

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
School name	Milton Ernest
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	9.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Virnuls Headteacher
Pupil premium lead	Lisa Virnuls Headteacher
Governor / Trustee lead	Stephen Holroyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9415
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£10915

Part A: Pupil premium strategy plan

Statement of intent

At Milton Ernest our pupils from disadvantaged backgrounds are a small group. Each and every one of them is precious to us. Many of these pupils have additional barriers to learning, some join us from other schools. We intend for all of our pupils from a disadvantaged background to leave Milton Ernest as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real life experiences. They will compete in a team and/or play an musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

Challenges

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

Challenge number	Detail of challenge
1	Writing especially spelling and handwriting difficulties
2	Gaps are widened due to covid – children needing 1-1 support and interventions within the classroom
3	Mental health and wellbeing
4	Low self-esteem, negative attitude to learning and fear of failure. Low academic starting point. Impact of Covid 19
5	Lack of engagement from both parents and pupils in terms of homework and home learning

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
For disadvantage pupils to meet their academic potential	Assessments and observations show that disadvantaged pupil's progress is improving

To improve writing attainment across the school	Assessments and observations show that disadvantaged pupil's spelling and writing are improving alongside their vocabulary.
For vulnerable pupils to be supported to access all areas of school life in order to maximise engagement, attention and attainment.	Disadvantaged pupils are engaging in all areas of school life - including homework, afterschool activities, sports clubs and trips.
Low self-esteem, negative attitude to learning and fear of failure. Low academic starting point needs. Impact of Covid 19	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £3038.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers attend CPD in new spelling approach	Promoting fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling will improve literacy skills for all children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,3
EYFS teachers attend CPD in Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <ul style="list-style-type: none"> • The Rose report. • DfE reading framework. • Phonics toolkit EEF DfE accredited phonics programmes. • Phonics strategies, EEF T&L toolkit 	1,2,3
New handwriting training for staff and implementation across the whole school.	Our children's handwriting will become automatic and to a high standard so that they are able to focus on the content of their writing rather than the presentation. The impact of the scheme should be noticeable within written work in all areas of the curriculum.	1,2,3
Subject leaders - time to develop their subject especially Mastery learning and to ensure all needs are catered for	An effective strategy especially for Primary school children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2,3,4
Purchase of online subscriptions to encourage engagement	Pupils eligible for free school meals typically receive additional benefits from homework. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3,4,5

and motivation for both parents and pupils for home work and home learning where needed.	Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide TA support across all year groups to support vulnerable children	TA interventions whether it is one to one tuition or small group work is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4
Maths activities that provide support for children that are struggling with resilience in Maths - especially after the lockdown.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 3,4

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

Budgeted cost: £ 1705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapy and support provided for vulnerable children that are struggling	A qualified Art Therapist provides support for identified vulnerable pupils with social, emotional and communication needs. This hopefully will enable them to engage more with their learning and have an impact on pupil progress.	3, 4, 5

with their mental health	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
All pupils to have equal opportunities to the broad and balanced curriculum with depth and experience	Children to develop their skills and talents with music, sport and the Arts – this will support with their self-esteem, aspirations and cultural capital.	3,4,5
Online resources to support staff with Children's wellbeing	Support with children's social and emotional wellbeing is critical in recovery from Covid-19. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4,5

Total budgeted cost: £10,915

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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.