

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	Milborne St Andrew First School
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	(14) 25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	January 2022
Date on which it will be reviewed	October 2022
Statement authorised by	Governing Body
Pupil premium lead	Michelle Cheeseman/Sharon Staddon
Governor / Trustee lead	Nick Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,000
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 15,500

Part A: Pupil premium strategy plan

Statement of intent

At Milborne St Andrew First School all our children (disadvantaged and not) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make progress in reading, writing and maths as well as the wider curriculum. We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. 5/14 of children who are pupil premium are also SEND and teachers work very closely with SEND support and the school SENDco to ensure a holistic approach to meeting their needs.

We recognise that not all children who are in receipt, or have been in receipt of Pupil Premium funding are disadvantaged. Similarly not all children who are disadvantaged are registered or qualify for Pupil Premium funding. We therefore use our funding to help support **all** children to reduce the impact of disadvantage.

We recognise that pupil disadvantage can take many forms and that securing good outcomes requires care and vigilance from all staff.

Whilst the Pupil Premium and Covid Recovery funding can help support our children by reducing the obstacles for them to flourish we also need to provide children with the tools and attitudes to meet and conquer adversity.

We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to our phonics programme (ELS) and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We provide pastoral support for both pupils and their families and will work with families to support school attendance so that all children are able to engage with the full learning experience at Milborne St Andrew First School. We also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, cultural capital and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Managing Behaviour and Emotions
2	Attendance and Punctuality
3	Social and Emotional Mental health and Attachment
4	Life experiences
5	Low expectations of reading and writing
6	Poor vocabulary range of many children but particularly those who are disadvantaged
7	The majority of our disadvantaged children fall into another vulnerable group i.e. having an additional special educational need or needing support with social and emotional wellbeing.

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
Managing Behaviour and Emotions- Children are able to understand, label and manage their own emotions	<ul style="list-style-type: none"> • School will have a designated trained Mental Health Lead • Support plans and knowledge organisers will explicitly show planned teaching of how to self regulate • Incidents of behaviour outburst will be reduced and not impact on other children as the children will have strategies • Children use strategies to support them such as breathing, time out, counting to 10
Attendance and Punctuality	<ul style="list-style-type: none"> • Breakfast club used to get children into school settled, fed and in good time
Social and Emotional Mental health	<ul style="list-style-type: none"> • Use Cosmic Yoga daily in class for Yoga and Mindfulness • Longmead Farm
Attachment	<ul style="list-style-type: none"> • Trauma informed Practice seen throughout the school • Paul Dix strategies and systems in use such as Recognition Boards
Life experiences	<ul style="list-style-type: none"> • Trips planned at the start of topics • Eco club work

	<ul style="list-style-type: none"> • School diaries and reading record • Children had free pass to visit National Trust property • Residential trip for all at Y4 • Regular class trips to our local partner farms - Wessex Wild and Whiteways
Low expectations of reading and writing	<ul style="list-style-type: none"> • Use Cosmic Yoga and Dojo to teach Growth Mindset • Have new phonically decodable books available to children • Clear expectations of reading at home and in school, including completing the child's reading record • Regular set writing homework for whole school • Explicit class teaching of texts • Bookbags to promote respect and value for books and promote good learning habits learning
Poor vocabulary range	<ul style="list-style-type: none"> • Vocabulary shared with parents for each topic • Explicit class teaching of texts • Vocabulary listed on Knowledge organisers • Maths stem sentences training • High level vocabulary used across the broader curriculum
In response to all of the above we reviewed our entire curriculum to look at our curriculum drivers and to plan secure progression routes in each subject. We identified that our child needs a range of skills and knowledge which are not necessarily academic. (manners, politeness, respect, practical life skills tying shoe laces, working together, not giving up, simple special experiences such as seeing the sun rise, stars at night	<ul style="list-style-type: none"> • New progression sheets • New Knowledge organisers • New lesson observation formats Based on Chris Quigley practice • Enhanced work in lessons on memory and information retrieval to get things moved from short term memory to long term memory also enabling more short term working space to be available. • Passport Challenges • Skills Builder

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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Young carers	Identified 5 children who are also pupil Premium as being likely carers Evidence from Young carers groups suggest that staff being tuned into them and being 'thoughtful in their communications' makes a significant difference for them	1,2,7
CPD Trauma Informed training	All staff are now receiving this training Calmer environment in school Staff are more confident managing challenging behaviour and are genuinely keen to unpick and understand the children's actions.	1,3,4,7

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

Budgeted cost: £ *Included in above*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentoring	Children have been identified (PP) included in each group to have targeted support from Tutor	4,5,6
School led tutoring	Targeted, regular, small group and individual work	4,5,6,7

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

Budgeted cost: £ *included in above*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offsite visits	Visits and Trips including the Y4 residential visit are an important part of school life and memories building. We ensure that all children are able to take part	3,4,6,7
Specific targeted whole school home learning Writing best practice shared with parents	Children get weekly task on sentence writing across the school. Focus on quality not quantity. These are based on a visual stimulus and 'I see, I think, I wonder' approach.	5,6
Breakfast and After School Club	ELSA time Reduced exclusions	1,2,3
Reading bags for Reception children School diaries for each child	Establish good reading habits for the rest of school life in that first year. Pride and responsibility for books established and early love of reading Establish good reading habits and promote organisational skills, Have challenges and key information in them.	2,3,4,5,6,7
Link with other support agencies	Improve outcomes for families and support through difficult times. This may be one off or support over a prolonged amount of time.	1-7

Total budgeted cost: £15,500

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?

Total Funding available: **£6188**

Date		Cost
2020/21	<ul style="list-style-type: none">• COVID -19 caused significant disruption to school life through 'bubble requirements' and National School Closures.• At all times PP eligible and other vulnerable children and families were identified as a priority. They were always offered a school place during the period of school closure.• All PP eligible families were supplied with additional food packs in lock down• All children took part in all off site visits including the Y4 residential who were eligible for PP funding. <p><u>Aims of 2020/21 Strategy</u></p> <p>Increased vocabulary bank for children</p> <ul style="list-style-type: none">• Staff training on Vocabulary at THS and by Chris Quigley• Children had free pass to visit National Trust property	

	<p>Increased exposure to opportunities to see boys reading and writing</p> <ul style="list-style-type: none"> • Working with Mllton Abbey School to have groups of students working with children in school. This was unable to happen due to COVID restrictions but there is still intent to do it when possible • Tapestry used to promote reading for all and extra whole school targeted reading programmes and experiences such as Extreme reading <p>For all to reach at least ARE in writing and for some to reach Greater depth</p> <ul style="list-style-type: none"> • A range of interventions were delivered by staff to target children/groups matched to identified needs • ‘Doodle’ used to support children’s learning , to ensure targeted appropriate support for each child’s level • Dorset Reading partner sessions with children <p>To have high expectations for all children</p> <ul style="list-style-type: none"> • Ensure that pupils with disadvantage (economic, family, environmental) have access to a rich cultural experience, including experience of literature. We planned for this in new curriculum <p>To help pupils to manage their own emotions and to self regulate</p> <ul style="list-style-type: none"> • Children receive strong pastoral care ensuring that their emotional needs are well met. • ‘I can problem solve’ used in Reception • Trauma informed (TIS) & Emotional wellbeing support • Purchase and use ‘Motional’ assessment to identify need and fill gaps • Extended school support offered in the afternoon and free Breakfast club offered daily • Group attended Longmead Farm for 6 weeks weekly <p>Data:</p>	
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	<div><h3>Attainment of Pupil Premium EOY 2021</h3><table><thead><tr><th>Subject</th><th><</th><th>=</th><th>+</th></tr></thead><tbody><tr><td>Reading</td><td>4</td><td>2</td><td>2</td></tr><tr><td>Writing</td><td>6</td><td>1</td><td>1</td></tr><tr><td>Maths</td><td>5</td><td>2</td><td>1</td></tr></tbody></table></div>	Subject	<	=	+	Reading	4	2	2	Writing	6	1	1	Maths	5	2	1	
Subject	<	=	+															
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Subject	<	=	+															
Reading	0	3	4															
Writing	2	2	3															
Maths	2	2	3															
	Total:	£6.188																

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Longmead Farm Forest school	Longmead Farm
Dorset reading partners support sessions	Dorset reading partners
Doodle	
Tapestry	

Motional	
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