

Pupil Premium 2020-21 Strategy Statement

1. Summary information					
Milborne First School					
Sept 2020 to July 2021		Total PP budget		Date of most recent PP Review	November 2020
Total number of pupils	68	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2021

Our internal tracking systems track progress through a tracking point system. We view 3 points progress as good progress

2. Current attainment (pupil premium children 2019-20)	
	<i>Pupils eligible for PP (your school)</i>
% achieving in reading, writing and maths	83% achieved national expectations are above in each of these areas
Progress in reading (achieved expected or above progress)	100% made expected or above progress
Progress in writing (achieved expected or above progress)	83% made expected or above progress
Progress in maths (achieved expected or above progress)	100% made expected or above progress

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	low expectations
B.	Lack of cultural capital
C.	Lack of opportunity for male modelling of reading and writing
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	low expectations of parents and lack of support
E.	Poor understanding of self and gaps in emotional development
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Increased vocabulary
	Children will be taught and exposed to a new range of vocabulary The new words will be evident in the children's speech and writing

B.	Increased exposure to opportunities to see boys reading and writing	More opportunities in school and out of school to see boys reading and writing
C.	For all to reach at least ARE in writing and for some to reach Greater depth	Use success criteria to support writing Give clear informative feedback to children whilst completing the task
D.	To have high expectations for all children	observe in lesson observations Review in marking and book scrutinies Review learning outcomes
E.	Purchase Motional assessment for all children	Set up motional assessment and complete for each child Use programme to fill gaps in emotional learning for class groups and individuals

5. Planned expenditure

Academic year **2020-21 £6188**

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?
Increase % of outstanding lessons observed in Literacy and Numeracy	<p>Power Write Talk for writing High expectations for all children Doodle English and spelling reading Spelling</p> <p>Singapore Maths Doodle Maths and tables</p> <p>Jurassic Hub research project</p>	<p>Literacy- to continue to develop the talk for writing work that has taken place and to link with parents. children have more time in leon for extended writing Use doodle to support all learners at home and at school through personalised learning programmes in Maths and English All staff have reviewed reading practise at school and this will be shared with parents</p> <p>Numeracy-we believe that the Pedagogy of Singapore maths will support children's learning and understanding. Staff have had and continue to have staff training in this area and are constantly developing their skills set further and this should in turn increase the % of outstanding lessons Staff members are working together with all schools to review learning in the classroom especially for those who are in receipt of Pupil Premium</p>	School lead Literacy coord school to school support	<p>SG</p> <p>AA/MC</p>	Ongoing informally and formally in July 2021

<p>Make more lessons active and engaging</p> <p>Support all children returning to school after a prolonged period away due to Covid 19</p> <p>Supporting children's emotional and behavioural needs</p>	<p>Active Lessons Singapore Maths Fit Friday Walk and talk Outdoor education</p> <p>TIS training</p>	<p>PE conference - evidence that children who are active learn better and those who have been active continue to learn better even when not active Weekly Forest schools Daily fun run</p> <p>Purchase new trikes so all children can practise physical skills while keeping a distance from others</p> <p>Tapestry is used throughout school to engage parents and children and share information about learning</p> <p>Staff have training in return to school planning A new timetable and curriculum was planned to support academic and emotional needs</p> <p>HT trained as TIS practitioner and has worked with staff to share learning. This will now be shared with parents too through online sessions</p>	<p>These actions are part of our school development plan and individual staff members Performance Management so will be monitored in usual ways through these systems</p>	<p>JW/SH</p> <p>SH</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?
To improve basic spelling and reading so that ALL ARE	No nonsense spelling staff review of spelling and expectations shared with parents Recent review of reading will now also be shared with parents	Data review shows that poor spelling is an area that holds children back from achieving ARE YR 2 spelling age 6.4 backyearred child, (more than a year behind)	Staff Training regular timetabled time for spelling results shared with parents Clear expectations shared with staff and parents	All staff TAs	Termly reviews and individual logs of children receiving this intervention Twice yearly spelling ages gathered and reviewed
To improve attitude to school and learning	I can problem Solve Instant targeted constructive feedback	In assessments of pupil voice and attitudes to learning, school and self this was deemed an area for development for a small group EEF research is clear feedback is highly effective in helping children progress quickly	TA delivers this to Reception class This is now to be rolled out to all classes New booklets for assessment and class information as well as new feedback sheets have been developed	JP AA	Review attitudes to learning through pupil questionnaire This will be reviewed formally in July 2021

Improve reading and comprehension standard	Doodle English Rising Stars comprehension purchased for whole school	Comprehension and vocabulary has been highlighted as a weaker area Targeted learning appropriate to the needs of individual children	Targeted individual children have access to Lexia programme which is IT based. this is self correcting and moves from one level to the next as appropriate developing reading speed, vocabulary and comprehension planned Guided reading taught sessions to target gaps and develop further learning including new vocabulary	all staff	Termly through pupil assessment and monitoring through pupil progress meetings by HT/Gov
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iii. Other approaches

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?
To develop confidence increase self esteem	Behaviour approach to classroom management based on book 'When the adults change everything changes' TIS training Whole staff twilight from TIS practitioner Incredible Stars training	To establish talk for writing and give ideas through drama to improve writing Evidence of changing behaviour/ self esteem in other schools Recognised programmes for changing children's lives and improving outcomes	SH SG/AA	SH	
To self regulate emotions	Motional assessments or all children Targeted support for children	provides a personalised programme to support specific needs emotionally of child		SH/JP	
Total budgeted cost					£6,188

6. Review of expenditure

Previous Academic Year	2019-20 £5,280				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		
Increase % of outstanding lessons observed in Literacy and Numeracy	Power Write Talk for writing Metacognition Singapore Maths	Literacy	All children who are in receipt of PP funding made outstanding progress in Reading and in Maths. All but one child made outstanding progress in Writing so we know that these changes continue to improve outcomes for these and all children in our school		

	High expectations for all children Doodle English Gary Wilson- improving outcomes for boys training Training x2 for staff and parents	Numeracy	
Make more lessons active and engaging	Active Literacy Singapore Maths Fit Friday Walk and talk Outdoor education (Forest schools)		
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve basic spelling so that they are ARE	No nonsense spelling		
To improve attitude to school and learning	Growth mindset I can problem Solve Instant targeted constructive feedback	This has worked well for Reception classes who are used to managing themselves in this way	As it is quick and effective , we have decided to buy further resources so that all classes can carry it on after Reception
Improve reading and comprehension standard	Doodle English	Year 2 child increased reading age by more than a year. 5.5 to 6.7	This appealed to children , staff and parents which meant that it was used well and had a positive impact on learning. We have therefore increased this to cover all classes and to cover Maths and English, spellings and tables for this year
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To develop confidence increase self esteem	Behaviour approach to classroom management based on book 'When the adults change everything changes'	This has really helped to inform staff and make culture changes in the school. THIS has informed a new Relationships and behaviour policy	We have continued to develop Paul Dix approaches and are doing TIS and Incredible Stars training too

To self regulate emotions	Motional assessments or all children	These have been completed and suggested activities done with small group. They appeared to have a positive benefit for those individuals	We have decided to use this for whole school and use activities as part of class day We have also developed this further to assess through our own assessment system
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk