

# Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school. This is formulated using DfE Using Pupil Premium Guidance for School Leaders March 2023, evidence from the Education Endowment Foundation Teaching and Learning Toolkit and through assessment, data and contextual knowledge of our children.

## School overview

Detail	Data
School name	Milborne St Andrew First School
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	Michelle Cheeseman
Governor lead	Joe Kendle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,684
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 19,684

# Part A: Pupil premium strategy plan

## Statement of intent

At Milborne St Andrew First School all children (disadvantaged and not) will be in receipt of high-quality teaching and 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 intersection between our Pupil Premium children and those children with SEND. 7/14 of children who are pupil premium are also SEND with a further 2 being monitored and teachers work very closely with SEND support and the school SENDCo. All staff work closely together with families to ensure a holistic approach to meeting their needs. We are working together with our village preschool to improve starting points and bring consistency of practice between the two organisations.

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 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 build on the work we have done 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 (Supersonic Phonic Friends) and reading for pleasure, and ensure children have access to high-quality adult support through targeted intervention programmes and quality provision from adults in class and during lunch and playtimes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We provide pastoral support for 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 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 starting points/expectations of reading and writing
6	Limited 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"> <li>● Mental Health Lead will have established and be implementing action plan</li> <li>● Curriculum includes teaching of self regulation through values led approach and explicit teaching</li> <li>● Incidents of behaviour outbursts will be reduced and not impact on other children as all children will have strategies for regulation</li> <li>● Children use strategies to support them such as breathing, time out, counting to 10, Trickbox, co-regulation, Zen Den time, sensory circuits and movement breaks</li> <li>● Focus children will have received interventions tailored to needs</li> <li>● I Can Problem Solve &amp; Trickbox taught in all classes</li> </ul>

Attendance and Punctuality	<ul style="list-style-type: none"> <li>● Breakfast club used to get children into school settled, fed and in good time</li> <li>● Support with uniform and trips where needed</li> <li>● Funding for attendance at clubs - sport, art &amp; wrap around</li> <li>● TAFs to support families who are experiencing barriers to good attendance</li> </ul>
Social and Emotional Mental health	<ul style="list-style-type: none"> <li>● Use Trickbox / Cosmic Yoga in class for calming</li> <li>● Hamish and Milo interventions used successfully with targeted small groups</li> <li>● Harmony Health to develop awareness of own mental health (staff and children)</li> <li>● Staff training with Mental Health Lead (see action plan).</li> <li>● Recognise Harmony Stop as a way to check in with how we are feeling</li> <li>● Register - emotional check-in (KS1)</li> </ul>
Attachment	<ul style="list-style-type: none"> <li>● Trauma informed Practice seen throughout the school</li> <li>● Therapeutic Thinking School action plan implemented</li> <li>● Paul Dix strategies and systems in use such as Recognition Boards, routines, visible consistencies revisited</li> <li>● Co-regulation strategies throughout school</li> </ul>
Life experiences	<ul style="list-style-type: none"> <li>● Trips planned at the start of topics</li> <li>● Eco club work</li> <li>● Year 4 Ambassadors to gain responsibilities in final year</li> <li>● School diaries and reading record</li> <li>● Residential trip for all at Y4</li> <li>● Regular class trips to our local partner farms - Wessex Wild and Whiteways</li> <li>● Sporting fixtures arranged with other schools eg. DRFC Rugby Festival</li> </ul>

	<ul style="list-style-type: none"> <li>● Improved lunchtime provision to ensure this is a calm and enjoyable part of the day</li> <li>● Lunch time clubs available to all</li> <li>● Musical instrument tuition for all</li> <li>● External visitors/learning partners link to school to support learning</li> </ul>
Low expectations of reading and writing	<ul style="list-style-type: none"> <li>● Develop Continuous Provision and Metacognition to increase independent learning skills</li> <li>● Super Sonic Phonic Friends scheme to be embedded and workshops for parents/families to engage in school</li> <li>● Clear expectations of reading at home and in school, including completing the child's reading record embedded</li> <li>● Explicit class teaching of texts, including use of Reading Eggs Library online</li> <li>● Bookbags/folders to promote respect and value for books and promote good learning habits learning</li> <li>● Talk for Writing embedded in all classrooms</li> <li>● Reading culture established, with high-quality texts for pleasure and across areas of curriculum</li> <li>● New library at the heart of the school</li> </ul>
Poor vocabulary range	<ul style="list-style-type: none"> <li>● Explicit class teaching of texts and topic related vocab</li> <li>● Vocabulary listed on Knowledge organisers for pupils and parents</li> <li>● Maths stem sentences embedded</li> <li>● Music stem sentences used through new model music curriculum</li> <li>● High-level vocabulary used across the broader curriculum</li> <li>● Use the language of the Harmony Approach to help link learning to nature and create deep connections and revitalise less used words (Lost Words)</li> </ul>

	<ul style="list-style-type: none"> <li>Assemblies to provide the opportunity to link values, personal development to high-quality text and exposure to high-level vocab in meaningful contexts</li> </ul>
Implementation of the Harmony Approach will enable us to secure a meaningful curriculum with lifelong impact so we are focussing on looking at all the work done to date through a Harmony lens to bring depth, enrichment and high expectations for all.	<ul style="list-style-type: none"> <li>Progression sheets developed to inform long/medium-term planning</li> <li>Knowledge organisers shared half-termly</li> <li>Monitoring in lessons focussed on memory and information retrieval, quality feedback and scaffolding.</li> <li>Linking learning to what children need to know for their future</li> <li>Harmony explored and shared with families</li> <li>Children are able to articulate their Harmony journey.</li> </ul>

## 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: £19,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head and SENCO/EYFS/Senior Mental Health Lead Supervision	Effective leadership to support good outcomes for all. Inclusion remains a strength. Senior Mental Health Lead implementing action plan.	1,2,4,7
CPD Therapeutic Thinking Tutor Training and Refresher for 2 staff	Training to continue and develop the work done previously on PACE, IY and Trauma Informed Calmer environment in school Staff are confident managing challenging behaviour and are able to unpick and understand the children's actions.	1,3,4,7

	Co-regulating adults across school are routine. Distributed leadership ensuring strength is throughout the team	
Trickbox Training	Emotional regulation strategies taught to children and parents. Shared with preschool. MH Lead to work with preschool parents before children get to reception.	1,3,4,7
Literacy Tree	Consistent use of a proven approach to teaching writing for all children	4 - 7
Drawing Club/Curious Quests	Implementing in R/1/2 - monitoring closely for impact	
No More Marking Moderation	No More Marking monitoring progress over the year and comparison with national data	
PiecD	CL intervention supports SEN learners All staff to receive training	4-7
Complex Communication Training	All staff confident and capable to support communication for SEND learners	4-7
Harmony Curriculum Accreditation	Part of the Harmony SchoolsLeadership Partnership Programme to support development of the Harmony Curriculum. Provision for a rich and meaningful curriculum where learning is connected and purposeful.	4-7
Early reading training and development of phonics teaching	Working with Literacy Hub and Phonics Provider to ensure high quality teaching throughout school.	4-7
Jurassic Maths Hub	Mastering number programme YR, 1, 2	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
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Academic mentoring	Children have been identified (PP) & SEND, including targeted individual support from head teacher, teacher, TAs	4,5,6
School led tutoring	Targeted, regular, small group work tutoring style approach from teachers in line with class work	4,5,6,7
Words First/Colourful semantics Numicon	SEN children supported and scaffolded to access curriculum Basic number skills with scaffolding to apply to age appropriate learning	4-7
SSPF	Phonics support for KS2 children to catch up (bridge gaps) and EYFS and KS1 to keep up (high expectations and timely interventions to enable this from TA and Teaching staff).	4-7
Dorset Reading Partners	Extra reading support for targeted individuals	4-7

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

Budgeted cost: £ *included in above*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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. Sports fixtures available to all children.	3,4,6,7
School allotment	Children have access to growing their own produce and regularly garden in the allotment. Supporting healthy bodies and minds, connection with nature and a blueprint for a sustainable future	5,6
Sensory Circuits & Movement Breaks	TAs providing targeted support for small groups and individuals and trained to deliver this effectively	1,2,3
Hamish & Milo	Whole class targeted support SEMH	1,2,3,6,7
Trickbox	Taught in class to support regulation and well-being	1,2,3,6,7

Breakfast and After School Club	Small group time Reduced exclusions Improved SEMH	1,2,3
Clubs	Lunchtime clubs to provide enrichment for all Lego club Sports clubs Art Club Tennis Club Rugby/Football/Cricket Club	1,2,3,4
School diaries for each child	Establish good reading habits and promote organisational skills and home school link	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. Close work with the Early Help team and Inclusion over attendance and families in crisis.	1-7
Regular Team Around the Family meetings to ensure Early Help needs are identified	Improve outcomes for families and support through difficult times. Culture of trust and support established. Regular supportive, solutions focused conversations between home and school	1-7

**Total budgeted cost: £18,915**

## **Part B: Review of outcomes in the previous academic year**

## Pupil premium strategy outcomes

*This year, we are building on what we did last year due to evidence from assessment and monitoring of progress and that priorities and challenges are similar and that our strategies are having an impact. Our pupil premium data shows that their progress is largely in line with their peers. There is still a significant gap for our PP children with SEN in writing and to a lesser degree reading. Writing and maths remain a whole school priority in addition to our PP strategy. All except one of our PP children made expected or accelerated progress.*

**Total:** £18,915

Date		
2024	<p><b><u>Aims of 2023/24 Strategy</u></b></p> <p><b>To understand, label and manage their own emotions</b></p> <ul style="list-style-type: none"> <li>● School has a designated trained Mental Health Lead</li> <li>● Incidents of behaviour outburst are reduced and do not impact negatively on other children</li> <li>● Children use strategies to support themselves such as trickbox tricks and harmony stop</li> <li>● Zen Den in regular use</li> <li>● Children speak the language of supportive, co-regulating culture</li> <li>● All staff are proficient in supporting regulation</li> </ul> <p><b>To improve attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>● Breakfast club used to get children into school settled, fed and in good time</li> <li>● Attendance is good in line with national average</li> </ul> <p><b>To address attachment &amp; establish strong relationships</b></p> <ul style="list-style-type: none"> <li>● Trauma informed Practice seen throughout the school</li> <li>● Paul Dix strategies and systems in use such as Recognition Boards, recognisable consistent routines</li> <li>● Therapeutic Thinking Approach in use to support planning for individual children and Therapeutically Healthy Approaches in use</li> <li>● Parents feel supported and heard as evidenced in the parent survey</li> </ul> <p><b>To increase cultural capital and provide enrichment</b></p> <ul style="list-style-type: none"> <li>● Trips/enrichment happen near the start of topics</li> <li>● Sustainability part of all learning</li> <li>● Author visits</li> <li>● School diaries and reading record used more - further focus needed</li> <li>● Residential trip for all at Y4</li> <li>● Regular class trips to our local partner farms - Wessex Wild and Whiteways</li> </ul>	

- Improved lunchtime provision to ensure this is a calm and enjoyable part of the day - 'Harmonious' (Ofsted)
- Worked with Edible Acre to enhance growing our own food and Harmony Health around inner harmony and connecting our physical and mental health as a pilot due to our Harmony Curriculum work.
- Invited in learning partners to support Science Week and offer a wide range of role models through parents and community

#### **To increase expectations in writing and reading**

- Reading outcomes and culture strong with further work still to do for writing
- New phonically decodable books available to children
- Clear expectations of reading at home and in school, including completing the child's reading record
- New online platforms introduced - Reading Eggs and Mathseeds
- Explicit class teaching of texts
- Bookbags/folders to promote respect and value for books and promote good learning habits learning
- Y3/4 received professional musical tuition
- Collaborative author/illustrator event attended

#### **To improve range of vocabulary**

- Vocabulary shared with parents for each topic
- Explicit class teaching of texts and topic related vocab
- Vocabulary listed on Knowledge organisers
- Maths stem sentences training
- Music stem sentences and technical vocabulary introduced
- High level vocabulary used across the broader curriculum
- Harmony language beginning to emerge

#### **To ensure quality first teaching for all**

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 children need a range of skills and knowledge which are not just academic and have begun work on our explicit teaching of values, life skills and wonder throughout our curriculum.

- New progression sheets
- New Knowledge organisers
- 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.
- TA CPD and supervision implemented
- Subject leaders CPD and action plans in place

	<ul style="list-style-type: none"> <li>• ECT received mentorship, support with moderation and extra CPD in writing and maths</li> <li>• Engaging with the Harmony Approach to ensure our curriculum is of the highest quality</li> </ul>	
		Total: <b>£17,428</b>

## 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
Reading Eggs/Mathseeds	Dorset Music Service
Dorset Reading Partners	The Edible Acre
Charanga	Sing Up
Tapestry	White Rose Maths
Motional	Words First
SCARF	Trickbox
Hamish & Milo	The Harmony Project
Jurassic Maths Hub	Talk for Writing
Super Sonic Phonic Friends	PSQM - ASE
New Heads Programme WMAT	WALE