

1. What is the Pupil Premium?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and those who aren't, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools for each pupil in receipt of free school meals (FSM), is spent, since they are best placed to assess what additional provision should be made for the individual pupils in their school.

Schools are free to spend the Pupil Premium as they see fit to support pupils from low-income families, however, they will be held accountable.

Schools are currently required to publish online information about how they have used the Pupil Premium. This will ensure that parents and others are made fully aware of the provision provided for these pupils to support their progress, attainment and well-being.

2. How much Pupil Premium does Milford Infant School receive?

Pupil premium is allocated to the school for each financial year and the amount is generated by the number of pupils known to be eligible for Free School Meals and children who have been looked after continuously for more than six months. This includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

In the academic year 2013-2014 the Pupil Premium allocation was £900 per pupil In the academic year 2013-2014 our PP allocation was £11,983 to support an average of 14 pupils over that year (10% of our number on roll)

Number of pupils and Pupil Premium (PP) received at Milford School 2013/2014	
Total number of pupils on roll	142
Total number of pupils eligible for PP	14
Amount of PP received per pupil	£900
Total amount of PP Funding received	£11,983

3 How has the Pupil Premium been used and shown impact on progress and attainment at Milford School in 2013/2014?

Actions/ Intervention	Cost	Objective	Impact
			<div data-bbox="1285 233 1953 304" style="border: 1px solid black; padding: 2px;">KEY Shading = How we intend to use our 2014/2015 allocation</div>
Speech and Language Programme	£240	Individualising support at all levels	Increased attainment in Speaking & Listening which enabled better access to the curriculum. Support early identification of speech and language needs so appropriate support can be quickly put into place.
Play Leader	£2400	Support with social interaction at less structured times of day	Children were more confident to form positive relationships with their peers. This enabled them to learning after breaks.
Social Skills & Nurture groups	£2050	Individualising support at all levels (1:1 and small groups) to promote effective communication, social skills and emotional well-being.	Communication and confidence increased. In EYFS 88% of Pupil Premium pupils reached age related expectations in Speaking, and Listening and Attention. Strong relationships built with Learning Support Assistant forming strong foundations to enable further progress in this continuing group in 2014/2015
Additional reading	£1500	1:1 support	100% of KS1 pupils reached age related expectations. Majority of children made good progress. Training for parents/carers to support their children's reading.
Reading resources (books, Learn pads)	£940	Extending resources and using ICT to raise attainment	Improved attainment in Reading across KS1. Invest in additional 'apps' to improve attainment further.
Small groups/1:1 phonics	£1480	Individualising support at all levels to extend children's reading and writing skills	Improved attainment in Reading and Writing. Invest in additional phonics support programme.
LSAs & SENCO Phonics Training	£1040	Further developed skills to support groups of pupils in their daily phonics sessions and in their 1 to 1 and group work.	Improved attainment in Phonics Screening. Monitor and support the effectiveness of LSAs and SNAs in phonics sessions
Staff attended training 'Making it Better for Boys'	£525	For Quality First Teaching, and additional support in Writing to match the needs of boys.	Improved attainment in Writing, particularly in EYFS SENCO to provide training on 'What makes boys tick & Understanding Learning' for staff and parents in 2015
Physical Foundations for Learning group work and resources	£2050	Individualising support in fine motor and social skills.	Improved attainment in writing. Improved focus and concentration Introduce practical Kinaesthetic Kits to all classes for use in indoor and outdoor learning in 2015

'Making Writing Exciting'	£590	To inspire reluctant writers and provide targeted support.	This project is in its early stages, and. the quality of writing has improved dramatically following this training.
Support from Home School Link Worker (HSLW)	£2125	Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning	Improved attendance at parenting courses, progress meetings Establish a regular HSLW drop-in for parents in Autumn 2014
Small group Maths	£490	Small group support to extend children's basic maths skills	Improved attainment in Maths. Children made accelerated progress. Further targeted interventions to be introduced.
TOTAL SPEND	£15 380		

Total Pupil Premium Grant received	£11,983
Total Pupil Premium expenditure	£15 380
Pupil Premium Grant overspend	-£3,397

Impact of Pupil Premium Spending 2013-2014

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used-achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Governors monitor pupil premium spending to ensure best value

We will use Raise Online, Phonics testing, EYFS and KS1 results as well as whole school data (using Pupil Asset) to evaluate impact in terms of attainment and progress.

Other Supporting Evidence of impact

This will be in the form of monitoring and evaluation, governor minutes and external reports.

