

Pupil premium strategy statement – Milton Schol

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	0.59
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024
Date this statement was published	01/03/2024
Date on which it will be reviewed	01/03/2025
Statement authorised by	Claire Patton
Pupil premium lead	Victoria Till
Governor / Trustee lead	Sarah Gill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,528
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	Not Applicable
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	Not Applicable
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£105,528

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding help us achieve and sustain positive outcomes for our disadvantaged pupils. Our high-quality, Wave 1 teaching focuses on areas disadvantaged learners require most.

We target support, based on robust diagnostic assessment of need. Pupils will access broad, balanced, and fit for purpose curriculum with relevant enrichment activities. Our approach will benefit all our pupils.

We will teach disadvantaged learnings alongside their peers how to embrace an independent life, ensuring they learn appropriate social skills, work experience, careers guidance and further education.

Challenges

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

Challenge number	Detail of challenge
1	<i>Wellbeing</i> All pupils have differing experiences of COVID 19 pandemic. We must do all we can to address the gaps in academic, social and emotional learning. We need to ensure that the pupil premium strategy is used to close gaps for our disadvantaged pupils learning journey.
2	<i>Low self-esteem</i> Many of our disadvantaged pupils are aware of their difficulties and special educational needs. This can lead to very low self esteem which as teachers we must address. A small percentage of our pupils come from mainstream settings and they often know they have taken a different course to their mainstream peers.
3	<i>Learning progress</i> Progress is often measured in small incremental steps and for some disadvantaged pupils very small steps progress. This progress has to be measured and evidenced; this is a challenge for the school. We have to use different types of learning and teaching techniques to capture this evidence.
4	<i>Learning behaviour</i>

	Many of our disadvantaged pupils have a primary SEMH need. Our challenge is to consistently upskill staff to ensure they have the skills to meet a variety of differing behaviour challenges.
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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
To improve how pupils feel about themselves, others and the world around them.	<ul style="list-style-type: none"> - EHCP reviews, class reports and PTT targets and feedback from parent carers evidence that SEMH of our pupils has improved.
Disadvantaged pupils will leave Milton with more skills and more confidence and so will be able to tackle future challenges on their learning journeys.	<ul style="list-style-type: none"> - Pupils present as confident and content. Preparation for adulthood is successful.
All our disadvantaged learners will close the gaps in their learning and individual targets	<ul style="list-style-type: none"> - EHCP reviews, class reports and PTT targets and feedback from parent carers evidence that SEMH of our pupils has improved. - This is evidenced through books, floor books, tapestry, peer reviews and teacher evaluations.
To empower our disadvantaged pupils to choose the right learning behaviour.	<ul style="list-style-type: none"> - Pupils treat themselves and others with care and consideration. - Making appropriate relationships - Pupils care for the environment around them

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: £ 78,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a Grade 6 TA x 2 £48,134	Enhanced Wave 3 teaching and learning by appointing support staff that can teach groups.	1,2,3,4,
Training Team teach £1500	Staff learn enhanced de-escalation skills.	1,2,3,4
Emotion coaching £2000	To equip staff with skills to enhance their understanding of how pupils think, learn and behave.	1,2,3,4,
Attention autism training £200	Pupils are taught by staff who are trained in connecting with pupils who have social and communication barriers to learning.	1,2,3,4
Team teach trainers £4,550	To provide enhanced training for our trainers to improve the quality of practice across the setting.	1,2,3,4
Art therapy £12,453	Giving pupils opportunities to express themselves through a wide range of different media.	1,2,3,4
Art technician Lucy every afternoon £10,079	To improve the breadth of skills across the creative curriculum	1,2,3,4

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

Budgeted cost: £22880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attention autism resources £3,000	Resources to ensure attention autism sessions and interventions are consistent across school.	1,2,3,4
Phonics tutoring Thomas, daily rate every other afternoon. £9880	Disadvantaged pupils accessing 1-1 interventions in an afternoon to ensure the gaps in their reading ages/oracy skills are reduced.	1,2,3,4
Phonics resources RWI £10,000	Improving the quality of teaching RWI with the correct resources recommended by the English Hub and through thorough training provided by RWI trainers.	1,2,3,4

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

Budgeted cost: £ 3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Water enrichment activities £1800	Fun session and swimming lessons are provided to ensure pupils are accessing opportunities for developing skills they may not necessarily have outside of school.	1,2,3,4
Attendance and reading rewards £2000	Reading and attendance incentive rewards. Pupils are able to access the reading 'gift' shop weekly.	1,2,3,4

Total budgeted cost: £ 105,596

