

Pupil Premium Strategy Statement 2020-2022

School overview

Metric	Data
School name	Milborne Port Primary School
Pupils in school Sept 2020 /April 2021	164
Proportion of disadvantaged pupils	23.8%
Number of pupils eligible for PP/LAC/SVS PP	39
Pupil premium allocation financial year 20-21	£31,565
Pupil premium allocation financial year 21-22	£41,735
Proportion of Services pupils	3.7%
Academic year or years covered by statement	2020-2022
Publish date	April 2021 (continuation due to effects of Covid)
Review date	September 2021
Statement authorised by	Rebecca Eyres (Headteacher)
Pupil premium lead	Rebecca Eyres (Headteacher)
Governor lead	Janet Walden

Disadvantaged pupil performance overview for the academic year 2018- 19 (4 pupils)

Measure	Score
Meeting expected standard in reading at KS2	40%
Achieving high standard in reading at KS2	20%
Meeting expected standard in writing in KS2	40%
Achieving expected standard in maths at KS2	60%
Achieving expected standard in reading, writing and maths at KS2	20%

Strategy aims for disadvantaged pupils

Measure	Activity
To ensure that all pupils feel supported to lead healthy lives.	Golden Mile, group discussion, science teaching, well being groups
To support PP pupils with improved learning behaviours with a focus on building up their	Growth Mindset approach. Learning Pit. ELSA support & Well Being Groups, verbal feedback from staff

resilience from missing education during lockdown in 2020.	
To support PP pupils with improving their oral language skills and vocabulary after the impact of missing education during lockdown in 2020.	Vocabulary to be specifically taught- Word of the Day –Mrs Word Smith. Vocab Ninja to be purchased. £79
Teachers will ensure that all pupils access the full curriculum both in school and if necessary at home.	A broad curriculum to be taught, but with the flexibility to create time to cover missed content. Pupils taught to use Google Classroom to enable remote learning. Chrome Books purchased – other funding £14, 138. DfE Chrome Books given to PP pupils.
Improved punctuality for pupils eligible for PP- Reduce number of minutes late to zero among pupils eligible for PP	RE & EB to have discussions with pupils and parents. Suggest strategies & then formally write to parents.
Barriers to future attainment	Oral language skills are often lower for pupils eligible for PP than for other pupils. This impacts on reading and writing progress in subsequent years. Social and emotional vulnerabilities. Lack of parental engagement Punctuality Physical mobility and poor concentration – Fidgety Feet £100
Projected spending 20-21	TA support £13,000
Projected spending 21-22	TA support £20,000

Teaching priorities for current academic year 2020-21

Aim	Target	Target Date
Well Being Support	Pupils to be supported with their emotions throughout the academic year.	July 2021
Progress in Reading	Achieve at least expected progress across the school and at least national average scores in KS2 reading(0)	July 2021

Progress in Writing	Achieve at least expected progress across the school and at least national average progress scores in KS2 writing(0)	July 2021
Progress in Maths	Achieve at least expected progress across the school and at least national average progress scores in KS2 maths(0)	July 2021
Progress in Phonics	Attainment to be in line with national average expected standard in PSC.	July 2021
Projected Spending 20-21	Teaching amount	£15,000
Projected Spending 21-22	Teaching amount	£18,000

Targeted academic support for current academic year

Measure	Activity
Re-establish Positive Relationships in the classroom.	
Class teachers to ensure that there is catch up, coherence, rigor and progression.	Formative & Summative assessment used to determine need and plan provision. Intervention/catch up will be planned with the SLT. Class teachers will record provision on Class Profiles.
The majority of pupils (at least 85%) will make at least expected progress from a baseline assessment made in autumn 2020.	Class teachers supported to raise attainment and to ensure those at risk of under achievement make progress.
Staff to provide clear direct feedback, with an emphasis on verbal feedback.	Staff to work 1:1 to provide verbal feedback
The profile and importance of reading will be raised throughout the school, with a focus on the regular reading in school of PP pupils .	New reading books purchased for KS2. £1,476 Approach to reading document updated to reflect changes. Reading for pleasure promoted through DEAR and The Book Hut Project.
Spending 20-21	£29,424 £2,333 carried forward to follow year
Projected Spending 21-22	Additional TA support £1,756

Wider strategies for current academic year

Measure	Activity	
To improve PP parental engagement with their child's learning with a focus on reading.	Encourage the use of The Book Hut Project and engagement through Home Learning Journals.	
To ensure that communication and support are in place in the event of isolation or further lockdowns.	Regular phone calls, devices or paper based learning supplied.	
To provide FSM in the event of isolation or lockdown.	Food parcels or packed lunches provided. Funded by DfE or SCC.	
To subsidise educational visits and music lessons to enrich learning- if they can take place.	Parents of pupils eligible for PP supported financially	

	£150
Projected Spending- 21-22	£39,935 £1,800 remaining due to cancelled trips

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensure pupils further develop their oral language skills through talk time, topic vocabulary, reading comprehension and reading for pleasure. Subject Leaders to improve their working knowledge of how their subjects are taught and assessed across the school.	Regular slots in timetables Staff Meetings/Subject Leadership Days
Targeted Support	Staff will develop their working knowledge and provision for Speech, Language and Communication Needs. Ensure that TAs have effective support and resources	INSET – Jan 2021 Class Teachers work with SLT. PP Meetings
Wider Strategies	Engaging the families needing support – punctuality & potentially remote learning.	Be proactive in engaging with families needing support – provide devices for remote learning or paper resources.

Review: last year's aims and outcomes (2019-20)

Aims	Outcomes
Improve oral language skills for pupils eligible for PP	A focus on vocabulary and oracy across the school was evident. E.g. Word Walls & Mrs Wordsmith Word of the Day . Disruption to the school year had an obvious impact.
Higher rates of progress across KS2 for pupils eligible for PP.	In March 2020 Spring Term data progress was evident. NO Summer Term data
Improved punctuality for pupils eligible for PP	Disruption to the school year had an obvious impact- families were approached re time late and minutes in school missed.
Progress and attainment of pupils eligible for PP and highlighted as vulnerable to underachievement will be broadly in line with peers.	In March 2020 Spring Term data progress was evident and the majority of pupils were on track to meet their targets. NO Summer Term data
Pupils eligible for PP and Service Families who are identified as needing emotional support will have access to tailored provision such as ELSA, a counsellor, Play Therapy: whichever is felt to be the most appropriate.	A full timetable was drawn up for ELSA with SE but disruption to the school year had an obvious impact. During lockdown pupils eligible for PP and service families were regularly communicated with.