

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	69
Proportion (%) of pupil premium eligible pupils	9.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lisa Virnuls Headteacher
Pupil premium lead	Lisa Virnuls Headteacher
Governor / Trustee lead	Lauramay Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5540
Recovery premium funding allocation this academic year	£1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2000
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	£9040

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	Quality of writing including spelling and handwriting.
2	Gaps are widened due to covid – children needing 1-1 support and interventions within the classroom
3	Speech and language difficulties
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: £4,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers attend CPD in new Writing approach with Jane Considine	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 Maths	Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches	1,2,3
EYFS teachers attend support in outdoor provision	Good quality provision in the early years is important for literacy, communication, language and maths skills. It also improves self-regulation and social skills. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning?	1, 3, 4
White Rose Maths training	To support the development and pedagogy in maths and mastery of maths – to help with resilience and confidence in pupils and to bridge gaps.	2, 4, 5
Subject leaders - time to develop their subject especially Mastery learning and to ensure all	An effective strategy especially for Primary school children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2,3,4

needs are catered for		
Purchase of online subscriptions to encourage engagement and motivation for both parents and pupils for home work and home learning where needed.	<p>Pupils eligible for free school meals typically receive additional benefits from homework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>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.</p>	1,2,3,4,5

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

Budgeted cost: £ 4583

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide TA support across all year groups to support vulnerable children	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,4
Maths activities that provide support for children that are struggling with resilience in Maths - especially after the lockdown.	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2, 3,4

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

Budgeted cost: £ 357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapy and support provided for vulnerable children that are struggling with their mental health	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3, 4, 5
All pupils to have equal opportunities to the broad and balanced curriculum with depth and experience	<p>Children to develop their skills and talents with music, sport and the Arts – this will support with their self-esteem, aspirations and cultural capital.</p>	3,4,5
Online resources to support staff with Children's wellbeing	<p>Support with children's social and emotional wellbeing is critical in recovery from Covid-19.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4,5

Total budgeted cost: £9,695

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.

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)