

Pupil premium strategy statement

This statement details The Milford Academy'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	The Milford Academy
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	30% (124 children)
Academic year/years that our current pupil premium strategy plan covers	2021/22, 2022/2023, 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rob Perkins
Pupil premium lead	Joe Turner
Governor / Trustee lead	David Dickinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,780
Recovery premium funding allocation this academic year	£18,125
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	£ 185,905

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at The Milford Academy accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Challenges

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

Challenge number	Detail of challenge (IN SCHOOL)
1	COVID lockdowns have disproportionately affected PP student attainment and progress across English and Maths
2	Pupil access to enrichment and broad life experiences
3	Pupils have narrow aspirations, as a result of lack of self-belief
4	Pupils have limited access to high quality texts
5	Poor vocabulary and background knowledge. Children have limited vocabulary and background knowledge which restricts their ability in writing and accessing reading.
6	Safeguarding of the children – lots of concerns raised by staff of the safety of wellbeing of the children on a daily basis
Challenge number	Detail of challenge (EXTERNAL)
1	Safety factors and experience outside of school: Nottingham is one of the most deprived cities in the UK. Barriers impacting upon disadvantaged pupils are families' circumstances including: alcohol misuse, drug misuse, domestic violence within families is high, gang and knife crime in the local area; low aspiration and high unemployment. Children often attend school without having an adequate breakfast to start the day. An increase in poverty as a result of COVID19 has been evident.
2	Enrichment and opportunity: many children are not exposed to a wide variety of life experiences and enter the school with poor language and communication skills. Enrichment opportunities are more limited now as a result of the COVID19 pandemic.
3	COVID – self-isolation could have an impact on the attendance of children and prevent them from maximising their 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		
<p>Improve English provision to ensure pupils in all year groups increase reading outcomes in comprehension tests and teacher assessment.</p> <p>Improve Maths provision to ensure pupils in all year groups increase maths outcomes in tests and teacher assessments.</p>	<p><u>Reading Targets (ARE)</u></p> <p>Y1 – 75%</p> <p>Y2 – 75%</p> <p>Y3 – 75%</p> <p>Y4 – 80%</p> <p>Y5 – 80%</p> <p>Y6 – 80%</p>	<p><u>Writing Targets (ARE)</u></p> <p>Y1 – 70%</p> <p>Y2 – 65%</p> <p>Y3 – 65%</p> <p>Y4 – 75%</p> <p>Y5 – 70%</p> <p>Y6 – 75%</p>	<p><u>Maths Targets (ARE)</u></p> <p>Y1 – 75%</p> <p>Y2 – 75%</p> <p>Y3 – 75%</p> <p>Y4 – 80%</p> <p>Y5 – 75%</p> <p>Y6 – 80%</p>
<p>Overall attendance rates will continue to improve and the percentage of 100% attenders will increase (currently 93.8%)</p> <p>Overall attendance rates of pupil premium children will continue to improve and increase (currently 92.04%)</p> <p>Overall 100% attendance will increase</p> <p>Number of persistent absentees will decrease</p>	<p>Overall attendance will reach 96% (<i>national average 95.07% in 2019</i>)</p> <p>Overall attendance of pupil premium children will reach 94% (national average of pupil premium attendance in 2019 was 94%)</p> <p>100% attendance will improve from 31% (148 children, to 41% (200 children)</p> <p>Amount of persistent absentees will decrease from 27 which is 7% (10 of which are pupil premium). 2019 National average was 8%</p>		
<p>Improve staff understanding and support available for children whom are suffering from temporary or longer-term mental health issues. Children supported in this way will be able to concentrate on their learning and reduce the number of behaviour incidents as a result. Leuven scale shows an increase in averages for PP children, reflecting a general increase in good mental health.</p>	<p>Targets for Leuven scale:</p> <p>All year groups to achieve/maintain an average of 4 high for both wellbeing and involvement.</p> <p>Children identified as 1/2 on either scale show an increase to at least 3.</p>		
<p>All children leave foundation age related in communication, language and literacy for their age</p>	<p>Disadvantaged pupils achieve in line with non-disadvantaged pupils in CLL</p> <p>Those who start below age related expectations make accelerated progress to achieve GLD</p>		

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: £ 90,000

Desired Outcome - *Vulnerable PP make expected or better than expected progress*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching.	The EEF Toolkit highlights the pivotal role of quality first teaching within the classroom. It emphasizes high quality inclusive teaching to all children within the class. The DfE have also addressed the crucial role of Quality First Teaching: 'Successful schools have a clear vision for what all their pupils will achieve through High Quality Teaching, with an ethos that reinforced aspirations and attainment for all.'	1, 3, 4, 5
TLRs for Teaching and Leading	TLR for Teaching and Leading. The EEF guidance on a tiered approach to the Pupil Premium states that the funding can be used for retention purposes. The DfE have also asserted that "...successful schools deploy the best staff to support their most disadvantaged pupils."	1, 3, 4, 5
CPD for subject leaders	The DfE suggests that "...successful schools...use their resources to develop the skills and roles of their teachers and teaching assistants." At Milford, we have implemented various strategies for CPD delivery which have proven to be effective including: <ul style="list-style-type: none"> • Working parties • Team teaching • Phase meetings to disseminate key information and share good practice • Whole School CPD bursts 	1, 3, 4, 5
Targeted curriculum support in lessons in	External barriers affect PP progress and attainment	1, 3, 4, 5

English and Maths by CTs and Tas		
Targeted phonics support across whole school	Strong evidence base for phonics approach through research from EEF.	1, 3, 4, 5

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Achievement Manager	Previous years success shows that employment of the Achievement Manager has increased the attendance, attainment and progress of our pupil premium children.	1, 3, 4, 5, 6
Employment of school councillor	This allows our children to have a trusted adult who can help support their emotional needs. According to BACP, counselling in schools has been shown to be a highly effective support for tens of thousands of troubled children and young people who are.	1, 3, 4, 5, 6
Employment of 2 full time sports coaches – who target PP and vulnerable children, as well as teaching whole class sessions	Small group targeted at specific needs and knowledge gaps is an effective method in supporting low attaining pupils, according to the EEF	1, 3, 4, 5
Sports competitions	Success of previous years	1, 3, 4, 5
PP prioritised, targeted and tracked for rewards, high quality texts and interventions.	Success of previous years	1, 3, 4, 5, 6
NTP in school tutoring, targeting PP children	According to the EEF, on average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons	1, 3, 4, 5
School based tutoring, using staff in school to target PP children in after school setting	According to the EEF, on average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons	1, 3, 4, 5

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment subsidies (residential trips, theatre trips, guests into school)	When trips, visits and experiences explicitly addressed curriculum content, they impacted significantly on progression and attainment. (Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, 2018) Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported. (EEF, 2021)	2
Use of Attendance Officer to support in diminishing the difference between attendances of disadvantaged children compared with their peers	The EEF explores a tiered approach to spending and identifies those 'Wider Strategies' which includes attendance. Our main mission is to ensure that all children come to school every day to enable them to access all learning and support provided	1, 3, 4, 5
Breakfast club	Breakfast club is very important to ensuring a child's basic needs are met in readiness for learning to take place.	2, 6
After school club - MOOSE	According to the EEF, Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	2,6

Total budgeted cost: £ 189000

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?

Desired Outcomes	Outcome including data, where available, and brief commentary
Disadvantaged pupils to close the gap towards all pupils Nationally at the end of KS2	<p>End of KS2 assessments were done using standardised tests as provided by NTS.</p> <p>The results of these assessments showed that the gap is beginning to close between pp and non-pp children</p> <p>There is still a significant gap in some year groups, especially Y2 and Y3, compared to national and local authority comparisons</p>
The quality of teaching across school is high	<p>It is rooted in high expectations and ensures pupils are able to apply the knowledge they have learnt effectively</p> <p>The quality of teaching across school is now consistently good or better. The results of our latest OFSTED</p>
Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	<p>Pastoral care supported vulnerable children and involved the necessary external agencies to ensure that the pupils received whatever support was necessary to allow them to be a positive member of the school community.</p>

	<p>Barriers to learning were further identified and proactively diminished through targeted support from the pastoral lead and the work of a behaviour specialist.</p> <p>Percentage of fixed-term exclusions for pupil premium children decreased.</p>
<p>The curriculum is broadening pupils experience and building strong cultural capital</p>	<p>Children have high aspirations for themselves and others</p> <p>Our latest OFSTED inspection reported that pupils receive a good, rounded education at Milford</p> <p>This extends from nursery to Y6 with the curriculum being noted as highly ambitious and well implemented.</p>