

## 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%	<b>1<sup>st</sup> March 2018</b>
Translated into funding - total	£14, 140	Date for next internal review of this strategy
Number of PP boys / girls	6 boys 4 girls	<b>6<sup>th</sup> November 2020 (Governor led)</b>
Number of PP chn who are also SEND/STAT+	5 out of 10 (50%)/10%	<b>Safeguarding and Inclusion team for 2020-21:</b>
KS2 (no./%)	8 out of 38 (21%)	Designated safeguarding Lead: <b>Mr. C. Luxford (Headteacher)</b> Inclusion Leader for SEN: <b>Mr. C. Luxford</b> Pupil Premium Champion: <b>Mr. G. Walkerdine</b> Thrive Practitioners: <b>Mrs. A. Short</b> and <b>Mrs. N. Bird</b> Child Protection & Safeguarding Governor: <b>Mr. M. Smith</b>
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>	
<b>End of Primary Phase Pupil Premium attainment for 2018-19:</b> <b>*ARE = Age-related expectation</b>	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

<b>In-school barriers (to be addressed by school with support from the PPG fund)</b>	
<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 SATs test conditions.
<b>D</b>	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

<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 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.
<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 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 receive the expectations clearly suited to their age and stage (e.g. not with EYFS or LKS2)
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**Early Years Foundation Stage/Key Stage 1: 3 pupils currently receive Pupil Premium Grant**

Provision	Objective(s)	Outcomes: mid-year milestones (RAG rate)	Outcomes: July 2021	Cost
Intervention teacher to work in small groups or with individuals with specific targets (2 x pm per week)	<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><b>Outcome:</b> 66% at ARE or better for their Reading, moving up two sets. All pupils have made good progress in KS1 through Read Write Inc groups and intervention, with one pupil catching up significantly well.. 33% have evident progress in their blending but continue to require support and retrieval practice.</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><b>Outcome:</b> 66% at ARE or better for their Reading, moving up two sets.</p> <p>To pass the phonic screening check or to record a 75% increase from Autumn baseline.</p> <p><b>Outcome:</b> 66% of PP passed having made pleasing increase from September.</p> <p>To be secure on 75% to 100% of age-related maths objectives.</p> <p><b>Outcome:</b> 66% are secure in 75-100% of objectives. 33% demonstrate improved number confidence and fluency, but struggle to recall.</p>	£2850* (£15.00 p/hour x 5 hours pwk)

### 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. <b>Outcome:</b> 50% reduction was achieved. Pupil voice reflects that tutoring had a positive impact.  At least 50% PP at ARE for Reading <b>Outcome:</b> 50% of PP at ARE for reading. Evidence shows that 100% of KS2 pupils receiving the PPG made good to better progress. Pupil voice reports an enjoyment/love of reading.	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. <b>Outcome:</b> 50% reduction was achieved. Pupil voice reflects that tutoring had a positive impact.  At least 50% PP at ARE for Maths <b>Outcome:</b> 50% of PP at ARE for Maths. Evidence shows that 85% of KS2 pupils receiving the PPG made good to better progress.	£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. <b>Outcome:</b> 50% reduction was achieved. Pupil voice reflects that tutoring had a positive impact.  At least 50% PP at ARE for Maths <b>Outcome:</b> 50% of PP at ARE for Maths. Evidence shows that 85% of KS2 pupils receiving the PPG made good to better progress.	£550
Daily TA support in KS2 class to support learning and challenge to meet next target and to overcome	To provide emotional support to overcome barriers and enable learning progress in all core subjects, especially higher level maths and fuller sentence building.	To complete 50% of reading objectives of year group.  To evidence an improved test score and thus closing previous years' gaps and move Maths	Action Plan: 50% reduction in PP below ARE across the Key Stage. <b>Outcome:</b> 50% reduction was achieved. Pupil voice reflects that tutoring had a positive impact.  At least 50% PP at ARE for Maths	£8,000 across the academic year  1 x TA in LK2 am 1 x TA in UK2 am

emotional needs/barriers.	To improve reading fluency and comprehension.	into greater depth, as evidence illustrates this is more than possible.	<b>Outcome:</b> 50% of PP at ARE for English and Maths. Evidence shows that 85% of KS2 pupils receiving the PPG made good to better progress in Maths and 100% for Reading.	
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. <b>Outcome:</b> Teacher voice evidences that 100% of KS2 pupils have shown pleasing growth in active thinking and emotional maturity in class. 100% of pupils demonstrate a positive and determined attitude to improve. Pupil Voice mirrors this view with one pupil commenting: "I feel great in class now. I never thought I'd be as good as I am, my teachers are always there for me."	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 mental health and therefore academic progress.	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. <b>Outcome:</b> Heatree went ahead, as did the Y5 adventure week. Pupils are all due to attend and report feeling very excited.	£500
TA CPD, including Thrive refresher training to renew licence  Review: We will be pursuing a different approach from Sept '21 as Thrive has again been too time-consuming to deliver and we require an approach with more immediate impact.	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. <b>Outcome:</b> LSA Voice during Performance and Development review meetings in June, report feeling highly positive about the progress made by pupils in their class. They feel that have had time and support to make a positive impact on individuals. Teachers report impact on pupil progress by TA as effective. <b>Outcome:</b> Teacher Voice matches the LSA views above; teachers report observing LSAs in action in class and sharing feedback to further enhance strategies.	£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. <b>Outcome:</b> Pupils report feeling very supported by teaching team in class. We launched the mentoring scheme (Pupil	1 adult 10 mins pwk.

			Champions) in the Autumn term but this was interrupted by a return to bubbles with January lockdown.	
Total predicted expenditure				<b>£14,140</b>

**Headteacher summary for end of 20-21:** The impact of our strategies made possible by the Pupil Premium Grant has clearly been impeded by the national school lockdown again 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 whole hearted introduction of Read Write Inc from September has had a positive impact, hugely so for some of our most vulnerable pupils, who now have a secure base from which to build – and we will be aiming to build with increasing speed whilst ensuring depth at the same time. We have also made use of the National Tutoring Programme which has had a significant impact on pupil progress based on a range of evidence, which has aided our Covid recovery plans.

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. The continued use of ‘Power of Two’ maths books 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 is 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.