

Statement on Pupil Premium for the school year 2019-20

The pupil premium allocation to the school for 2019-20 is approximately £180K. In addition we will receive further funding for Children in Care via the Virtual School.

Pupil Premium is Government funding provided to ensure disadvantaged children receive additional support, raise their aspirations and improve good educational outcomes.

Schools that receive Pupil Premium are free to spend the funding in a variety of ways. However, the school is accountable for this public money and must show how the funding was used to support disadvantaged children and low income families.

The main barriers to educational achievement faced by eligible pupils of the school are listed below. This is a generic list, each pupil has a highly individual profile of barriers and individualised learning targets are set and closely monitored to ensure pupils make the best progress possible, with relevant specialist teaching and learning interventions as appropriate. Our pupils require a high staff to pupil ratio compared to mainstream pupils. It is essential that identified pupils are supported emotionally and physically too as appropriate to their needs.

The main barriers to educational achievement our pupil premium pupils face include:

- Severe or profound learning disabilities. A small number of pupil have moderate learning difficulties with additional areas of difficulty such as social, emotional and/or behavioural issues
- Challenging behaviour which impacts both in school and at home
- 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

PP Results 2019-20

English - 36% of pupils made 50% of a level or more progress, of these 31% made 1 or more levels of progress.

Maths - 29% of pupils made 50% of a level or more progress, of these 25% made 1 or more levels of progress.

English - 57% of pupils made 25% or more of a level of progress.

Maths - 48% of pupils made 25% or more of a level of progress.

Lower PMLD – 51% of pupils made 25% or more of a level or progress. 34% of this cohort made at least 50% of a level of progress.

PP pupils make similar or better progress than non PP pupils.

In summary the objectives for the use of Pupil Premium at The Milestone School are:

- To provide additional support to improve the progress and to raise the standard of achievement for these pupils. This includes all aspects of progress such as engagement in learning, educational achievement, building of self-esteem and confidence, behaviour management, building resilience and emotional and mental health support.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The Milestone School will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- The Milestone School will ensure the additional funding supports the pupils who need it most and that it makes a significant impact on their education and lives.

Our 2018-19 data shows us that our pupils eligible for Pupil Premium at least meet the attainment of the rest of the school. During 2019-20 we will therefore focus on providing interventions that have the best possible impact on the whole school, with individual targeted support as appropriate.

The pupil premium allocation will be targeted on the below. Each pupil at the school receives support in accordance with their individual identified needs, therefore pupils will benefit as appropriate from the list below. **Individual pupil premium spending is recorded and reviewed for impact against individual targets. This is not published here as it would enable individual pupils to be identified.**

Allocation of pupil premium	Rationale
Provision of high staff to pupil ratios in classes.	To ensure PP pupils can receive adult support as appropriate to their needs within a class setting and for individual work as appropriate.
Well-being sessions for targeted pupils to include Lego, thrive and emotional wellbeing groups. Individual packages are also purchased to meet an identified individual need.	To meet the identified social, emotional and behavioural needs of pupils to assist them in engaging with learning.
Behaviour team- support for identified pupils and their families.	To support pupils to moderate their behaviour in order to access learning.
Targeted activity days at Hop, Skip and Jump With staff support for pupils with challenging behaviour.	To provide identified pupils with respite from the demands of the classroom and opportunity for a physical release of energy.
Provision of focused sensory play sessions for identified pupils across the school. Delivered by an LSW each afternoon.	To meet the sensory needs of identified pupils Linked to either stimulation or relaxation or sensory integration work.
Provision of focused outdoor play and learning sessions for identified pupils across the school. Delivered by an LSW each morning.	To provide a positive alternative learning environment to the classroom, with the outdoor learning area being used as an external classroom for focused lessons
Family Support Workers to support identified pupils and families.	To remove obstacles to learning and Engagement, and ensure pupils are attending school.
Breakfast club staffing.	To ensure identified pupils commence the day with breakfast which improves concentration.
Attendance officer.	To support families to ensure identified pupils attend school regularly.
Provision of swim team to enable access to	To ensure all pupils can access the pool to

swimming lessons.	develop swimming skills, physical exercise, hydrotherapy and associated skills such as concentration, self-esteem building and interaction skills.
Provision of staffing for 1:1 swimming sessions for identified pupils	To develop swimming skills, physical exercise, hydrotherapy and associated skills such as concentration, self-esteem building and interaction skills.
Subsidy for GL1 swimming sessions for identified pupils.	To ensure identified pupils can access the local leisure centre to develop swimming skills, access physical exercise and associated skills such as concentration, self-esteem building and interaction skills.
Subsidy for access to Riding for the Disabled for identified pupils.	To access physical exercise and skills associated with horse riding such as communication, balance, sensory experiences and self-esteem building.
Subsidised trips on school minibuses for identified pupils.	To ensure that all pupils can access educational trips that link to the curriculum and learning.
Additional learning support worker hours for identified pupils, including at times of crisis.	To support identified pupils to access learning or to implement an individualised curriculum and timetable if appropriate.
Music interaction sessions for identified pupils from 2 musicians.	To support the development of interaction skills, communication and language acquisition.
Provision of qualified Music Therapist for identified pupils.	To support the development of interaction skills, communication and language acquisition.
Subsidy for music/drama events.	To provide educational events to support the curriculum delivery and enhance teaching and learning.
Financial subsidies for identified pupils for educational trips and residential.	To ensure that all pupils can access educational trips that link to the curriculum and learning.
Support for cooking and snacks.	To enable group interaction and life skills sessions with a focus on developing communication and social skills.
Support for summer play-scheme.	To support identified pupils to attend the play scheme in the summer holiday. This supports the development of play and social skills in a group setting.
Financial support for school uniform for identified pupils	Whilst school uniform is not compulsory some pupils wish to wear it to feel they are part of the school community. This can be good for self-esteem and well-being.
Administrative support for PEP meetings	To facilitate the smooth and efficient running of PEP meetings and follow up work linked to individual pupil targets.

Various other teaching and learning resources as appropriate to identified pupil needs	To enhance access and engagement with learning and support pupil progress.
Staff training to ensure identified pupil needs are met eg; Elsa training	To support the development of a highly skilled workforce that can meet the identified needs of PP pupils across the school.

The school closely monitors the progress of each pupil and evaluates the impact of strategies and interventions accessed through analysis of pupil progress data, EHCP outcomes, individual learning outcomes, Boxhall Profile, Engagement Scales and other analysis as appropriate.