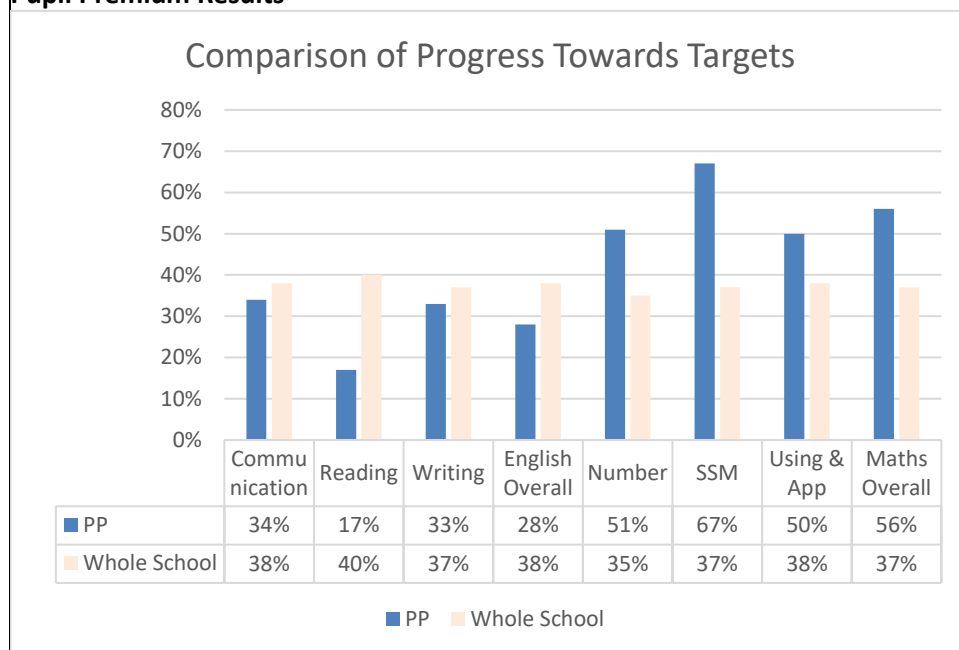


1. Summary information					
School	The Milestone School			Type of SEN:	SLD & SLCN, CLDD, PMLD
Academic Year	2020-21	Total Pupil Premium budget	£145,975	Date of most recent PP Review	25.2.21 2.7.21
Total number of pupils on roll	326	Number of pupils eligible for PP	130 (40.6%) (127 FSM, of which: 61 primary 66 secondary)	Date for next internal review of this strategy	July 2021
				Report created by:	Diane Taylor
				Governor overseeing:	Mike Lewis

2. Current Attainment (2020-21)

Pupil Premium Results



When combining results for both English and Maths, PP pupils have made more progress towards their targets than non PP pupils. PP pupils made more progress towards their targets in Maths than non PP pupils, but less progress towards their targets in English than non PP pupils.

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
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B.	<p>A range of needs as identified in EHCPs, which may include:</p> <ul style="list-style-type: none"> • Severe or profound learning disabilities. • Challenging behaviour • Physical disabilities and/or complex medical issues • Autism • Specific genetic syndromes • Sensory impairment • Difficulties with engagement with learning and concentration • Poor school attendance • Social, emotional and behavioural difficulties • Anxiety and/or behaviour issues which impact on learning • Attachment disorder • Attention deficit disorder
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 at 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

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	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.	SR, TL, JS	
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	

Impact:

Some interventions delivered by external professionals were unable to take place across the year due to CV-19 restrictions. Interventions delivered by Milestone staff focussed on PP pupils within dept bubbles. Pupils were able to access a range of interventions. Sleuth records show that pupils engaged well during these sessions – no behaviour reports were logged during interventions. Class staff reported that pupils were relaxed and able to engage in learning activities on their return to the classroom. The Headsight and Timpson projects were replaced by Thrive. Milestone is now a Thrive school. Senior staff have been trained in Thrive. Staff in each dept have been interviewed and appointed as Thrive Champions and Thrive Practitioners. Pupil baselines are under way.

Whole school staff Thrive training will take place on 14.9.21.

2021-22 Thrive data will detail the specific impact of Thrive.

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	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	
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	
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	

Impact:

See above data: *When combining results for both English and Maths, PP pupils have made more progress towards their targets than non PP pupils. PP pupils made more progress towards their targets in Maths than non PP pupils, but less progress towards their targets in English than non PP pupils.*

PP pupils have continued to be prioritised for interventions.

All PP pupils access at least 1 specific intervention.

Literacy and Numeracy sessions led by LC continued for targeted PP pupils. Appropriate resources were supplied by class teachers to ensure continuity of approach and learning progression.

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	July 2021

Impact:

ClassDojo has been introduced and implemented across the school.

All staff have received training in the use of ClassDojo.

All parents (with an email address) have been invited to join ClassDojo.

Feedback / comments from parents on Dojo are overwhelmingly positive and appreciative.

Data from parent surveys demonstrated that positive parental feedback on home learning packs / remote learning increased from 27% (June 2020) to 75% (June 2021).

Regretfully, it was not possible to invite parents to school events on site during 2020-21.

