

# Pupil premium strategy statement – Milford Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2024-25</b> 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Roberts Headteacher
Pupil premium lead	Emma Roberts
Governor / Trustee lead	Stevie Barker (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> <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>	£ 17,760

# Part A: Pupil premium strategy plan

## Statement of intent

At Milford Primary School, we value and nurture each individual and aim to ensure that all children reach their full potential. We believe that every child can achieve their potential, regardless of background. Through excellent quality teaching, specific interventions and wider opportunities, our strategy is designed to meet our children's pastoral, social and academic needs within a nurturing environment. We aim to ensure each child develops a love for learning and acquires the skills, abilities and aspirations to live a fulfilling life.

## Challenges

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

Challenge number	Detail of challenge
1	Poor engagement with reading at home; low use of productive, ambitious vocabulary.
2	Lack of resilience and positive attitude
3	Attainment gap in writing, reading and mathematics
4	Punctuality and attendance
5	Reduced Cultural capital

## 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
PP children without SEND will achieve in line with or better than non-PP peers and make expected or better than expected progress in order to achieve this.	All PP children without SEND achieve ARE (age related expectations) or greater depth
PP children with SEND achieve their potential and make good progress	PP children with SEND will make expected or above progress in relation to with their personalised targets

<p>PP read regularly and are supported to read in school</p> <p>PP are reading age-appropriate books with understanding and are able to communicate this both verbally and in writing</p>	<p>PP children read to adult in school at least 3 times a week</p>
<p>All PP children have improved resilience and a positive attitude to school</p> <p>PP concentrate and are engaged throughout lessons</p>	<p>PP children will show resilience and positive attitude in class and around school: reports from staff and results of pupil discussions / questionnaires</p> <p>Pupil take pride in themselves as learners as shown by the quality of their books and their engagement and attitude to learning in lessons</p>
<p>Improved attendance and lateness</p>	<p>PP consistently achieving over 96% attendance and reduced incidence of lateness</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continue to develop High Quality Mastery Maths Approach – making effective use of White Rose Maths.</b></p> <p>Continue to develop staff</p>	<p>EEF guidance on pupil premium suggests a 3 tier approach 1st tier – good quality teaching “The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils” (EEF)</p> <p>As explained in the <a href="#">EEF's Effective Professional Development</a> document, effective CPD builds knowledge, motivates teachers and helps them develop techniques. By engaging in the NPQ programmes, we know they are well designed and led by experts.</p>	<p>3, 2</p>

<p>knowledge in maths through high quality training opportunities for maths lead (NPQLPM training)</p> <p>Fund subject leader release time to monitor and embed new practices – including development of the use of manipulatives and time to work with other professionals</p> <p>Developing the use of pre-teaching sessions</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>'Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept' – (Polak, 2017; Earle and Rickard 2017)</p> <p>'Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves – (Minkel 2015)</p> <p>Monitoring the impact of new practices leading to reflection and adaptations when necessary ensure effective, flexible implementation: <a href="#">A School's Guide to Implementation   EEF</a></p>	
<p><b>Provide high quality teaching in writing and reading across the school by:</b></p> <p><b>Developing teacher skills in teaching of reading and writing</b></p> <p><b>Developing TAs skills in teaching / support of reading and phonics</b></p> <p>Subject leaders given time to ensure</p>	<p>EEF guidance on pupil premium suggests a 3 tier approach 1st tier – good quality teaching “The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils” (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>As explained in the <a href="#">EEF's Effective Professional Development</a> document, effective CPD builds knowledge, motivates teachers and helps them develop techniques by engaging with Flying High English Hub we know training is of a high quality.</p> <p>Monitoring the impact of new practices leading to reflection and adaptations when necessary ensure</p>	<p>3,2</p>

<p>quality of phonics and spelling teaching in school</p> <p>Subject leaders given time to monitor and embed work on guided reading in school</p> <p>Subject leaders given access to high quality training in reading (Flying High Reading Course).</p> <p>Subject leaders given time to monitor effective writing in school</p> <p>CPD on the effective teaching of writing and vocabulary development</p>	<p>effective, flexible implementation: <a href="#">A School's Guide to Implementation   EEF</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 13, 760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Daily Targeted academic interventions led by teaching assistants</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>1,2,3</p>

Including daily readers	<p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">EEF Teaching and Learning Toolkit: Teaching Assistant Interventions</a></p> <p>2nd tier – targeted interventions “Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.” (EEF)</p>	
<b>Delivery of pre-teaching in maths</b>	<p>2nd tier – targeted interventions “Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.” (EEF)</p> <p>'Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves – (Minkel 2015)</p>	2,3

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

Budgeted cost: £ 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Continue to Promote Reading For Pleasure –</b> Purchasing of reading resources	Using research evidence from OURFP website ( <a href="https://ourfp.org/">https://ourfp.org/</a> ) and Reading Framework <a href="https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy</a>	1 ,2, 3 ,5

and continuation of reading cafes with parents etc	<p>DFE Paper “Research Evidence for Reading for pleasure”, (May 2012) highlights the importance of reading for pleasure.</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p>	
<p><b>Further develop staff knowledge of meta-cognition strategies and how best to implement them in the classroom.</b></p> <p>CPD and monitoring of metacognition techniques including use of National College resources</p> <p>Continue to use learning heroes</p>	<p>Effective use of meta-cognition can boost pupils progress: <a href="#">Metacognition and Self-regulated Learning   EEF</a></p>	2,3
<p><b>Access to wider opportunities</b></p> <p>Support for PP children to access trips and residential and access interventions to develop their resilience</p>	<p>In September 2019, educational watchdog Ofsted created a new inspection framework that requires schools to develop their students’ cultural capital – backed by research</p>	5
<p><b>Nurture and wellbeing</b></p> <p>Emotional Literacy groups</p> <p>Regular check-ins with trusted adult for identified children</p>	<p>EEF toolkit shows social and emotional learning has high impact on engagement.</p>	2

**Total budgeted cost: £ 17,760**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At Milford Primary, the progress of children eligible for pupil premium funding is carefully tracked and is reported, anonymously, to the Governing Body.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 statutory performance data, phonics screening check results (PSC), the multiplication check results (MTC) and our own internal assessments.

Due to the very small numbers of pupils involved analysis of data should be cautious. However, data shows that the percentage of our pupil premium pupils' making at least expected progress from Summer 2022-2023 to Summer 2023-2024 was close to or above that of their peers not in receipt of pupil premium funding:

% making at least expected progress	Pupil Premium	Not Pupil Premium
Reading	81%	90%
Writing	100%	87%
Maths	100%	84%

In Statutory assessments 2023-2024 - KS2 SATS, PSC and MTC – 100% of Pupil Premium pupils attained the expected standard or above.

Other indicators such as improved confidence, strong attendance and increased cultural capital are also carefully monitored. These vary between individual children and with time; we ensure that support is put in place in response to our pupils needs.

We continue to monitor, evaluate and improve our Pupil Premium Strategy. Through this focus on continuing improvement and support for all pupils, we expect to see further improvements in the achievements of all our pupils including those eligible for pupil premium.



## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*