

## Milton Abbot School: Every Child Achieving – Inspire, believe, succeed!

### Pupil premium grant funding expenditure plan: September 2019-July 2020

Our greatest tools as a small school are quality first teaching linked to strong assessment for learning and exceptional teamwork. We are therefore highly committed to continuing professional development for every team member to enhance and share skills.

#### Current school profile:

Number of pupil premium (whole school)	14/68	Date of most recent PP review
Percentage of pupils	21%	<b>1<sup>st</sup> March 2018</b>
Translated into funding - total	£14, 180	Date for next internal review of this strategy
Number of PP boys / girls	8 boys 6 girls	<b>30<sup>th</sup> April 2020 (postponed until September 20 due to Covid-19)</b>
Number of PP chn who are also SEND/STAT+	6 out of 15 (40%)/13%	<b>Safeguarding and Inclusion team for 2019-20:</b>
KS2 (no./%)	8 out of 39 (21.7%)	Designated safeguarding Lead: <b>Mr. C. Luxford (Headteacher)</b> Inclusion Leader for SEN and Disadvantaged Pupils: <b>Mr. C. Luxford</b> Deputy Safeguarding Leads: <b>Mrs. J. Weatherston, Mrs. M. Jones</b> Thrive Practitioners: <b>Mrs. A. Short and Mrs. N. Bird</b> Child Protection & Safeguarding Governor: <b>Mr. M. Smith</b>
KS1 (no./%)	4 out of 18 (22%)	
EYFS (no./%)	2 out of 9 (22%)	
Number of pupils on roll since EYFS	4 out of 15 (27%). <i>73% of our PP have not completed our Foundation provision. This is significant in our view.</i>	
End of Primary Phase Pupil Premium attainment for 2018-19: <i>*ARE = Age-related expectation</i>	75% at ARE or better for Reading 75% at ARE or better for Writing 75% at ARE or better for Maths 75% at ARE or better for Grammar, Punctuation & Spelling	

#### Barriers to future attainment

In-school barriers (to be addressed by school with support from the PPG fund)	
<b>A</b>	Language skills that underpin good development of phonics, reading and spelling, as well as confidence to clearly express writerly ideas.
<b>B</b>	Reading fluency – moving from early decoding strategies to fluency of reading that underpins good development of comprehension skills.
<b>C</b>	Mathematical fluency to enable rapid recall of key number concepts and facts, to enable pupil to successfully meet the challenge of test conditions.
<b>D</b>	Personal development: having resilience and self-esteem early in their school careers to enable strong transition through phases.

#### Our key strengths for raising future attainment and overcoming barriers indicated above

<b>A</b>	Early Assessment that identifies need so early provision in place. An Expressive Curriculum that puts the focus on communication skills.
<b>B</b>	Systematic approach to decoding that links with responsive planning and intervention, incl. daily reading practice. Wide range of attractive reading environments. Reading Champion scheme. 'Free-readers' organised into challenging themes. Vipers scheme that puts focus on comprehension skills.
<b>C</b>	Extra fluency practice through the week ('Maths Extra'). Key maths skills as 'Golden Blocks', those essential foundations for maths learning.
<b>D</b>	A very nurturing approach across school, linked to Thrive. High expectations in every classroom and effective systems of recognition and praise. Pupil Champion scheme that sees PPG children meet regularly with an adult in school to reflect on their learning and next steps.

**Early Years Foundation Stage/Key Stage 1: 6 pupils currently receiving Pupil Premium Grant**

Provision	Objective(s)	Outcomes: mid-year milestones (RAG rate) <i>Due to Covid-19 our mid-year review became our EOY review.</i>	Outcomes: July 2020 <i>Due to Covid-19 we are reviewing these outcomes based on end of Spring data.</i>	Cost
Additional adult support in class, 5 mornings per week	To develop and embed essential literacy skills, to accelerate progress and close gaps.	To move two book bands.  To know half of the phonic sounds in a mock phonic screening check.	KS1 pupils to be on the age-appropriate book bands or two further book bands (four in total). <b>Outcome:</b> 100% of PP pupils have moved on at least two book bands. By Spring, 50% of KS1 pupils are at age-appropriate book band. Reading expectations were encouraged through various strategies during lockdown but we essentially lost a term of reading teaching and progress.	£4000  (additional costs covered by school)
Intervention teacher to work in small groups or with individuals with specific targets (2 x pm per week)	To complete daily recap of number work to close gaps in counting, place value and calculation. To ensure fluency.	To complete 50% of the English objectives for appropriate year group(s).  To complete 50% of the maths objectives for appropriate year group(s).	To complete all of previous year groups objectives (gaps identified early) and to word-build accurately and complete simple sentences independently. <b>Outcome:</b> 50% of EYFS pupils met all ELGs. 50% of KS1 pupils have no gaps from previous year groups prior to lockdown in March.  To pass the phonic screening check or to record a 75% increase from baseline. <b>Outcome:</b> 100% of pupils were expected to pass the phonics screening check. A baseline will be carried out for KS1 chn in Autumn 2020 and a clear strategy for catch up will be complete. Majority of Year 1 pupils returned when opening was extended to more pupils on 1 <sup>st</sup> June.  To be secure on 75% to 100% of age-related maths objectives. <b>Outcome:</b> 50% of PP pupils were on track to be secure in 75-100% of maths objectives by the end of the academic year. Evidence shows that intervention was having a strong impact on closing the gaps when combined with quality first teaching that was very clear about gaps.	£1400 (£15.00 p/hour)

**Key Stage 2: 8 pupils receiving Pupil Premium grant**

Provision	Objective(s)	Outcomes: mid-year milestones (RAG rate) Due to Covid-19 our mid-year review became our EOY review.	Outcomes: July 2020 (RAG rate) Due to Covid-19 we are reviewing these outcomes based on end of Spring data.	Cost
Maths intervention 2 pm x per wk (across the Key Stage) by GW	To close gaps in maths knowledge from previous years. To improve fluency and reasoning strategies for SATs and be more prepared for Secondary phase.	To show an improved test score. To evidence at least 30% more objectives known for year group expectations.	Action Plan: 50% reduction in PP below ARE across the Key Stage. <b>Outcome:</b> There was only a 12% increase in ARE for Maths. Maths will be on the Action Plan for September. It has been the main learning focus on virtual lessons with PP children to keep maths skills under revision and in preparation for year 5 coming into Year 6.  At least 50% PP at ARE for maths. <b>Outcome:</b> End of Spring 38% (3/8) on track for ARE (3/8 EHCP or high need). We obviously missed a term's worth of classroom learning and so this will be a clear focus in September.  At least 64% PP to match expected Average Scaled Score. <b>Outcome:</b> Unable to complete all our usual assessments before lockdown to confirm scale scores. A baseline assessment will be completed in September.	£2925 cover 2 x pwk (£97.50)
Reading tutor intervention 2 pm per wk led by outstanding teacher	To close gaps in reading knowledge from previous years. To improve fluency and comprehension strategies for SATs and be reading ready for Secondary phase.	To complete 50% of reading objectives of year group. To evidence an improved test score and thus closing previous years' gaps.	Action Plan: 50% reduction in PP below ARE across the Key Stage. <b>Outcome:</b> There was a 25% increase in PP at ARE for Reading by the end of Spring.  At least 50% PP at ARE for Reading <b>Outcome:</b> 63% of PP (5/8) were at ARE for Reading at the Spring assessment point across KS2. Focused reading tutoring continues to work very well as a strategy, combined with all our other ongoing reading endeavours.	£2925 over the academic year (20.00 per hour)
Reading and maths resources, including online support	To close gaps in reading and maths subject knowledge from previous years. To improve fluency and comprehension strategies for SATs and be reading ready for Secondary phase.	To complete 50% of reading objectives of year group. To evidence an improved test score and thus closing previous years' gaps.	Action Plan: 50% reduction in PP below ARE across the Key Stage. <b>Outcome:</b> There was a 25% increase in PP at ARE for Reading by the end of Spring. There was a 12% increase in ARE for Maths. Maths will be on the Action Plan for September.	£550

			<p>At least 50% PP at ARE for maths</p> <p><b>Outcome:</b> End of Spring 38% (3/8) on track for ARE (3/8 EHCP or high need). We obviously missed a term's worth of classroom learning and so this will be a clear focus in September.</p>	
<p>Daily TA support in class to encourage and guide learning to ensure targets met and to overcome emotional needs/barriers.</p>	<p>To provide emotional support to overcome barriers and enable learning progress in all core subjects, especially higher level maths and fuller sentence building.</p> <p>To improve reading fluency and comprehension.</p>	<p>To complete 50% of reading objectives of year group.</p> <p>To evidence an improved test score and thus closing previous years' gaps and move Maths into greater depth, as evidence illustrates this is more than possible.</p>	<p>Action Plan: 50% reduction in PP below ARE across the Key Stage.</p> <p><b>Outcome:</b> There was a 25% increase in PP at ARE for Reading by the end of Spring. There was a 12% increase in ARE for Maths. Maths will be on the Action Plan for September.</p> <p>At least 50% PP at ARE for maths</p> <p><b>Outcome:</b> : End of Spring 38% (3/8) on track for ARE (3/8 EHCP or high need). We obviously missed a term's worth of classroom learning and so this will be a clear focus in September.</p>	<p>£7,000 across the academic year</p>
<p>Thrive time with trained TA (6 hours per week).</p>	<p>Thrive activities to soothe and fire the brain, enabling pupils to regulate their emotions and be ready to learn with increasing ease over each term.</p>	<p>To show an improvement in Thrive assessment scores from baseline.</p>	<p>To link Thrive assessment score improvement to improved core subject outcomes and foundation subject engagement and 'Quick Fact Quiz' knowledge retention.</p> <p><b>Outcome:</b> Unable to complete Thrive assessments before lockdown. Anecdotally, there was a recognised improvement in PP pupil calmness and stamina, so we view that as being on track.</p>	<p>6 hours per week over 38 weeks</p>
<p>Residential (Y6), trips, extended schools and swimming lesson support</p>	<p>To ensure a breadth of experience and build self-esteem. To place a clear focus on the impact physical health has on mental health and therefore academic progress.</p>	<p>To ensure a broad range of experiences are planned throughout the year.</p> <p>To explore confidence rate on an assessment scale.</p>	<p>To ensure a broad range of experiences have been completed.</p> <p><b>Outcome:</b> None of the planned opportunities were able to go ahead due to Covid-19. Virtual transitions were put in place.</p> <p>To see an increase in confidence rate on an assessment scale.</p> <p><b>Outcome:</b> All Y6 pupils returned to school when opening was extended, demonstrating confidence and their skills and knowledge broadly still in place.</p>	<p>£850</p>
<p>TA CPD, including Thrive refresher training to renew licence</p>	<p>To enhance skills for TAs to support individual progress and respond to need rapidly.</p>	<p>TAs report impact on pupil learning as good. Teachers report impact on pupil progress by TA as good.</p>	<p>TAs report impact on pupil learning as effective.</p> <p><b>Outcome:</b> Additional TAs took part in the Thrive CPD which meant we could strengthen the Thrive culture across school.</p> <p>Teachers report impact on pupil progress by TA as effective.</p>	<p>£1000 CPD budget</p>

			<b>Outcome: All PP pupils were benefiting from the Thrive input and a number of social groups were aiding learning progress in class.</b>	
Pupil mentoring Scheme (every adult)	To place a focus on targets and to coach pupil how to apply learning skills and attitude to meet these targets.	Pupil mentors complete survey to judge impact. Pupil voice reports helpful impact.	Pupil mentors complete survey to judge impact as effective. Pupil voice reports helpful impact. <b>Outcome: Due to the complex high needs that required individual support we were unable to run this scheme as successfully as previous year because adult time was in demand. This will be a key target for</b>	1 adult 10 mins pwk.
Total predicted expenditure				<b>£14,180</b>

**Headteacher summary for end of 19-20:** The impact of our strategies made possible by the Pupil Premium Grant has clearly been impeded by the national school lockdown this year. However, evidence is clear that teachers know their pupils well and can share essential targets for individuals and clear actions put in place to meet them. The learning support team remains essential, as they offer speech, language and social skills activities that build every child's confidence and inspire them to believe in better, as well as rapidly responding to areas of misconception in the classroom. An added tool in our resources this academic year has been the use of 'Plus Two' maths books that offer a structure for daily revision of the key maths skills, without which the children's fluency would be hampered. We have also continued to make use of baseline assessments to focus on specific gaps, which has had further positive impact on spellings and reading for our most disadvantaged children. This is all money well spent and was having a positive impact, as evidenced through book scrutiny, lesson visits and pupil feedback. In addition, we continue to build a very strong intervention team, consisting of experienced teachers who lead individuals or groups on an afternoon; the frequency of this is effective as it builds a rapport and the intervention teacher can follow a plan-do-review model of learning.

**Note:** During the extended re-opening the whole school team were teaching virtually to reach out to children, with PP and SEN as a key priority. This was either in class to share lesson time with children at home; as a small group or on a 1:1 basis. 100% of pupil premium were given opportunities to work in this way.