

Pupil premium strategy statement (2018-19)

1. Summary information					
School	Milford School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	Feb 2019
Total number of pupils	177	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 2019

2. Current attainment – Key Stage 1 EOY outcomes		
	<i>Pupils eligible for PP (11)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	36% (4 chn) 59.1% (all chn Milford)	65%
% achieving in reading	54.5%	75%
% achieving in writing	45.5%	70%
% achieving in maths	72.7%	76%

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.	Children with poor language skills – underdeveloped language and communication including speech difficulties
B.	Emotional/behavioural difficulties
C.	Other SEND including Occupational therapy needs, processing difficulties and specific learning difficulties
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Safeguarding concerns
E.	Low attendance rates (linked to culture and mobility)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the number of children achieving reading, writing, maths combined (with a specific focus on reading and writing).	Percentage increase in just PP children achieving RWM combined (no additional barriers) 2018/19 GLD 50% KS1 – 2017/18 = 36% and in 2018/19 43% Percentage increase in PP children with SEND barrier compared to all other SEND children. 0%

B.	Improve attendance for PP children	<p>Attendance to be in line with school percentage target of at least 95% Current Average PP TT attendance Feb 2019 88% compared to Feb 2018 which was 92% at the same point in the school year.</p> <p>Average attendance for PP in July 2019 is 95%.</p>
C.	Increase percentage of children meeting ARE for reading & writing	<p>2017/18 – KS1 Reading 54% Writing 45% Reading & Writing 36% 2018/19 – KS1 Reading 71% Writing 43% Reading & Writing 43%</p>

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?
Increase number of children meeting ARE for RWM combined	QfT strategies in place in all classrooms for this group of learners.	Reduce the gap for all children including PP between Milford average 2017/18 and National.	Whole school staff training. Implementation of Milford Mindset approach. Monitor termly to ensure high expectations of PP chn. Subject Leaders prioritising QfT through action plans, staff meetings and Quality Assurance feedback to Year Groups.	A.Stear J.Fulterer	July 2019
Total budgeted cost					£7000
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?
Increase percentage of children meeting ARE for reading and writing	Specific interventions and targeted 1:1 including small group support.	The percentage of PP children meeting reading and writing are significantly lower than the percentage of PP children meeting ARE for mathematics and when compared to 'all other pupils'	Termly evaluations of interventions. Data produced by HT and Inclusion Manager is scrutinised. Discussion of impact during Pupil Progress Meetings. Liaising with external professionals (ie Specialist teachers) to review progress made with strategies implemented.	A.Stear J.Fulterer	Termly
Total budgeted cost					£10000

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?
Attendance for PP children to increase	Regular review and monitoring of school attendance for these specific pupils. Early intervention when needed. Family support given by Inclusion Manager. Breakfast Club can be offered as funded.	Low attendance for some children eligible for FSM	Half termly review of attendance figures Letters to parents regarding attendance and repeated absentees Liaison with Educational Welfare Officer	A.Stear J Fulterer	July 2019
Pupil wellbeing factors addressed so that attendance improves	ELSA. Parent workshops. Funded after-school clubs/swimming.	Pupils eligible for FSM identified with low levels of resilience and low self esteem	Evaluation of ELSA intervention Pupil progress meetings	A Stear J Fulterer	July 2019
Total budgeted cost					11,360

6. Additional detail
School moved to a new 3 year PP strategy document which includes a review of this period.