaison Officers support and involve families in school, Feeling of belonging and community is increased.</p>	<p>There is some evidence that where parents are engaged pupils will make more progress in school.</p> <p>Evidence – EEF Moderate impact for moderate cost, based on moderate evidence.</p> <p>DfE – Review of best practice in Parental Engagement.</p>	<p>To engage effectively with parents, staff require training and coaching through continuing professional development.</p> <p>School needs to collect sufficient data on their own interventions, particularly relating to the impact on academic outcomes.</p> <p>Parental engagement must be embedded in a whole school strategy.</p> <p>The planning cycle will include a needs analysis; the establishment of mutual priorities; ongoing monitoring and evaluation of interventions.</p>	<p>PP Champion SLT Family Liaison Officers. Class Teachers</p>	<p>Jan 2019 £16,336</p>
<p>F. Pupils can access work placements off site, improved aspirations for the future and extended experiences. Pupils better prepared for life beyond Milton. Targeted College Placements and transition Y11, Y10, Y9 Summer term Alternative Provision Placements</p>	<p>All pupils access college placements with appropriate equipment. No gaps. Pupil premium pupils all have quality work experience placements. Pupils better prepared for life beyond Milton. Pupils gain confidence and raised self-esteem. Raised attendance and engagement.</p>	<p>Work experience is designed to bridge the gap between education and the world of work. It can help inform career choices, provide the opportunity for young people to prove themselves to an employer, and help instil the attitudes and behaviours expected at work the confidence and practical skills you need to succeed in the workplace.</p> <p>Evidence EEF - Moderate impact for moderate cost, based on moderate evidence.</p>	<p>Pupils are provided with the best possible work experience placements. Pupils also receive a wide range of preparation activities for future life: work-related learning activities, access to vocational courses, one-to one interviews, mock interviews, work experience fairs, careers fairs, post-16 information sessions 'and outside career events. This ensures that disadvantaged pupils can make informed decisions about their courses and choices and be very well prepared for their future lives beyond 16.</p>	<p>PP Champion KS4 Leader Careers Lead Class teachers</p>	<p>£15,000</p>
Total budgeted cost					£46,832

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 you review implementation?
Residential opportunity offered to pupils in each department. All pupils offered same opportunities for residential experiences.	Increased confidence. PP pupils develop independence, social skills and resilience being away from home / families. Increased knowledge and cultural development. New and extended experiences.	Field trips give children the opportunity to experience things that they might not ever do. It is proven that they acquire greater confidence and leadership skills, and had an impact on students' learning for a long time afterwards: Relationships between students their peers and teachers are often transformed positively by sharing experiences such as these. Arts-based approaches may offer a route to re-engage older pupils in learning.	Residentials are offered across all departments and open to all pupils. Make sure they are suitable for all the pupils involved. Ensure that they are well planned in advance involving pupils and their families.	PP Champion EVC Dept. Leaders Event Leaders All staff involved	Jan 2019 £6,672
Theatre Groups/visits open to all.	All PP pupils have opportunity to access extra curriculum activities, adventurous, fairs, café, productions, living language and enrichment days.	The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.	Make sure all staff involved are familiar with the pupils involved. Have backups in case of changes to staffing. Carefully check and risk assess any venues to be used.		£3000 £3,532
Curriculum Enhancement All PP pupils who wish to will have access to outside school clubs through support for transport, buying equipment or kit that is needed. Finance activities.		Evidence- EEF Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence.	Make sure all staff involved are familiar with the pupils involved. Have backups in case of changes to staffing. Carefully check and risk assess any venues to be used. Liaising with pupils and parents to discuss how we can support pupil's development outside school. Discuss what pupils require to be fully included and provide adequate support.		£5000
Total budgeted cost					£18,204
Total overall budgeted cost					£82,459

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Communication support funding		All pupils who required 1:1 or small group communication intervention received this support. Communication skills have improved. No gaps.		£3,175
Life Skills		1:1 and small group supported pupils in improving basic skills for life and preparations for post 16. Independent and safe travellers.		£3,000
0.4 teacher targeted to KS2		Targeted intervention to ensured pupils engaged in education and met expected outcomes.		£16,134 (£8,067 PP)
1:1 CSA inclusion support		Identified pupils accessed mainstream lessons, extending their opportunities.		£7,261

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupils transition well into and throughout school.</p> <p>PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of school life.</p> <p>Counselling support for identified pupils.</p> <p>Opportunity to share anxieties/concerns and develop strategies.</p> <p>Family Liaison Officers support and involve families in school,</p> <p>Work Related Equipment / Transport</p> <p>Targeted College Placements Y11 Y10 Y9</p>		<p>All pupils transitioned to Milton successfully.</p> <p>All pupils were well supported for transitions during their school life at Milton, ensuring pupils remained focused and calm, reduced anxieties and uncertainties.</p> <p>All pupils transitioned successfully to the next stage after Milton.</p>		£7,261
		<p>Further developed emotional resilience and understanding.</p> <p>Accessed opportunities to share anxieties/concerns and to develop and implement strategies.</p> <p>Pupils are more able to cope and manage own behaviours.</p>		£7,261
		<p>Identified pupils received therapeutic support to help manage behaviours and cope with emotional trauma.</p>		£2,500
		<p>Relationships were improved.</p> <p>Improved consistent strategies to manage behaviours.</p> <p>Parents and carers are more engaged. Outcomes for pupils are much improved.</p>		£7,261 (Main site) £3,630 (Canalside)
		<p>Pupils accessed work placements off site, future aspirations were improved and experiences extended.</p> <p>Pupils are better prepared for life beyond Milton.</p>		£4,500
		<p>All pupils accessed college placements with appropriate equipment. No gaps.</p> <p>Pupils are better prepared for life beyond Milton.</p>		£3,000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Theatre Groups/visits		Increased knowledge. Cultural development. Extended experiences. All pupils had opportunity to access.		£1,500
Residential Experiences		Increased knowledge. Cultural development. Extended experiences. All pupils had opportunity to access.		£1,500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk