

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

Pupil premium grant funding expenditure plan: September 2020-July 2021

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)	10/70	Date of most recent PP review
Percentage of pupils	14%	1st March 2018
Translated into funding - total	£14, 140	Date for next internal review of this strategy
Number of PP boys / girls	6 boys 4 girls	6th November 2020 (Governor led)
Number of PP chn who are also SEND/STAT+	5 out of 10 (50%)/10%	Safeguarding and Inclusion team for 2020-21:
KS2 (no./%)	8 out of 38 (21%)	Designated safeguarding Lead: Mr. C. Luxford (Headteacher) Inclusion Leader for SEN: Mr. C. Luxford Pupil Premium Champion: Mr. G. Walkerdine Thrive Practitioners: Mrs. A. Short and Mrs. N. Bird Child Protection & Safeguarding Governor: Mr. M. Smith
KS1 (no./%)	2 out of 18 (11%)	
EYFS (no./%)	0 out of 14 (-)	
Number of pupils on roll since EYFS	1 out of 10 (10%). <i>90% 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: *ARE = Age-related expectation	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)	
A	Language skills that underpin good development of phonics, reading and spelling, as well as confidence to clearly express writerly ideas.
B	Reading fluency – moving from early decoding strategies to fluency of reading that underpins good development of comprehension skills.
C	Mathematical fluency to enable rapid recall of key number concepts and facts, to enable pupil to successfully meet the challenge of SATs test conditions.
D	Personal development: having resilience and self-esteem early in their school careers to enable strong transition through phases, including greater independence and taking greater responsibility for their learning.

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

A	Early Assessment that identifies need so early provision in place. An Expressive Curriculum that puts the focus on communication skills.
B	Systematic reading scheme (Read Write Inc) introduced that provides small steps to successful decoding and regular assessment earlier in a child's reading journey so they are fluent sooner and therefore practising comprehension skills at an earlier stage.
C	Extra fluency practice through the week ('Maths Extra'). Key maths skills as 'Golden Blocks', those essential foundations for maths learning.
D	A very nurturing approach across school, linked to Thrive and led by a Pupil Premium Champion. High expectations in every classroom and effective systems of recognition and praise. Smaller class sizes, with KS1 in their own dedicated class so they can received the expectations clearly suited to their age and stage (e.g. not with EYFS or LKS2)

Early Years Foundation Stage/Key Stage 1: 2 pupils currently receive Pupil Premium Grant

Provision	Objective(s)	Outcomes: mid-year milestones (RAG rate)	Outcomes: July 2021	Cost
<p>Intervention teacher to work in small groups or with individuals with specific targets (2 x pm per week)</p>	<p>To develop and embed essential literacy skills, to accelerate progress and close gaps.</p> <p>To complete daily recap of number work to close gaps in counting, place value and calculation. To ensure fluency.</p>	<p>To move two book bands.</p> <p>To know half of the phonic sounds in a mock phonic screening check.</p> <p>To complete 50% of the English objectives for appropriate year group(s).</p> <p>To complete 50% of the maths objectives for appropriate year group(s).</p>	<p>KS1 pupils to be on the age-appropriate book bands and RWI stage.</p> <p>Outcome:</p> <p>To complete all of previous year groups objectives (gaps identified early) and to word-build accurately and complete simple sentences independently.</p> <p>Outcome:</p> <p>To pass the phonic screening check or to record a 75% increase from Autumn baseline.</p> <p>Outcome:</p> <p>To be secure on 75% to 100% of age-related maths objectives.</p> <p>Outcome:</p>	<p>£2850* (£15.00 p/hour x 5 hours pwk)</p>

Key Stage 2: 8 pupils receiving Pupil Premium grant

Provision	Objective(s)	Outcomes: mid-year milestones (RAG rate)	Outcomes: July 2021 (RAG rate)	Cost
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. Outcome: At least 50% PP at ARE for Reading Outcome:	See above*
Maths tuition 1 x pwk	To close gaps in maths fluency and understanding in KS2	To complete 50% of maths 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. Outcome: At least 50% PP at ARE for Reading Outcome:	£1,240
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. Outcome: At least 50% PP at ARE for maths Outcome:	£550
Daily TA support in KS2 class to support learning and challenge to meet next target and to overcome emotional needs/barriers.	To provide emotional support to overcome barriers and enable learning progress in all core subjects, especially higher level maths and fuller sentence building. To improve reading fluency and comprehension.	To complete 50% of reading objectives of year group. 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.	Action Plan: 50% reduction in PP below ARE across the Key Stage. Outcome: At least 50% PP at ARE for maths Outcome:	£8,000 across the academic year 1 x TA in LK2 am 1 x TA in UK2 am
Thrive time with trained TA (6 hours per week).	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.	To show an improvement in Thrive assessment scores from baseline.	To link Thrive assessment score improvement to improved core subject outcomes and foundation subject engagement and 'Quick Fact Quiz' knowledge retention. Outcome:	6 hours per week over 38 weeks
Residential (Y6), trips, extended schools and swimming lesson support	To ensure a breadth of experience and build self-esteem. To place a clear focus on the impact physical health has on	To ensure a broad range of experiences are planned throughout the year. To explore confidence rate on an assessment scale.	To ensure a broad range of experiences have been completed. Outcome: To see an increase in confidence rate on an assessment	£500

	mental health and therefore academic progress.		scale. Outcome:	
TA CPD, including Thrive refresher training to renew licence	To enhance skills for TAs to support individual progress and respond to need rapidly.	TAs report impact on pupil learning as good. Teachers report impact on pupil progress by TA as good.	TAs report impact on pupil learning as effective. Outcome: Teachers report impact on pupil progress by TA as effective. Outcome:	£1000 CPD budget
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. Outcome:	1 adult 10 mins pwk.
Total predicted expenditure				£14,140

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.