



## The Milestone School - Pupil premium strategy statement

This statement details our school'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 Milestone School
Number of pupils in school:	320 (+6 Exceptional Needs)
Proportion (%) of pupil premium eligible pupils	147 (45.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Local Advisory Board
Pupil premium lead	Diane Taylor (HT)
Governor / Trustee lead	Mike Lewis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,245
Recovery premium funding allocation this academic year	£45,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218,065

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium money will ensure that pupils feel happy, safe and secure within The Milestone School. As a result, they will make progress with their social and emotional development and feel ready to learn. Pupils will feel supported in their mental health and well-being and feel able to access and make progress in their education.

Pupil Premium children will continue to make at least as good progress as their peers in reading. They will maintain good progress in writing.

Pupil Premium children will continue to make at least as good progress as their peers in Maths. Parental engagement with school based activities will continue to increase and be supported by school and community-based events and courses.

### Challenges

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

Challenge number	Detail of challenge
1	On-going mental health and well-being of students due to anxiety caused by the Covid-19 pandemic
2	Lost learning days due to non-attendance or reduced attendance during the Covid-19 pandemic (a total of 2963 pupils learning days were lost 2020-21 as a direct result of CV-19)
3	Potential further non-attendance due to CV-19
4	<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>
5	Parental engagement with school-based meetings and initiatives

### 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
To improve the mental health and well-being of all students.	Students will be more able to express their feelings.

	Children will be ready to access learning. Children will make good progress against their individual EHCP intentions.
To ensure the lack of a gap between pupil premium and non -pupil premium students in literacy and numeracy is maintained.	Interventions in place will have been successful. The reading progress will be shown in data. The data will show a closed gap.
To ensure pupils are able to access and engage in learning activities.	Successful maths interventions will be in place showing impact.
To ensure individual pupils have access to specific resources / support to access learning.	All pupils will have appropriate, tailored resources which enable them access learning and make at least expected progress against EHCP learning outcomes.
To further improve parental engagement	Increased attendance to parental meetings. Increased attendance to EHCP meetings. Parents feel better equipped to support their children with home learning. Parents will engage with family THRIVE and other whole school events and training.

## 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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD for Thrive	Teachers and Learning Partners will be provided with the necessary skills to support pupils' mental health and well-being.	1, 2, 3, 4
Additional non-contact time for Thrive Practitioners to support staff training and pupil assessment	Baseline assessments will be completed promptly and to a high standard.	1, 2, 3, 4
Ensure the curriculum progression pathways are fully resourced	Pupils will be enabled to access learning supported by a variety of age and ability-appropriate learning resources.	2, 4

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in core subjects for identified pupils by a qualified teacher	Pupils will be able to access individualised learning and support. <b>“Targeted small group interventions</b> have the potential for the largest immediate impact on attainment.” <a href="https://the-iee.org.uk/wp-content/uploads/2019/02/Reading-fluency-protocol.pdf">the-iee.org.uk/wp-content/uploads/2019/02/Reading-fluency-protocol.pdf</a>	2, 3, 4
Carry out sensory integration assessments for identified pupils, and fund equipment and training identified to support access to learning	Pupils have complex sensory integration needs. Sensory integration assessments will ensure pupil learning styles and sensory needs are incorporated into their daily learning activities.	2, 4
Enable a full range of Interventions, overseen, monitored and assessed by the Interventions Co-ordinator	Interventions will be targeted for specific pupils. Progress will be monitored and assessed. Pupils will be enabled to focus on learning on their return to the classroom.	2, 3, 4

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

Budgeted cost: £ 78,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school and departmental well-being events to be held 3 x per year	Pupils will be provided with engagement activities which will enable them to interact with staff and peers in a less formal environment. Dept and whole school cohesion will be increased.	1, 2, 3, 4
Re-furbish out-dated equipment in the sensory studio to enable and enhance sensory learning approaches	Sensory activities will be delivered in a safe, appropriate and stimulating environment	1, 4
Parent workshops and training courses to be held both at school and in the community	Parents will be provided with the knowledge, skills and confidence to support	2, 3, 4, 5

**Total budgeted cost: £ 218,065**

## 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.

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

*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.

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.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	