

1. Summary information					
School	The Milestone School			Type of SEN:	SLD & SLCN, CLDD, PMLD
Academic Year	2020-21	Total Pupil Premium budget	£145,975	Date of most recent PP Review	Oct 2020
Total number of pupils on roll	320	Number of pupils eligible for PP	130 (127 FSM, of which: 61 primary 66 secondary 3 forces)	Date for next internal review of this strategy	Feb 2021
2. Current Attainment					
<p><b>Pupil Premium Results</b></p> <p><b>English</b> - 36% of pupils made <b>50%</b> of a level or more progress, of these 31% made 1 or more levels of progress.</p> <p><b>Maths</b> - 29% of pupils made <b>50%</b> of a level or more progress, of these 25% made 1 or more levels of progress.</p> <p><b>English</b> - 57% of pupils made <b>25%</b> or more of a level of progress.</p> <p><b>Maths</b> - 48% of pupils made <b>25%</b> or more of a level of progress.</p> <p><b>Lower PMLD</b> – 51% of pupils made <b>25%</b> or more of a level or progress. 34% of this cohort made at least 50% of a level of progress.</p> <p><b>PP pupils make similar or better progress than non-PP pupils.</b></p>					
3. Barriers to future attainment (for pupils eligible for PP )					
In-school barriers					
A.	Mental health and well-being of students due to the Covid-19 pandemic				
B.	<p>A range of needs as identified in EHCPs, which may include:</p> <ul style="list-style-type: none"> <li>• Severe or profound learning disabilities.</li> <li>• Challenging behaviour</li> <li>• Physical disabilities and/or complex medical issues</li> <li>• Autism</li> <li>• Specific genetic syndromes</li> <li>• Sensory impairment</li> <li>• Difficulties with engagement with learning and concentration</li> <li>• Poor school attendance</li> <li>• Social, emotional and behavioural difficulties</li> <li>• Anxiety and/or behaviour issues which impact on learning</li> <li>• Attachment disorder</li> <li>• Attention deficit disorder</li> </ul>				

External barriers	
C.	Parental engagement with school-based meetings and initiatives
D.	Continued anxiety and possible non-attendance or reduced attendance due to Covid-19

#### 4. Outcomes

A.	Pupils will feel happy, safe and secure within The Milestone School. They will have made progress with their social and emotional development and feel ready to learn. To improve the mental health and well-being of all pupils.	Students will be more able to express their feelings. Children will be ready to access learning. Children will be making good progress against their individual EHCP intentions.
B.	Pupil Premium children will continue to make as least as good progress as their peers in reading. They will maintain good progress in writing.	Interventions in place will have been successful. The reading progress will be shown in data. The data will show a closed gap.
C.	Pupil Premium children will continue to make at least as good progress as their peers in Maths.	Successful maths interventions will be in place showing impact.
D.	Parental engagement will continue to increase with school based activities	Increased attendance to parental conversation meetings. Increased attendance to EHCP meetings. Parents will engage with family THRIVE and other whole school events and training.

**5. Planned expenditure****Academic year****2020-21**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of Education for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve the mental health and well-being of all students.	To continue to develop a range of interventions, including: Lego Therapy Play-based Therapy	Targeted Interventions have shown they have had a positive impact on social and emotional abilities of all pupils and supported their academic learning.	Small group and 1:1 sessions with trained staff. Provision of suitable resources. Dedicated / adapted environment.	HO SR MH	February 2021  July 2021

To improve the mental health and well-being of all students.	To support the mental health and wellbeing of students through the introduction of a collaborative project with Headsight.	The project will provide for a member of the Headsight team to be in school for one day each week, working in collaboration with staff to raise levels of awareness and knowledge in dealing with mental health issues.	Headsight staff to work with class teachers, PSHE TLR, Interventions Lead and PST to ensure deeper understanding of mental health issues. Termly reviews, staff surveys.		February 2021 July 2021
To improve the mental health and well-being of all students.	To support the mental health and wellbeing of students through embedding The Timpson Project	This year we have been working with a number of more complex children who are unable to access their academic learning without support in this area. Although they have received interventions we realise they need specialised support. We implemented The Timpson Project during the last academic year and the impact was clear.	Training for all staff on The Timpson Project - refresher. Share examples of how it can be implemented in lessons. Sharing of action plans more transparent.	SR, JS, SD	February 2021 July 2021
				Headsight: Staffing: Lego: Play-based therapy: Sub total:	<b>£10.000</b> <b>£3577.86</b> <b>£8580.00</b> <b>£22157.68</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure the lack of a gap between pupil premium and non -pupil premium students in literacy and numeracy is maintained.	To continue to provide 1:1 and small group sessions with an experienced teacher	Pupil Premium pupils make at least as good progress as their peers. Targeted interventions for reading, writing and numeracy are having a positive impact.	LC is provided with a list of monitored pupils. Sessions are well resourced. The impact of sessions is monitored by SLT and Assessment Manager.	LC	February 2021 July 2021

To ensure pupils are able to access and engage in learning activities.	To continue to develop a range of targeted interventions, including: Sensory OPAL	Targeted Interventions have shown they have had a positive impact on social and emotional abilities of all pupils and supported their academic learning.	Small group and 1:1 sessions with trained staff. Provision of suitable resources. Dedicated / adapted environment.	HM CG BG	February 2021  July 2021
To ensure pupils are able to access and engage in learning activities.	To continue to develop a range of targeted intensive interaction sessions through the use of music.	Targeted music interventions have shown they have had a positive impact on social and emotional abilities of all pupils, increased pupil self-confidence and supported their academic learning.	Small class groups and 1:1 sessions with trained staff. Provision of suitable resources. Dedicated / adapted environment.	GQ BW	February 2021  July 2021
To ensure individual pupils have access to specific resources / support to access learning.	To continue to fund resources for specific pupils to support their learning and engagement.	As required	As identified by class staff	HoDs	February 2021  July 2021
				Sensory: OPAL: Music interaction: Literacy / numeracy: Individual budgets: Sub total:	<b>£8131.50</b> <b>£8131.50</b> <b>£12000.00</b> <b>£24024.50</b> <b>£14597.50</b> <b>£66885.00</b>
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To further improve parental engagement	Increase parental engagement through parental conversations, home visits, home learning packs and EHCP meetings	Covid-19 has impacted on school's ability to allow parents on site to engage with class, departmental and whole school events.	To continue reach out to the hard to reach parents. Regular phone calls home, socially distanced home visits were possible. Use of Zoom, Teams, etc.  Use of FSW to maintain contact and provide support.	HoDs FSW PST	February 2021  July 2021
<b>Total budgeted cost taken from salary related costs:</b>					<b>£ 56932.32</b>

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of Education				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Impact / Lessons learned (and whether you will continue with this approach)	Cost
See PP impact statement 2019-20				
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See PP impact statement 2019-20				
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
See PP impact statement 2019-20				
7. Additional detail				
Through our website you can see pupil premium reviews including 2019-20 which shows pupil premium pupils progress and attainment graphs. Please refer to the school SEF and SDP.				