

# The Milestone School Pupil premium statement

This statement details our school's use of pupil and recovery 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	327 (+6 exceptional needs)
Proportion (%) of pupil premium eligible pupils	167 (51%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2023/2024 to 2025/2026
Date this statement was published	May 2024
Date on which it will be reviewed	September 2025
Statement authorised by	The Milestone School Local Advisory Board
Pupil premium lead	Stephen Dowell, Headteacher
Governor / Trustee lead	Kate Hawkins, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,525
Recovery premium funding allocation this academic year	£67,154
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£312,679</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further education
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been affected by the lack of family engagement with school-based meetings and support.

## 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
Improved attainment for disadvantaged pupils in all subjects relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessment data at the end of our strategy in 2024/25.
Disadvantaged pupils can use a range of communication systems to aid their understanding and to develop their communication skills.	Through achievement of EHCP termly outcomes.
Disadvantaged pupils develop and improve their personal skills.	Through achievement of EHCP termly outcomes.
Disadvantaged pupils have greater support to improve their education, wellbeing and wider aspects of development through family support.	Through observations and discussions with pupils and their families.

## Activity in this academic year

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

## Teaching

Budgeted cost: **£187,737**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff support	<p>Staff support pupil communication and the impact is approximately an additional six months' progress over the course of a year.</p> <p><a href="#">Oral language interventions</a></p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p><a href="#">Teaching Assistant Interventions</a></p>	1, 2, 3

Family Engagement Team	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="#">Parental engagement</a>	4
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## Targeted academic support

Budgeted cost: £121,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths tuition	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: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 3
Music Therapy	The impact of arts participation on other areas of academic learning is an additional three months progress. <a href="#">Arts participation</a>	2, 3
Taiko Drumming	The impact of arts participation on other areas of academic learning is an additional three months progress. <a href="#">Arts participation</a>	2, 3
Interventions and therapists	The average impact of interventions is four additional months' progress over the course of a year. <a href="#">Interventions</a>	2, 3

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

Budgeted cost: **£3,847**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	Mentoring has positive impacts for pupils from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour. <a href="#">Mentoring</a>	3
Thrive	The average impact of successful interventions is an additional four months' progress over the course of a year. <a href="#">Social and emotional learning</a>	3

**Total budgeted cost: £312,823**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils, during the previous academic year, using our own internal summative and formative assessments.

The data demonstrated disadvantaged pupils make similar or better progress than their peers in the English and maths curriculum pathways L7 – L18; in writing disadvantaged pupils make 12% more progress against the pathway outcomes than their peers.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates there is no gap between disadvantaged and non-disadvantaged pupils in school.

Based on all the information above, the performance of our disadvantaged pupils met expectations. For the academic year 2023/24 all pupils working within pathways L7 – 18 have individual targets for the year and end of key stage. Pupils working below these levels have targets that will be analysed through their EHCPs. We are, at present, on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes

### Externally provided programmes

Programme	Provider
None	N/A
None	N/A