

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Milton school
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	58.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year 2021/22
Date this statement was published	
Date on which it will be reviewed	01/11/2022
Statement authorised by	
Pupil premium lead	Christopher White
Governor / Trustee lead	Claire Raistrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 82,975.00
Recovery premium funding allocation this academic year	£ 21,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,145

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. The use of the funding has also been devised from the potential benefits to children outlined in research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils and links to their Education Health Care Plans.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Demography and school context

Milton school is an Academy special converter located in Swinton, Mexborough, South Yorkshire. All classes support pupils with a range of special educational needs and disabilities. Milton is one form entry with one class per

year group from Early Years, Y1 and all the way up to Y11.

Currently, there is limited availability for new starters except for Early Years. Demand for places is high and school leaders consider whether provision is in place before a place is offered. Due to our pupils receiving specialist provision in accordance with their EHC plans, the locations where our pupils live vary greatly across school. Some pupils live in the local area within Rotherham whilst others live in Sheffield, Barnsley or even Doncaster.

Below shows the Income Deprivation Affecting Children Index (IDACI) that covers the areas in which our pupils reside. The figures are very similar and show that our pupils all live in areas which are deemed to be deprived.

Income Deprivation Affecting Children Index (IDACI)

Rotherham (2019) 0.221 // Rotherham (2015) 0.243

Doncaster (2019) 0.227 // Doncaster (2015) 0.248

Barnsley (2019) 0.225 // Barnsley (2015) 0.249

Sheffield (2019) 0.219 // Sheffield (2015) 0.235

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to show good or outstanding progress in school
- To develop skills required for living in adulthood
- To give disadvantaged pupils a chance to achieve qualifications and access employment or further education

Achieving These Objectives

The range of provision considered making for this year include and would not be limited to:

- Staff CPD
- CPD and training to develop Child Support Assistants to become HLTAs
- 1-1 support for pupils through tutoring and targeted interventions
- Potential cover costs for staff illness or to undertake CPD
- Support the funding of a Nursery Nurse and CSAs to improve teaching and learning in EYFS and across school
- Additional teaching and learning opportunities provided through trained CSAs or external agencies
- All our work through the pupil premium will be aimed at providing our

pupils with the best provision possible helping them to develop a wide range of skills and knowledge that will prepare pupils for adulthood

- Improving learning environments across school. Playgrounds, sensory and calming areas
- Improving behaviour across school with targeted behaviour coaching sourced externally
- Additional support for current pupils who require a transition period to another setting
- Additional learning support
- Pay for as many activities, educational visits and residential trips as possible. Ensuring children have first-hand experiences to use in their learning in the classroom and out of the classroom
- Pay for specialised support in relation to pupils specific needs: speech and language, physiotherapy, mental health support and other needs
- Support the funding of specialist learning software

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Special educational needs and disabilities of the children
2	Poor language and communication skills
3	Behaviour difficulties
4	Attendance and punctuality issues
5	Missed learning due to COVID

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in English	Shows good or outstanding progress against PIVATs assessments

Progress in Maths	Shows good or outstanding progress against PIVATs assessments
Progress in PSED	Shows good or outstanding progress against PIVATs assessments
Other	Ensure attendance of disadvantaged pupils is above 92%
Other	Provide pupils with memorable and life skills activities/learning.
Provision	Provision the school provides is coherent with pupils' EHCPs.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training CSAs to become HLTAs £1,000	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1, 3, 5
Support the funding of a Nursery Nurse to assist with developing play-based learning in EYFS. £5,000	Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. Evidence related to early language and problem solving outcomes is mixed. However, play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.	1, 2, 3, 5
Support the funding of additional CSAs to improve teaching and learning across school £20,000	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Small group tuition has an average impact of four months' additional progress over the course of a year. At Milton we feel it is important that staff know our children very well to allow them to access learning effectively. Therefore additional CSAs can build good relationships with pupils and provide them with one-to-one and group tuition.	1, 2, 3, 4, 5

Staff CPD £5000	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. CPD needs of staff identified through questionnaires and direct discussions. The EEF evidence states "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."	1, 2, 3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the funding of a new Phonics scheme to be used throughout school. £15,000	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1, 2, 5
Third space learning one-to-one tutoring for Maths. £3000	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior	1, 2.

	attainment or are struggling in particular areas.	
<p>Maths resources to help introduce a schema curriculum for those pupils at a developmental stage of learning.</p> <p>£2,000</p>	<p>The EEF advises that Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas. Ensure that children understand the links between the manipulatives and the mathematical ideas they represent. Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept. Encourage children to represent problems in their own way, for example, with drawings and marks. Use manipulatives and representations to encourage discussion about mathematics.</p>	1, 2, 5
<p>Pay for some extra specialised support in relation to pupils' specific needs: speech and language, physiotherapy and occupational therapy.</p> <p>£10,000</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>As the needs of some pupils have become more complex, additional provision and support is required by external agencies. Support required will be identified through pupil's EHCPs, teacher input and parental discussions.</p>	1, 2, 3, 4, 5.
<p>Support the funding of specialist learning software and hardware</p> <p>£2,000</p>	<p>The average impact of homework is positive across both primary and secondary school. There is, however variation behind this average with homework set in primary school having a smaller impact on average. Studies involving digital technology typically have greater impact (+ 6 months).</p> <p>Guidance from EEF states "Technology has the potential to increase the quality and quantity of</p>	1, 2, 3, 4, 5

	practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils."	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pay for as many activities, educational visits and residential as possible. Ensuring children have first-hand experiences to use in their learning in the classroom and out of the classroom</p> <p>£23,145</p>	<p>Due to COVID19 in the past two years, most of the school has missed out on visits, workshops, residential, trips and having experiences in the local community. At Milton we feel it is vital that we try to make up for lost time and provide the children with lots of exciting learning opportunities they have not been able to access in school for this period of time.</p> <p>Subject leaders and teachers across school will be encouraged to organise workshops, visits and trips that engage, develop, and inspire children to learn.</p> <p>We will also provide support for those classes or groups who are able to participate in residential trips.</p> <p>There is not an exhaustive plan for how much will be spent but we think it is important that now that restrictions allow, we encourage as many of these activities as possible.</p>	1, 3, 4, 5
<p>Improving learning environments across school. Playgrounds, sensory and calming areas</p> <p>£10,000</p>	<p>By improving our playgrounds so they are accessible to all our pupils, the EEF says "The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year."</p> <p>SEN support guidance for school advises that schools ensure a physical environment which is conducive to learning, takes into account such</p>	1, 3, 4

	aspects as sensory needs and self-regulation.	
Improving behaviour across school with targeted behaviour coaching sourced externally £5000	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There are specific pupil premium pupils to focus on with the help of behaviour coaching provided by 'Spacious'.	1,3,4.

Total budgeted cost: £104,145

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID19, wider strategies planned on the Pupil premium strategy 2020/2021 could not be fulfilled due to Government restrictions. We were prevented from offering residential trips, days out, workshops or inviting other professionals into school to work directly with pupils.

The aims for all disadvantaged pupils to make at least expected progress in writing, numeracy and reading over last year were not met. At Milton, we use PIVATs P levels to track our progress over time. Below shows the percentage of Pupil premium children who were able to achieve 2 steps of PIVATs progress over the year.

Maths

57.9% in number.

49.9% in using and applying

57.4% in shape, space and measure

English

55% in reading

53.5% in writing

47.5% in speaking

51.9% in listening

In addition to numeracy and literacy, below shows the amount of progress made in Personal social and emotional development which is also measured by PIVATs P levels.

Personal, social and emotional development

41.2% behaviour for learning

48.3% personal independence and self-help

54.5% Social awareness and relationships

Analysis of data tracking

The progress of all disadvantaged pupils last year was not what was expected and is much lower than anticipated. Disruption of learning due to COVID19 could have been a major factor which may have affected teaching and learning in a variety of ways. In KS1, no disadvantaged pupils made good progress when evidenced by PIVATs data tracking. For the other Keystages, progress made was significantly better but still varied greatly throughout year groups. In particular, children made less

progress in their Personal, Social and Emotional development and this should be a key focus going forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars and Numbots	Maths Circle Ltd
IXL.com	IXL learning Ltd
Cornerstones maestro	Cornerstones Education

Further information (optional)

As we have had a lot of new starters who are pupil premium, and new staff in the Senior Leadership Team, the decision has been made not to do a three year forecast and instead do a one year forecast, and review the successes of the funding to look at improving the way the funding is used in the future.