

Pupil premium strategy statement – Milborne Port Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	24% (based on 38)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2025
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Michelle Heap
Pupil premium lead	Jonathan Rodd
Governor / Trustee lead	Rob Lockey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55, 975
Recovery premium funding allocation this academic year	£5, 039
Pupil premium funding carried forward from previous years	£4, 388 (PP) £3, 939 (RP)
Total budget for this academic year	£69, 341

Part A: Pupil premium strategy plan

Statement of intent

- At Milborne Port Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may have an impact upon their learning.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers within school.
- Ensure ALL children can read fluently with a good understanding to enable them to access a broad and balanced curriculum.
- Expose our pupils to a vocabulary rich learning environment to improve spoken language and written work.
- Enable children to look after their social and emotional well-being and to develop resilience.
- To give our pupils access to a wide range of opportunities to develop their cultural capital.
- To ensure that Pupil Premium children have access to the wider life of the school.

Achieving our objectives:

- Provide all teachers with high quality RWI Phonics CPD to ensure children access high quality teaching.
- To provide high-quality targeted support to address any gaps in learning.
- Provide appropriate and high-quality mental health support to enable children to access their learning.
- Target funding to ensure that children have access to swimming, trips, visits and residential visits, music tuition and access to other paid clubs.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' spoken language
2	Pupils' phonics and reading ability and lack of parental engagement/support
3	Pupils' writing
4	Children's level of worry and anxiety linked with family circumstances
5	Family's low income

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
Improved outcomes for Year 1 pupils	Phonics screening score at least in line with national average 81% achieved the level in June 2023 (National average 2022 = 75%)
Improved attainment Year 2 and Year 6 reading	SATS results at least in line with national average Y6 77% (National 73%) Y2 60% (National 65%) >85% of PP pupils at the end of Y2 and 6 achieve ARE or EXS in Reading. PP children attainment is as good as or exceeds non-PP attainment in Y2 and Y6 Progress of KS2 PP pupils from KS1 is in line with or exceeds their non-PP peers
Pupils more resilient and can manage emotions	Reduction of number of children needing access to ELSA support

Access to wider life of school	PP children access a wide range of enrichment activities that they may not attend outside of school PP children engaging in after-school clubs. All PP attending school trips and swimming lessons. Increase number of children receiving music tuition <i>52% attend clubs and we pay for music tuition for 2 children</i>
--------------------------------	---

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: £21, 441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching of reading and writing, including use of Read, Write Inc.	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF toolkit)	1, 2, 3
CPD (Phonics training, RWI development day) and resources	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	1, 2, 3

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

Budgeted cost: £10,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

TA support	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.(EEF toolkit)	1, 2, 3, 4
One to one tutoring	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF toolkit)	1, 2, 3

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

Budgeted cost: £23, 979

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. (EEF toolkit)	4
Musical instruments	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. (EEF toolkit)	5
Instrumental lessons	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. (EEF toolkit)	5
School trips	Families who may be in financial difficulties are offered opportunities to take part in visits and trips, either free of charge or at a subsidised cost. + 3 months.	5

Total budgeted cost: £55,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils in the 2022 to 2023 academic year, including further information on projects not dependent on funding.

Good level of development: 0/2 pupils (0%)

Phonics screening check Year 1: 6/7 pupils passed (86%)

SATs results for PP Pupils (% making expected or above)

<i>Year group/Number of pupils</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Yr 2 (8 pupils)</i>	<i>38%</i>	<i>38%</i>	<i>50%</i>
<i>Yr 6 (8 pupils)</i>	<i>88%</i>	<i>75%</i>	<i>50%</i>

Pupils in other year groups were assessed using NFER assessments:

<i>Year 1 (7 pupils)</i>	<i>71%</i>	<i>57%</i>	<i>71%</i>
<i>Year 3 (5 pupils)</i>	<i>60%</i>	<i>80%</i>	<i>40%</i>
<i>Year 4 (5 pupils)</i>	<i>40%</i>	<i>60%</i>	<i>60%</i>
<i>Year 5 (4 pupils)</i>	<i>100%</i>	<i>75%</i>	<i>75%</i>

Intended Outcomes:

Ensure pupils are supported to feel healthy: Exercise promoted as important through PE, Swimming, Science, initiatives led by PE Subject Leader (e.g. attendance at Sports Festivals), Play Leaders, After School Clubs, Premier Sports Wellbeing sessions. Be Healthy is one of our 7 Bees (school values).

Staff to provide clear, direct feedback: Focus on verbal feedback was implemented following EEF guidance – no clear impact on writing standards.

Profile and importance of reading raised throughout the school: Focus on regular reading of PP pupils. The profile of reading was a real focus across the school.

More resources purchased for KS2 PP pupils. Accelerated Reader has now been purchased, and all KS2 pupils are able to quiz regularly. World Book Day. School readers volunteers in to hear readers with a focus on bottom 20%. Reading Plus, a web based programme, is very popular with pupils and was offered to PP pupils as a priority. There has been a good level of engagement with this at home.

To improve parental engagement with learning, focusing on reading: Reading newsletters sent to parents, Sue Laughton Award and The Book Hut Project used by PP families to provide books at home. UK Reads Storybox Project focus on male PP pupils in Y6 and their parents – high level of engagement from parents. Pupils engaged well in the sessions and improved their reading at home and made good progress. Parental feedback was very positive.

Schoolreaders Registered Charity: 1159157

UK Reads Registered Charity: 1154264

To improve pupils' resilience: Successful ELSA programme delivered when staffing allowed. PP pupils behaviour for learning is excellent, allowing for more focus and progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus	Reading Solutions UK Ltd
Vocabulary Ninja	Vocabulary Ninja