



Milton on Stour CE VA Primary School

Pupil Premium Strategy Statement April 2023 - March 2024

1. Summary Information					
School	Milton-on-Stour Primary School				
Academic Year	2022-2023 & part 2023 - 2024	Total PPG Grant	£20,950	Date of most recent PPG Review	April 2023
Total number of pupils	123	Total number of eligible pupils	16 at start of year	Date of next internal review of this strategy	September 2023 in line with new cohort

2. Barriers to future attainment (for pupils eligible for PPG)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	There are varying numbers of pupils eligible for PPG indifferent year groups and therefore trends are difficult to measure because the groups are sometimes statistically small. The focus is on every individual child and meeting their needs
B	Some of our PPG eligible pupils have dropped behind their peers particularly in writing, indicating that interventions have not worked and alternatives are needed
C	Language and physical development are often barriers to other areas of learning in the Early Years Foundation Stage and some pupils arrive in school lower in these areas.
External Barriers (issues which also require action outside school, such as low attendance rates)	
E	Whilst on average there is not a gap between PPG attendance and non-PPG attendance, some individual pupil's attendance falls below what would be expected.
F	Pupils with SEMH needs across the school are rising

3. Desired Outcomes (and how they will be measured)	Success Criteria
To track progress termly, making sure all disadvantaged pupils make expected progress in R,W,M with interventions planned to accelerate their learning	Disadvantaged pupils to be making accelerated progress to close the gap
To take a whole school 'pupil premium first' approach	Children make accelerated progress through clear and specific targets
To ensure that all PPG pupils have priority access to mental health support with an ELSA	All pupils have access to wellbeing teaching n class and additional ELSA individually or small group when needed
To provide targeted intervention for pupils attaining below expected levels including those not reaching the standard in phonics (Rec, Y1, Y2)	Improve phonics pass rate % in year 1 and 2
To increase the % of pupils in KS1 meeting ARE and achieving greater depth (including disadvantaged pupils) in R,W,M so they are better prepared for the next steps of their education	% of pupils achieving ARE & Greater depth in KS1 in R,W,M and combined scores
To increase the % of pupils making expected or better than expected progress in reading, writing and maths throughout KS2	Progress in KS2 reading maths and writing is at least expected.

4. Planned Expenditure					
Financial Year		2023 - 2024			
The three headings below enable schools to demonstrate how they are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies, including behaviour.					
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	Impact
To ensure pupils in EYFS and KS1	Phonics and reading interventions	To ensure that pupils are supported	Monitoring of sessions and data	RT/ AS	

develop phonic knowledge rapidly to enable them to read with fluency		to 'keep up' with pace of phonics scheme.			
To ensure a consistent whole school approach to behaviour	Steps behaviour training	Dorset agreed approach - therapeutic approach	ABC monitoring sheets observations	AS	
To improve writing outcomes across the school	Staff training on planning for outcomes from texts	Writing levels are not progressing as quickly as reading	Monitoring of outcomes from writing blocks and feedback to staff	AS / RT	
To ensure all pupils in years 1 - 6 are aware of things they can do to help their wellbeing	Fortnightly taught sessions on wellbeing led by our ELSA alongside classteachers	To promote positive wellbeing for all pupils	Monitoring of sessions and attendance monitoring	LH / RT	
TOTAL BUDGETED COST £8000					
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	Impact
To close the gaps between PPG children and their peers/ AREs	To use weekly pre-teach sessions / catch up for maths during the Summer and autumn terms	Careful analysis of individual pupil data shows slowing of progress and need for interventions to catch up.	Timetabled and specific interventions that are target driven	Head / Maths Lead	

To ensure social and emotional needs of all pupils are supported and developed	To ensure all pupils have access to ELSA, well being or nurture sessions weekly	Careful analysis of individual need have shown SEMH needs to be impacting on this group of pupils.	Sessions will be timetabled and based around PSHE/ SEMH need.	SENDCo & ELSA	
To support identified pupils to regulate their emotions and behaviour and follow routines and plans	TA involvement in setting up support plans and implementing these with pupils - Summer and Autumn	Increased number of behavioural incidents on return after COVID	Monitoring by classteacher and Leaders	SENDCo	

TOTAL BUDGETED COST £12,000

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	Impact
To support all PP eligible families to access all curriculum and learning opportunities	PP families to access support for residential, school trips, uniform, milk and extra curricular activities	Enable all families equal access to opportunities	Through finance officer	RT/ finance officer	
To enable enrichment opportunities	Access to music lessons and clubs	To enable pupils to widen their skills	Through updates from music teacher and club leads	RT/ finance officer	

TOTAL BUDGETED COST £950

Attainment			
	Reading	Writing	Maths
Attainment in line with Age Related Expectations by Easter 2024			