

Pupil premium strategy statement

School overview

Metric	Data
School name	Milton School
Pupils in school	137
Proportion of disadvantaged pupils	62 pupils (45%)
Pupil premium allocation this academic year	£67170
Academic year or years covered by statement	2020-2021
Publish date	19 th October 2020
Review date	1 st November 2021
Statement authorised by	Amanda Costello
Pupil premium lead	Nicola Preece
Governor lead	Claire Raistrick/Caroline Lewis

Disadvantaged pupil barriers to success

- 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.
- PP pupils need improved life skills in order to improve independence and quality of life chances post Milton.
- Transitions into and throughout school and or college are a challenge for pupils with PP.
- Lack of emotional resilience and understanding.
- 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
- PP pupils require support in accessing work, college and work experience placements including transport and equipment.
- PP pupils require support to be able to access Visits /residential
- PP pupils require support to access social activities/ sports clubs/ young person's associations scouts, guides etc.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To improve the writing performance of all disadvantaged pupils.	All disadvantaged pupils will make at least expected progress in writing.	July 2021
Pupils across all key phases to make at least expected progress in numeracy.	All disadvantaged pupils will make at least expected progress by summer PIVATS data collection	July 2021
To improve the reading skills of all pupils to enable them to access all areas of their curriculum more effectively.	All disadvantaged pupils will make at least expected progress in reading by Summer data collection.	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Priority 1 - Develop pupil's skills through the PSHCE, Life Skills Curriculum and enrichment programme.	Introduce further 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, house activities, discos, enrichment activities, visitors in to school.
Priority 2 – To improve behaviour of pupils attracting pupil premium	To develop new behaviour intervention programme to support pupils in making 'good' choices and being able to understand and regulate their own behaviours.
Barriers to learning these priorities address	Poor self-regulation, low confidence in participating in new activities, communication and social skills.
Projected spending	£21200.00

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
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	Staff deliver high quality interventions to all pupils. Pupils eligible for PP who require 1:1 or small group communication	July 2021

equality of progress with all pupils.	intervention receive this support. Communication skills improved.	
Staff are trained in delivering a high quality thematic curriculum across Key stages 1 and 2.	Staff deliver high quality teaching and learning to all pupils. The thematic approach will enable pupils to build themes and stronger links in their learning and provide greater opportunities for linking learning to everyday life	July 2021
To embed 'evidence for learning' across all key phases in order to capture and assess learning more effectively.	Greater triangulation of data with individual learning journeys created for pupils. Also, increased parental engagement in pupil learning and progress.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	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.
Priority 2	PP pupils to have targeted intervention in maths, English and reading to ensure that they can effectively access all aspects of their curriculum and develop key skills to enable them to be successful in adult life.
Barriers to learning these priorities address	Pupils will develop greater emotional resilience, which will support them in being 'ready' to learn. It will also help to increase their confidence in their abilities and own learning to enable them to fulfil their potential.
Projected spending	£23570

Wider strategies for current academic year

Measure	Activity
Priority 1	Residential opportunity offered to pupils in each department. All pupils offered same opportunities for residential experiences. Theatre Groups/visits open to all.
Priority 2	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
Barriers to learning these priorities address	To increase pupil self-esteem and confidence and support in the development of their social and communication skills and give them further opportunities to link real life experiences in to their learning.
Projected spending	£22400.00

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time available for all teachers to have access to ongoing high quality professional development	Use of inset days/twilight sessions. Robust CPD calendar in place to address desired CPD throughout the year.
Targeted support	Ensuring physical space and required resources are available at times required to ensure targeted support interventions can successfully take place.	Intervention sessions to be planned in conjunction with timetable to ensure suitable learning spaces and resources needed are available.
Wider strategies	To access COVID 19 safe activities. Allocation of time and resources to provide pupils with rich and varied experiences.	To organise COVID safe visitors/activities in to school where appropriate. All pupils to have access to school events. Ensure enrichment programme offers a varied and culturally rich experience for all pupils.

Review: last year's aims and outcomes

Aim	Outcome
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. Review of aims and outcomes:

Aim	Outcome
	<p>Continue this approach. Recovery curriculum supporting pupils. Further use of SCERTS to provide transactional supports to pupils.</p>
<p>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.</p>	<p>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.</p> <p>Review of aim and outcomes:</p> <p>New life skills curriculum embedded across all key phases. Further opportunities needed for peer to peer observations to support developing excellent practice in the delivery of the life skills curriculum. Highly effective careers education curriculum embedded across all key phases to support pupils in their ability to access education and inform their choices for life post Milton.</p>
<p>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</p>	<p>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.</p> <p>Review of aim and outcomes:</p> <p>Highly effective transition program in place. Pupils have been successfully transitioned in, through and out of Milton School. Where appropriate bespoke transition programs have been implemented. Links with post 16 provisions well established. Staff training on school systems has allowed for effective monitoring of pupils and in supporting in the transition of pupils with suitable interventions put in place where required.</p>
<p>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.</p>	<p>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.</p> <p>Review of aim and outcomes:</p> <p>Implementation of Pastoral Leads to support pupil well-being and behaviour. Reflective practices in place to address behaviour concerns and support pupils in managing their behaviours and emotional well-being. Identified pupils access MIND counselling sessions. Effective use of school systems has enabled patterns and concerning behaviours to be identified and interventions put in</p>

Aim	Outcome
	<p>to place. Use of SAMS system has supported in ensuring effective deployment of CSA's to ensure access to targeted 1:1 support.</p>
<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> <p>Review of aim and outcomes: Effective outreach service in place for pupils with high levels of anxiety and those needed further support. Outreach support was also delivered effectively throughout COVID 19 lockdown with numerous families accessing this wider support. Parent/Carer feedback gathered showed many families felt supported during the lockdown period. Stronger relationships built between families and the wider community. Use of school systems such as epraise has also supported in strengthening parental engagement and family support.</p>
<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> <p>Review of aim and outcomes: Links established with Edlington Hill Top Centre where pupils completed the Step Up Programme to support them in their preparation for the world of work and allowing them to complete a variety of work experience activities. Pupil confidence levels and self-esteem increased as a result of participation in the programme.</p>
<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> <p>Review of aim and outcomes: Further development in this area as due to COVID 19 restrictions progress in this area has been limited</p>

Aim	Outcome
<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> <p>Review of aim and outcomes:</p> <p>Further development in this area as due to COVID 19 restrictions progress in this area has been limited.</p>