



Pupil premium strategy statement:

1. Summary information					
School	Milton School				
Academic Year	2019/20	Total PP budget	£69,810	Date of most recent PP Review	n/a
Total number of pupils	120	Number of pupils eligible for PP	66 (55%)	Date for next internal review of this strategy	Jan 2020

School context
<p>Learners at Milton School have a diverse range of needs, as would be expected in a Special School setting. Attendance rates are high for the vast majority of learners eligible for the PP funding and punctuality is not an issue as learners arrive on LA transport. Many of the learners are diagnosed ASD but all have diverse needs and therefore diverse barriers to their future learning, progress and attainment.</p> <p>The way we overcome this is to use Data tracking that identifies the gaps – data tracking is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these are disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school. The academic interventions draw on whole-school funding. Interventions to support the ‘other factors’ then draw on Pupil Premium funding. All staff recognise and accept that the vast majority of pupils’ progress comes out of high quality teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of life skills and clear assessments that support learning.</p> <p>Staff training is a major focus to ensure that all pupils have access to high quality teaching and support.</p> <p>Strong careers information, advice and guidance – careers education, information and advice is very strong. Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. These pupils are provided with the best 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>Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.</p> <p>Through carefully planned interventions learners eligible for the Pupil Premium funding have, by the end of each academic year, outperformed (academically) learners not entitled to the funding, clearly showing that the spending has significant impact on learner progress.</p>

2.Current attainment	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school)</i>
% achieving expected or above progress in English	<u>English</u> Upper School 82% Middle School 94% Lower School 94%	<u>English</u> Upper School 86% Middle School 85% Lower School 92%
% achieving expected or above progress in Maths	<u>Mathematics</u> Upper School 82% Middle School 71% Lower School 91%	<u>Mathematics</u> Upper School 50% Middle School 38% Lower School 88%
% achieving expected or above progress in PSED	<u>PSED</u> Upper School 88% Middle School 89% Lower School 94%	<u>PSED</u> Upper School 86% Middle School 92% Lower School 92%

2. 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.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Staff are trained in delivering high quality communication strategies to all pupils. High levels of progress in communication for all pupils eligible for PP and equality of progress with all pupils.	Staff deliver high quality interventions to all pupils. Pupils eligible for PP who require 1:1 or small group communication intervention receive this support. Communication skills improved.
B.	Staff are trained to deliver high quality life skills curriculum. Improve the life skills of PP pupils across school. Monitored through life skills curriculum and school assessment system.	Staff deliver high quality teaching and learning to all pupils. 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. Staff are trained in the use of school systems - Integris, CPOMs, PIVATs, ePraise 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. All relevant staff are trained to use school systems to monitor pupil progress.
D.	Staff to be trained in delivering high quality guidance, mentoring and counselling interventions to pupils who require them. 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, ePraise to assess effect of interventions on pupils attendance, behaviour, attainment	Staff deliver targeted guidance and counselling to pupils who require it. 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.	<p>Family Liaison Officers receive up to date training on interacting with and supporting families. 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. Use school systems - Integris, CPOMs, PIVATs, ePraise to assess effect of interventions on pupils attendance, behaviour, attainment</p>	<p>Family Liaison Officers are well trained and confident in supporting families. 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 community.</p>
F.	<p>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.</p>	<p>All pupils access college placements with appropriate equipment. 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>
G.	<p>Residential opportunity offered to pupils in each department. All pupils offered same opportunities for residential experiences. Theatre Groups/visits open to all.</p>	<p>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.</p>
H.	<p>All PP pupils who wish to will have access to outside interests, clubs or associations that develop social skills and self-esteem. through support for transport or buying equipment and / or kit that is needed. Access to all events, activities in school</p>	<p>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.</p>

4. Planned expenditure					
Academic year	2019 / 20				
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.	Staff are trained in delivering high quality communication strategies to all pupils. Pupils eligible for PP who require 1:1 or small group communication intervention receive this support.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. 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 Support staff SALT Comms team.	Jan 2019 £3,419
B. Improve the life skills of PP pupils across school.	Staff are trained to deliver high quality life skills curriculum. 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.	There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. Spending on improving teaching might include professional development. Training and support for staff will support this. Ensuring an effective teacher is in front of every class, and that every staff member is supported to keep improving, is the key ingredient of a successful school and should	Delivery of high quality CPD in life skills teaching. Peer to peer observations by teachers and leaders to quality assure teaching and learning. 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. Through targeted assessment / real time feedback have clear expectations of what the pupils need to know,	PP Champion Class Teachers Support staff SLT	Jan 2019 £10,000

	Inclusion in social events within school ie. Café, tuck shop, discos, house events.	<p>rightly be the top priority for Pupil Premium spending.</p> <p>EEF June 19</p> <p>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.</p> <p>LIFE LESSONS Improving essential life skills for young people Carl Cullinane and Rebecca Montacute – October 2017</p> <p>Sutton Trust (2017) The State of Social Mobility in the UK. London: Sutton Trust</p>	<p>understand and be able to do at any given time to ensure that they are ready for the next stage in their education.</p> <p>Careful monitoring and assessment of the targeting and delivery of life skills programs for pupils.</p>		
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.	<p>Data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of pupils eligible for the Pupil Premium during any transitions can help schools identify trends and target additional support.</p> <p>Carefully planned and targeted intervention to ensure pupils transition to Milton and through each day successfully, engage in education and meet expected outcomes.</p> <p>Evidencewww.autism.org.uk/about/transition</p>	<p>Progress tracking for pupils</p> <p>Discussions around implementation of transition plans.</p> <p>Monitoring how pupils settle in new environment.</p> <p>Support included in relevant pupils BMP.</p>	PP Champion Dept. Leaders Class teachers Support staff	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. Counselling support for identified pupils. Opportunity to share anxieties/concerns and develop strategies.</p> <p>Trained staff to mentor and counsel pupils. Improvements in wellbeing through sensory circuits, theraplay, mindfulness, collaborative learning and access to behaviour support. Measured by reduction in the number of behaviour incidents reported.</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>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. 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. 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>Collaborative learning, according the EEF research, show a +5months in terms of assessment data as well as securing friendships and therefore impacting on wellbeing and therefore self –esteem</p>	<p>Pupils are monitored closely and tracked through our assessment system by teachers and senior leaders. Tracking of incidents on CPOMs. Use of, reviewing and updating of behaviour management plans.</p> <p>Relevant CPD for staff on mentoring and counselling that enables them to deliver first class interventions to our young people.</p>	<p>PP Champion Dept. Leaders Teachers</p> <p>All staff</p> <p>Trained staff</p>	<p>Jan 2020</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 2020 £8,336</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. Attend events, careers fairs, employers premises etc. 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>£11,351</p>
Total budgeted cost					£35,832

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 2020 £5,672
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					£17,204
Total overall budgeted cost					£69,810

5. Review of expenditure				
Previous Academic Year		2018/19		
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	Pupils eligible for PP who require 1:1 or small group communication intervention receive this support.	All pupils who required 1:1 or small group communication intervention received this support. Communication skills have improved. No gaps.	Interventions from SALT in person and through programmes delivered by staff in classes are showing progress. Communication team carry out targeted interventions. Staff to undertake MAKATON CPD in Autumn term to further support pupils.	3,175
Life Skills	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.	1:1 and small group supported pupils in improving basic skills for life and preparations for post 16. Independent and safe travellers.	Food tech room has been re timetabled and new opportunities offered to all pupils. After school clubs have been started to support pupil's life skills. New life skills curriculum will come on line in September 19. Pupils are involved in school events, fairs running the café and tuck shops. Continue to develop this focus on developing pupil's practical skills and experiences.	£3,000
		Targeted intervention to ensured pupils engaged in education and met expected outcomes.	This enabled the creation of two smaller groups and helped settle pupils into school. They are now one group again and moving forward successfully. Worked as a short term measure but very costly.	£16,134 (£8,067 PP)
		Identified pupils accessed mainstream lessons, extending their opportunities.	All pupils / groups who have required additional support to access learning have received it. Discontinue. No pupils access mainstream provision at this time.	£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
Pupils transition well into and throughout school.	Transition process in place based on individual needs of pupil.	All pupils transitioned to Milton successfully. All pupils were well supported for transitions during their school life at Milton, ensuring pupils remained focused and calm, reduced anxieties and uncertainties. All pupils transitioned successfully to the next stage after Milton.	The transition of all pupils from Canalside to Storey St. was well managed. Parental agreement and involvement in the project was high. All pupils transitioning from Milton to other provisions were well supported and transitions were successfully carried out. All pupils leaving from Y11 did so successfully. Much support was given through transport, CSA accompanying them to new settings. Continue this approach.	£7,261
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.	Identified pupils receive therapeutic support to help manage behaviours and cope with emotional trauma. Pupils able to cope and manage own behaviours.	Further developed emotional resilience and understanding. Accessed opportunities to share anxieties/concerns and to develop and implement strategies. Pupils are more able to cope and manage own behaviours. Identified pupils received therapeutic support to help manage behaviours and cope with emotional trauma.	Introduction of wellbeing structures into school will support this. Availability of Student Ambassador for pupils to talk to worked well. Use of school council meetings to air pupil views. BIGS meetings are beginning to have an effect on how staff interact with and support pupils. Continue to expand the wellbeing services across school. Need to involve pupils more in this area.	£7,261 £2,500
Family Liaison Officers support and involve families in school,	Family Liaison Officers support and involve families in school, Feeling of belonging and community is increased.	Relationships were improved. Improved consistent strategies to manage behaviours. Parents and carers are more engaged. Outcomes for pupils are much improved.	Counselling services have proved successful in supporting identified pupils with their behaviours and emotional strategies to help them cope better with times of anxiety and stress. Develop internal structures where staff can counsel pupils through CPD for staff in counselling pupils. Many families were supported with strategies, advice to support pupils outside school, access services they need. Need to review and expand this area of support to pupils and families. Not all realise they can get this support from school. Place on website, make parents more aware.	£7,261 (Main site) £3,630 (Canalside) £4,500
Work Related Equipment / Transport	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.	Pupils accessed work placements off site, future aspirations were improved and experiences extended. Pupils are better prepared for life beyond Milton.	Pupils were well prepared for their placements. Transport and support was provided where needed. Pupils had successful and rewarding experiences on placement. Developed existing skills and talents and discovered new ones. Continue	£3,000

Targeted College Placements Y11, Y10, Y9		All pupils accessed college placements with appropriate equipment. Pupils are better prepared for life beyond Milton.	All pupils were given access to college places with necessary equipment provided to support them. Continue this approach all pupils gain invaluable knowledge, skills and experiences through this	
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
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.	All pupils involved gain increased knowledge, cultural development and extended experiences. All pupils had opportunity to access. PP covered entire cost for entitled pupils.	Pupils in all Key Stages have the opportunity to access a residential experience. This has lead them to greater independence, confidence and let them experience things they might never get to do outside school. Continue as new experiences better suited to our changing pupils needs have proved very successful.	£1,500
Theatre Groups/visits	All PP pupils have opportunity to access extra curriculum activities, adventurous, fairs, café, productions, living language and enrichment days.	Increased knowledge. Cultural development. Extended experiences of world of work, enterprise All pupils had opportunity to access. PP pupils were funded for all events.	All pupils are given the opportunity to visit theatres, take part in productions, perform in front of real audiences. They mix with the school community and wider community outside school. This helps them to develop their life skills, interests and talents and gives them the confidence to do so. Need to develop and expand this part of the curriculum.	£1,500

6. 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

