



The Pupil Premium

Intended Spend – 2016-17

During the academic year 2016-17 Milton Court Primary Academy will receive an estimated £132,000 in pupil premium money. Funding is allocated for the financial year (April to March) and therefore an estimate is given as to the income for an academic year. Pupil premium is allocated to schools for children of statutory school age from low income families who are known to be eligible for Free School Meals (FSM) to children who are, or have been, looked after and to children whose parents are currently serving in the armed forces.

Principles of fund allocation:

- We organise teaching and learning at Milton Court in order to meet the needs of all children in the best way. As a result we have allocated some pupil premium money to make sure all children have their needs met in their classroom
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. Given this we will carefully track how well pupil premium children are achieving as a group compared to national pupil premium children.
- As every child is an individual, we do not deem there to be generic barriers for all pupil premium children or all disadvantaged children and we work with children's needs on a case by case basis. However, there are some aspects of provision that we strengthen in light of learning from previous years. These include:
 - Helping developing early speaking and listening skills
 - Strategies to cope with emotionally challenging situations
 - Ensuring children are supported to aspire to achieve (with a focus on previous lower attainers).

We anticipate that we will allocate our funding over the academic year in the following way:

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Brief summary of the intervention or action	Qualitative impacts
Assertive mentoring for those at risk of underachievement (accelerated learning / assertive mentoring)	£25,000	<p>Identified 'at risk' children spending time every afternoon on determined objectives</p> <p>This equates to approximately 10% of all class teaching assistant time in any one school week</p>	<p>Assertive mentoring / accelerated learning is embedded within all classrooms (from years 1 to 6). Children are highlighted for this provision through pupil progress meetings. Accelerated learning review meetings are held every 2-3 weeks which ensures that children's progress and the impact of the intervention are carefully tracked and monitored.</p> <p>The nature of the programmes means that parents are informed when their children are involved and are able to strengthen the intervention by encouraging the children to continue their focused learning at home. This has built a stronger bond between home and school learning</p>
Inclusion manager / Pastoral support team to support families at risk of low attendance / low self-esteem	£29,000	Pastoral support team work, often on a daily basis, with children who have additional emotional needs that impact upon their readiness for learning	<p>The presence of the pastoral support leader on site enables us to have a more focused approach to improving attendance and supporting families in doing so. In addition, we are able to provide early intervention programmes such as 'drawing and talking' and one to one time to build confidence. The pastoral support / inclusion room is somewhere where more vulnerable children are able to spend time to calm down or talk through problems.</p> <p>A significant part of the Inclusion Manager's role is to monitor the impact of such intervention and support to ensure that all children have the best possible opportunities within the school</p>
Employment of a speech and language therapist and specified TA	£21,500	Focused work with some of our most vulnerable young children to ensure swift intervention and support for speech and language needs	<p>Speech and language has been identified as one of the key areas for immediate attention based on the 'on entry' data that we gather for Nursery and Reception. Children are identified through the Nursery pupil progress meeting with the SENCo. Children in Reception are identified through discussion but also through the Speechlink screen that we carry out with all children.</p> <p>A qualified speech therapist allows us to have specific programmes diagnosed for children which can then be followed up by our speech</p>

			and language TA. Speech and language /communication levels increase rapidly in early years and the majority of the children are moved off the programmes quickly as improvements are quickly noted. Parents, again, are heavily involved and equipped with exercises to carry out with their children at home.
Subsidising trips for those in receipt of pupil premium	£1000	Providing additional funding to ensure that all children are able to access educational off site trips	As a school we have made a concerted effort to increase the number of outings that children are on. Where families find it difficult to contribute to these costs we ensure that no child is disadvantaged. Trips have had a significant impact upon children's ability to engage with the curriculum as they have a 'real life experience' to draw upon.
Subsidising cost of school uniform and resources	£1000	<p>Provision of blazers/ties/jumpers for all year 6 children to enable them to feel like they can 'lead' the pupils effectively.</p> <p>Provision of uniform to those in receipt of pupil premium in Early Years so that they can begin school with the same uniform as their peers</p>	Children feel aligned with others in the school and therefore ready to learn when they are wearing the appropriate clothing. Parents that receive some support for uniform feel supported by the school and therefore able to approach for further support. Year 6 children feel supported by the school and ready for their transition to secondary through the introduction of blazers and ties.
Play therapy	£6,000	Funding for a play therapist to work with some of our more vulnerable children	Sessions with the play therapist are recommended through the inclusion team who are trained to recognise when play therapy may be of benefit. This intervention is carried out on site and, again, with the full input of parents. Play therapy lasts for a period of up to 10 weeks dependent upon the needs of the children. A full review of the impact is assessed through discussion with the child and with the parents thus identifying whether children have benefitted. The majority of children are referred due to difficulties they have experienced outside school. Filial therapy is also provided for parents when identified to be needed. The feedback from these sessions is extremely positive and the increased quality of parent/child time at home is noted through the child's wellbeing within the school.
Additional reading	£5000	Additional support for 1:1 reading provision	A number of our children benefit significantly from having the opportunity to read 1:1 with

provision		and for the Accelerated reader system	<p>an adult. This helps to develop decoding and comprehension skills simultaneously and provides an opportunity to gain pleasure from sharing a story. Some of our TAs begin work at 8am in order to provide additional reading provision on a 1:1 basis for identified children.</p> <p>The purchase of the Accelerated Reading scheme has enabled children to select texts that are within their 'range' ensuring they are challenged by what they read whilst ensuring that decoding of the text is within their abilities. The nature of the AR scheme, in terms of collecting points etc, enables children to be motivated to achieve more and read a wider selection of texts.</p>
Upgrading of all outdoor play spaces in the school	£35,000	Ensuring that outdoor provision is varied and exciting enabling diverse enriching experiences within the safety of the school grounds	<p>The school's outdoor spaces have had little investment over a long period of time. As a result, there is little available to provide stimulus to children's imaginations (and therefore form a background of experiences that will enrich creative writing).</p> <p>The Early Years area will be completely redesigned along with the top field area (where climbing equipment will be installed). An outdoor container 'library' will be available enabling children to read on an outside deck</p> <p>Further plans to install an outdoor art exhibition centre, 'tea room' and pallet village will be developed during the year.</p>

The Local Governing Body review the impact of the way in which the pupil premium is being spent at regular intervals throughout the year. A pupil premium monitoring report is incorporated within the agreed Governor annual monitoring cycle through:

- Termly monitoring of attainment and progress by the link governor (incorporating scrutiny of the extent to which there is a gap between disadvantaged and non-disadvantaged children)
- A twice yearly specific monitoring of the extent to which the allocation of funds has impacted positively on disadvantaged children (both in a qualitative and quantitative way)