



## Pupil premium strategy statement:

1. Summary information					
School	Milverton Community Primary and Pre School				
Academic Year	2017-18	Total PP budget	£24,480	Date of most recent PP Review	Jan 2018
Total number of pupils	198	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 2018
Number of pupils eligible for forces funding	3	Number of pupils eligible for PP+	3	Total Number of pupils eligible for PP, PP+ and Forces funding	22

2. Current attainment		
Attainment for 2016-2017 (23 pupils)	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% achieving expected standard or above in reading, writing and maths	Not measured	Not measured
% achieving expected standard or above in reading	95%	86%
% achieving expected standard or above in writing	91%	84%
% achieving expected standard or above in maths	82%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social and Emotional well-being
B.	Poor core skills e.g phonics and number sense.
C.	Low ambition linked to life experiences
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Challenging home environment (breakdown of relationships, parenting skills, previous trauma, support and encouragement available / given at home, improving attendance.

4. Desired outcomes
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	<i>Desired outcomes in addition to raised attainment and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Social and Emotional well-being</b> Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement. This will enable children to feel safe and secure in school and to manage in a range of social situations. An increase in self-esteem and self-confidence should lead to an increase in academic progress and engagement.</p>	<ul style="list-style-type: none"> <li>• All children have the opportunity to improve their understanding of the importance of mental health and the need to give their bodies opportunities to calm down. They will develop these skills during class mindfulness sessions.</li> <li>• All children will improve their self-esteem and self-confidence and build their resilience by experiencing new opportunities through their class forest school sessions.</li> <li>• Children will be able to co - regulate and self-regulate to manage their emotions throughout the day.</li> <li>• ELSA pre /post data will show an improvement in an identified area of specific need such as emotional awareness, social skills, friendship skills, self-esteem or anger management. This will be evident through both staff and pupil ELSA assessments. This will include higher self-image profiles.</li> <li>• Where applicable BOXALL profiles will show improvements in a particular strand of either the developmental or diagnostic profile.</li> <li>• Attendance will improve for identified children</li> <li>• There are less reported incidents from classroom and playground environments resulting in less children in the duty room.</li> <li>• Children will begin to make academic progress as evident through work scrutiny and SPTO analysis.</li> </ul>
<b>B.</b>	<p><b>Poor core skills e.g phonics and number sense</b> Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in English and mathematics. They are more confident and able to engage in English and mathematics lessons. The attainment gap is closed between themselves and their peers.</p>	<ul style="list-style-type: none"> <li>• Pre and post data for individual support such as ILI and Numcion shows accelerated progress and also shows improvement in reading and spelling ages.</li> <li>• Children uses strategies taught in one to one or small group sessions in their daily English and mathematics lessons as evident through work scrutiny and discussions with staff.</li> <li>• Children make academic progress and fill gaps in knowledge and understanding as evident through SPTO analysis.</li> <li>• Children are confident to 'have a go' during class based English and mathematics lessons and have a range of strategies to support them (as evident through discussions with staff and pupils and work scrutiny).</li> </ul>
<b>C.</b>	<p><b>Low ambition linked to life experiences</b> Children have increased experiences such as; attendance at sports clubs, music lessons, visits and trips to a variety of different places including residential centres. These experiences help them to make links and see the purpose in their learning. It provides children with greater ambition of what they can achieve.</p>	<ul style="list-style-type: none"> <li>• The number of children engaged in physical activity out of normal school hours increases.</li> <li>• PP children have more opportunities to engage in clubs including sport and music clubs.</li> <li>• PP children get the opportunity to experience new activities and places.</li> </ul>
<b>D.</b>	<p><b>Challenging home environment</b> (breakdown of relationships, poor parenting skills, previous trauma, poor attendance, lack of support, lack of encouragement and low parental expectations.) Parents engage with the school community and parental partnership is increased. Parents value and contribute to open communication including informing the school about changes of circumstances that may impact on their child's social and emotional well-being. Parenting skills are supported and improved through work with our PFSA. Home and school work together to support children's social, emotional and academic progress. Parents develop their own knowledge and skills to support their children. Pupil attendance will improve.</p>	<ul style="list-style-type: none"> <li>• Parents are open to discussion and communicate effectively with staff about any experiences or changes that may be impacting on their child's well-being.</li> <li>• Parents attend reviews and meetings to work in partnership to support their children.(including meetings with external professionals such as the EP, OT and Paediatricians)</li> <li>• Parents attend training and are given new strategies relevant to supporting their child e.g. sensory workshops, parenting course, work with the school PFSA or ELSAs.</li> <li>• Parents work with staff to support children to improve the current situation. This includes working closely with our ELSAs and PFSA.</li> <li>• Parents support their children with homework by following the school homework policy.</li> <li>• Attendance improves for identified children and attendance is in-line with national expectations.</li> </ul>

## 5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 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	When will you review implementation?
Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement.	<p>Emotion coaching training for all staff.</p> <p>Whole class mindfulness session per term.</p> <p>Whole class forest school sessions twice a term.</p> <p>Whole class yoga sessions for a half term block.</p>	<p>With the ever increasing pressure on young children and the rise in mental health problems, it is essential that we include emotional wellbeing and mental health as part of our curriculum. Giving children opportunities to learn about the importance of looking after our bodies including our emotional health and wellbeing, is key, as well as teaching children strategies to manage their emotions in a range of situations, that may include ways to calm, ways to be still and ways to be quiet. Providing children with opportunities to challenge themselves and take risks builds their resilience and boosts self-confidence and self-esteem.</p>	<p>Observations of class based session by the school SENCO and SEN Governor.</p> <p>Discussions with class teachers, children and parents about their experiences.</p>	SLT	July 2018
Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in English and mathematics.	<p>Staff training for all in maths by 'Mathstopia'</p> <p>Staff training in phonics for new members of staff.</p> <p>Further embed staff understanding, during staff meeting time, of ARE and GD and training for more accurate use of SPTO. This will ensure that lessons are differentiated appropriately to address children's needs and gaps in knowledge and understanding. Misconceptions will be addressed quickly through on-going formative assessment and intervention given as needed.</p>	<p>Ensuring staff are skilled and knowledgeable in order for them to make judgements / assessments that are accurate. Quality first teaching addresses all pupil needs and therefore pupils are taught and supported appropriately for their level of development.</p>	<p>Lesson observations and learning walks from members of SLT.</p> <p>Planning and work scrutiny by members of SLT.</p> <p>Discussions with staff.</p> <p>Analysis of SPTO data.</p>	SLT	July 2018

<p>Children have increased experiences such as attendance at sports clubs, music lessons, visits and trip to different to different places including residential trips.</p>	<p>Enhanced opportunities for all children to engage in projects such as 'Skip2Bfit' and the 'Golden Mile'.</p> <p>Whole class forest school sessions which cover aspects of healthy lifestyles and gives children opportunities in the outdoor environment by taking risks and using real tools.</p> <p>Opportunities for children to have music lessons during the school day.</p> <p>A wide range of after school club opportunities including sport, art and music.</p> <p>Our school termly newspaper to give able pupils the opportunity to use their skills for a real life purpose.</p> <p>Music lessons for the whole of class 4 to learn to play an instrument, using instruments that are provided by school.</p>	<p>Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences.</p>	<p>Discussions with staff, parents and children.</p>	<p>RS</p>	<p>July 2018</p>
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## 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	When will you review implementation?
<p>Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement. This will enable children to feel safe and secure in school and to manage in a range of social situations. An increase in self-esteem and self-confidence will lead to an increase in academic progress and engagement.</p>	<p>1:1 ELSA sessions</p> <p>Small group LegoTherapy</p> <p>Small group forest school provision once per week</p> <p>Additional lunchtime support to provide alternative lunchtime provision / additional support in unstructured times.</p>	<p>Children have the opportunities to develop their own social and emotional skills in a one to one or small group session. These sessions are targeted at individuals' specific needs. Pupils are supported to develop their understanding of emotions, their bodies' reactions, strategies to calm and manage their emotions in different social situations, expand their communication skills and build their resilience, self-confidence and self-esteem. This enables them to feel safe and secure so that they can thrive academically.</p>	<p>Session observations by the SENCO and SEN Governor.</p> <p>Pre and post data</p> <p>Discussions with class teachers, children and parents.</p>	<p>KL</p>	<p>July 2018</p>

<p>Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in literacy and mathematics.</p>	<p>ILI / Numicon Breaking Barriers.</p> <p>Nessy</p> <p>Class based wave 2 group interventions for phonics and maths</p> <p>1:1 booster sessions for identified PP pupils</p>	<p>Children's individual gaps in knowledge and understanding are addressed in 1:1 situations with tailored specific support from highly skilled staff. These members of staff liaise closely with class teachers to ensure consistency and further enhance pupil understanding by supporting them to transfer skills taught in 1:1 sessions across the curriculum.</p>	<p>Session observations by SENCO</p> <p>Monitoring pre and post data.</p> <p>Analysis of SPTO.</p> <p>Discussions with class teachers, pupils and parents.</p>	<p>KL</p>	<p>July 2018</p>
<p>Children have increased experiences such as attendance at sports clubs, music lessons, visits and trip to different to different residential trips.</p>	<p>PP children have 1:1 music lessons and after school clubs funded.</p> <p>PP children have subsidised or funded school trips including residential visits.</p> <p>PP children are offered free extra-curricular sports clubs to give them the opportunities to experience a range of different sports.</p> <p>Ipads are purchased to improve access to technology and support children with the curriculum.</p>	<p>Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non-academic skills and broaden their experiences.</p>	<p>Discussions with staff, parents and children.</p>	<p>KL and RS</p>	<p>July 2018</p>
<p>Parents engage with the school community and parental partnership is increased.</p>	<p>Regular review meetings with parents /carers of pupils receiving additional support including opportunities to share expertise and advice e.g parental sessions with ELSA , ILI, flexible parents evenings and a variety of parent workshops.</p> <p>PFSA support for identified families.</p>	<p>Parents value and contribute to open communication (including informing the school about changes of circumstances that may impact on their child's social and emotional well-being). Parental support for children increases which impacts on children's self-esteem, self-confidence and attendance.</p>	<p>Discussions with staff, parents, children and PFSA.</p>	<p>KL</p>	<p>July 2018</p>

6. Review of expenditure				
Academic Year 2017-2018		Review completed September 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement.	<p>Emotion coaching training for all staff.</p> <p>Whole class mindfulness session per term.</p> <p>Whole class forest school sessions twice a term.</p> <p>Whole class yoga sessions for a half term block.</p>	Children throughout the school had the opportunity to develop resilience and increase their emotional awareness. Staff and parent commented positively on the impact and usefulness of the strategies taught to the children. This was evident in the parent survey in March 2018.	As a staff we have received additional training to help us understand and support children with their emotional development. We feel that opportunities to share this with parent and carers is essential and intend to explore this during the next academic year.	
Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in English and mathematics.	<p>Staff training for all in maths by 'Mathstopia'</p> <p>Staff training in phonics for new members of staff.</p> <p>Further embed staff understanding, during staff meeting time, of ARE and GD and training for more accurate use of SPTO. This will ensure that lessons are differentiated appropriately to address children's needs and gaps in knowledge and understanding. Misconceptions will be addressed quickly through on-going formative assessment and intervention given as needed.</p>	Training was well received by staff and they commented on feeling more confident with aspects of maths and supporting children through the use of CPA. Staff have further confidence in making accurate judgements for ARE and GD.	Further training is required to further embed bar modelling. Further training is required to understand the OAT tool in SPTO and how we can use this to identify gaps in knowledge/ understanding and as a planning tool.	
Children have increased experiences such as attendance at sports clubs, music lessons, visits and trip to different to different places including residential trips.	<p>Enhanced opportunities for all children to engage in projects such as 'Skip2Bfit' and the 'Golden Mile'.</p> <p>Whole class forest school sessions which cover aspects of healthy lifestyles and gives children opportunities in the outdoor environment by taking risks and using real tools.</p> <p>Opportunities for children to have music lessons during the school day.</p> <p>A wide range of after school club opportunities including sport, art and music.</p> <p>Our school termly newspaper to give able pupils the opportunity to use</p>	These opportunities have enabled pupils to access a wide and varied curriculum.	This approach will continue to be funded through pupil premium funding.	

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement. This will enable children to feel safe and secure in school and to manage in a range of social situations. An increase in self-esteem and self-confidence will lead to an increase in academic progress and engagement.</p>	<p>1:1 ELSA sessions</p> <p>Small group LegoTherapy</p> <p>Small group forest school provision once per week</p> <p>Additional lunchtime support to provide alternative lunchtime provision / additional support in unstructured times.</p>	<p>Individual children were supported to develop resilience, build self-esteem and manage their emotions. Through BOXALL and ELSA pre and post data it was evident that all children made progress in some aspects of their emotional and social development and further targets we set.</p>	<p>This provision has worked well and new data from BOXALL and ELSA analysis has enabled us to form a focus for the next stages of this provision.</p>	
<p>Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in literacy and mathematics.</p>	<p>ILI / Numicon Breaking Barriers.</p> <p>Nessy</p> <p>Class based wave 2 group interventions for phonics and maths</p> <p>1:1 booster sessions for identified PP pupils</p>	<p>Interventions supported pupil development and end data showed accelerated progress for reading in particular. Data did not show the same impact for pupil's spellings. 1:1 booster sessions focussed on children's gaps in knowledge from SPTO proved very effective at filling gaps in knowledge to support pupils to make more progress towards their age related expectations. This form of intervention also worked well alongside classroom practice and small group provision within class help pupil's develop key skills. It became apparent that ILI/breaking barriers did not always support pupil's day to day learning as effectively as we would have hoped.</p>	<p>For the Autumn Term 2018 we planning to trial 1:1 and small group interventions based on children's gaps in knowledge as identified using SPTO rather than ILI / breaking barriers.</p>	
<p>Children have increased experiences such as attendance at sports clubs, music lessons, visits and trip to different to different places including residential trips.</p>	<p>PP children have 1:1 music lessons and after school clubs funded.</p> <p>PP children have subsidised or funded school trips including residential visits.</p> <p>PP children are offered free extra-curricular sports clubs to give them the opportunities to experience a range of different sports.</p> <p>Ipads are purchased to improve access to technology and support children with the curriculum.</p>	<p>These opportunities have enabled pupils to access a wide and varied curriculum.</p>	<p>This approach will continue to be funded through pupil premium funding.</p>	

<p>Parents engage with the school community and parental partnership is increased.</p>	<p>Regular review meetings with parents /carers of pupils receiving additional support including opportunities to share expertise and advice e.g parental sessions with ELSA , ILI, flexible parents evenings and a variety of parent workshops.</p> <p>PFSA support for identified families.</p>	<p>Parent partnership has improved and a number of families have been supported by our ELSA, PFSA and SEN TA parent workshops. As a school we have reflected on the training we have received as staff to support pupils' social and emotional development and feel that this needs to be shared with all parents.</p>	<p>Further expand this by providing emotional wellbeing training for parents and carers during the Autumn Term 2018.</p>	
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