

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Milton Abbot Primary School	8782614
Number of pupils in school: 63	September 2021
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	-December 31 st 2021 -July 2022
Statement authorised by:	Chris Luxford
Pupil premium lead:	Greg Walkerdine
Governor / Trustee lead:	Jane Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,812
Recovery premium funding allocation this academic year	£2, 333
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,145

Part A: Pupil premium strategy plan

Statement of intent: 'Making THE Difference'

At Milton Abbot Primary School our intent is centred around ensuring that our most vulnerable children are listened to, supported and challenged to achieve their potential and beyond.

Our school's Pupil Premium Strategy Plan works towards achieving this intention by ensuring that our key principals are focused on the earliest development of children's language skills, reading fluency (including early decoding and blending confidence), mathematical fluency and their personal development, including self-esteem and self-confidence.

We do not view 'disadvantage' as a characteristic of a child's personality, and expect every child to achieve in all areas of the curriculum. We demonstrate this to the child and their family through ambitious targets and high expectations, although the pathway to success may well be organised into 'small step' successes. We want pupils to feel the sense of excitement when they succeed and a feeling of pride when they represent their school and their family at local tournaments and competitions.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Language skills that underpin good development of phonics, reading and spelling, as well as confidence to clearly express writerly ideas.
2	Reading fluency – moving from early decoding strategies to fluency of reading that underpins good development of comprehension skills.
3	Mathematical fluency to enable rapid recall of key number concepts and facts, to enable pupil to successfully meet the challenge of SATs test conditions.
4	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. Building pride and motivation in what they do and recognising how this can lead to greater opportunity in the short, medium and long-term.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><u>Speech and Language</u> To provide communication support and a programme of development to help overcome barriers.</p> <p><u>Personal Development</u> To continue to build self-esteem and confidence through a pupil mentoring scheme and offering a broad range of school experiences that seek to build self-confidence.</p> <p><u>Reading</u> To close identified reading fluency and comprehension gaps</p> <p>To provide additional parental support with reading at home.</p> <p><u>Maths</u> To close gaps in maths fluency and understanding</p>	<p><u>Speech and Language</u> Pupils to speak with greater confidence and fluency. Teachers report that pupils are speaking up more in class and are applying these skills in their recorded work. Pupils confidently speak during 'Expressive Activities' such as class presentations and whole school performances. They glow with pride as they complete their speaking part.</p> <p><u>Personal Development</u> Pupils show a growth in confidence and self-worth from their baseline pupil voice questionnaires; and they tell us! Pupils to represent their school in a tournament or event that involves competition or demonstration of a key skill/talent. Parents to evaluate the growth in confidence in their child's approach to schoolwork and output.</p> <p><u>Reading</u> Pupils to be at age-appropriate reading age or higher. Pupils to read to an adult in school with confidence and a sense of excitement as they demonstrate their skills. Pupils are 'hungry' for more books. Parents report that their child is reading to them at home with fluency and pleasure. Parents attend school reading workshops and report that this and related follow-up videos were helpful to them at home.</p> <p><u>Maths</u> Pupils demonstrate greater fluency in maths lessons and in recorded work, with skills beginning to be applied to different contexts leading to a sense of mastery.</p>

<p><u>English (Writing)</u> To develop and embed essential writing skills to accelerate progress</p>	<p>Pupils report enjoying maths and can describe how they have made progress and what their next steps to improvement are.</p> <p><u>English (Writing)</u> To complete all previous year objectives and complete simple sentences independently.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,555.00 RWI;

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc training for further members of the learning support team	RWI began in September 2020 at Milton Abbot School and evidence has shown an impressive impact especially for pupils who most struggled to read with fluency, etc.	1 and 2
Speech and Language link training and software	Early identification enables a clear action plan for those pupils with communication difficulties. This also enables us to request external input from SALT team at an early stage.	1
Play therapy CPD, resources and time to support	We have always found huge benefits from the Thrive input we offer our pupils. However, this has been limited to two adults so we are training four LSAs in Play Therapy so they can support our most vulnerable pupils in class and through additional intervention time.	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring led by experienced teacher(s) to ensure acceleration of reading, writing and maths progress.	Milton Abbot took part in the National Tutoring Programme in 2020-21 and this had a clear impact on those children who were targeted. Further targeted provision is expected to continue to have such a positive impact.	1 to 3
Additional LSA support for speech and language development and focused support during lesson time.	We have a very skilled LSA team who are guided by the class teacher. Targeted provision in class, moving a pupil on through small steps to giant leaps, is expected to have a positive impact.	1 to 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the number of synthetic quality books sent home.	RWI has had a positive impact during 20-21. We need to continue to invest to impact on our most vulnerable pupils.	2
To lead reading workshops to increase parental confidence with RWI at home.	Parents have responded well to the RWI scheme but feel that if they had further support they could be even more effective at home when hearing their child read.	2
To construct a dedicated speech and language space especially for our youngest learners.	There is a high number of communication issues across our PPG spectrum. A quiet space, dedicated to the speech and language programmes of these pupils would accelerate progress. 'Getting them early' is a key driver and we know that if pupils can articulate then they can apply phonics in their reading and writing, and it boosts their confidence.	1

Coaching in Class: pupils to receive training in how to coach peers in class and across school.	Requiring pupils to explain their thinking and clarify their learning is a key skill. This scheme is designed to develop these communication skills and give a boost. Pupils teaching pupils is a recognised national strategy that makes a positive difference.	4 and 1
Pupil Mentors: a weekly meeting with an adult to share progress and next steps.	This strategy has been applied in previous years and pupils always report feeling it gives them a positive boost. Assessment demonstrates a growth in confidence from September baselines to the end of the academic year.	4
Residential (Y6), trips, extended schools and swimming lesson support	The benefits to a pupil's personal wellbeing through achievement in swimming and overcoming challenges at our four night residential are huge. Pupil voice and Teacher voice evidences this.	4
Animal care opportunities	The introduction of animals is designed to support social and emotional needs, such as those children who require sensory breaks during the day. This is also intended to support with improved attendance.	4

Total budgeted cost: £17, 145

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The impact of our strategies made possible by the Pupil Premium Grant has clearly been impeded by the national school lockdown last academic 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 'Power of 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 January '21 Covid-related lockdown, we had 50% of PP in school, which meant we could continue setting and meeting small step targets for those pupils. Those at home were kept in daily contact with live lessons and marking of portfolio work. This operated better than first lockdown in March 2020. Read Write Inc proved itself to be a robust system that parents could apply at home and assessment on return demonstrated that all pupils had either remained at the same level or moved up a level; although, if they had been in school we would have expected everyone to progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was spent on the National Tutoring Programme.
What was the impact of that spending on service pupil premium eligible pupils?	The NTP meant a close focus on the needs and targets and saw excellent writing progress for Services pupil(s) taking part.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.