

# Pupil premium strategy statement - Milestone Academy

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Milestone Academy
Number of pupils in school	363 (Year R-14)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	S. Goosani
Pupil premium lead	J. Tidmas
Governor / Trustee lead	T. Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,375
Recovery premium funding allocation this academic year	£29,870
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	£162,245

# Part A: Pupil premium strategy plan

## Statement of intent

At Milestone Academy we believe that every pupil can and will make progress and that deprivation should never be a barrier to their learning. We set the most challenging targets for every child, and all our pupils are valued, challenged and supported to make sustained academic and personal progress.

In common with other Special Schools, Milestone Academy recognises that the majority of its pupils' face barriers to learning far greater than those imposed by financial deprivation. Due to their needs all pupils at Milestone are very vulnerable. We strive to ensure that Pupil Premium funding is used to narrow gaps in achievement by whatever means necessary. However, we also believe it is appropriate to use the funding to support other pupils who have significant areas of vulnerability, where this can be achieved in tandem with the provision made for Pupil Premium pupils.

The curriculum across Milestone Academy enables our pupils to develop into young people who are; independent, to the greatest degree possible, caring, both for themselves, others and the world around them, able to build positive relationships and to communicate functionally and effectively, be curious, able to play a meaningful role in society, informed, skilled, respectful and tolerant. The curriculum is developmental and personalised to ensure every pupil accesses the learning they need as an individual, at an ambitious level of challenge appropriate to them, supporting transitions to next steps within and beyond school.

Our strategy is driven by both the needs of pupils alongside those of groups, through thorough formative and summative assessment of both academic but also personal, social and emotional progress. The strategy is reviewed frequently to ensure it remains appropriate and meets the needs of disadvantaged pupils across the school.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessment over the previous year showed that in some areas, disadvantaged pupils did not perform as well as other vulnerable groups in some academic areas and EHCP targets. This was not consistent over the year so will be monitored closely over this academic year.
2	Through observations and conversations with families and social workers we have found that access to out of school experiences for pupils to enrich and consolidate learning may be fewer for disadvantaged pupils.
3	Through assessments, observations and conversations with wider leaders, we have found that disadvantaged pupils have less support to develop life skills in a range of settings. This includes access to the local and wider community to develop skills such as travel skills and daily living skills.

4	Our assessments, progress discussions and observations ensure that pupils who require an intervention are identified early to enable an identified intervention to have impact to ensure any gaps are recognised and acted upon in a timely way.
5	Our assessments, observations and discussions ensure staff training meets the needs of the pupils, support staff are able to lead interventions and training offers a development route for staff who wish to progress to teaching and beyond

## 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 narrow the gap in achievement for both ECHP targets and Pupil Progress between pupils in receipt of the Pupil Premium grant and those who are not.	Progress in English and Mathematics will improve so that 85% or more pupils will make expected or better progress and achieve their EHCP targets
To ensure all pupil premium pupils feel safe, happy and are ready to learn each day through support and wider strategies of engagement	Emotional barriers to learning will be reduced and improvement in wellbeing will be reflected in progress across the curriculum
Pupils engage in a range of physical activities and social experiences to develop self-confidence, self-esteem, social skills, well-being and engagement in learning opportunities	Pupils will have the same opportunities and receive the same experiences as all other pupils in the Academy.
Pupils have access to improved phonics and signing schemes to improve to further develop reading, writing and communication skills with all teaching staff having Read, Write, Inc training and Makaton awareness	Pupils will continue to be challenged in developing their communication skills so that 85% or more disadvantaged pupils will make progress towards their English and communication targets

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 56,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance Leadership of English, Maths and Personal, Social & Physical Development (PSPD) across the Academy	Individualised Learning: On average, individualised instruction has a positive effect on learners and is better used as a supplement to usual class teaching, rather than a standard replacement. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1, 5
Quality texts including decodable texts and texts relating to the Read Write Inc scheme as well as texts for reading for pleasure	Reading Comprehension Strategies: It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>	1, 4
Employ a consultant Sensory Occupational Therapist to support with staff training	Behaviour Interventions: Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues. Page 9 of the following document details the impact of this: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a>	4, 5
Annual Licence for Widgit Online, Grid 3, Numicon Online, The Day current affairs online resource and Rosewood School	Digital Technology: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used	1, 5

IMPACTS resources and Whiterose Maths resources	to supplement other teaching, rather than replace more traditional approaches.  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</a>	
Read & Write and Read Write Inc Training	Phonics: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a>	1, 4, 5
Makaton signing Level 1 course for 5 signing leads	Oral Language Interventions: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension  <a href="https://voice21.org/the-centrality-of-spoken-language-to-developing-literacy-and-numeracy-skills/">https://voice21.org/the-centrality-of-spoken-language-to-developing-literacy-and-numeracy-skills/</a>	1, 3, 4, 5

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

Budgeted cost: £ 54,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Provision	Oral Language Interventions: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension  <a href="https://voice21.org/the-centrality-of-spoken-language-to-developing-literacy-and-numeracy-skills/">https://voice21.org/the-centrality-of-spoken-language-to-developing-literacy-and-numeracy-skills/</a>	1, 4
Employment of a school-employed OT/Physio assistant to	One to One Tuition: Evidence indicates that one to one tuition can be effective.	1, 3, 4

<p>work as the interface between the NHS Physiotherapy and Occupational therapy services. To work directly with pupils with identified needs in class and ensure all programmes are carried out effectively and pupils have access to the prescribed equipment they require</p>	<p>We have observed that this direct 1:1 support of pupil's physiotherapy programmes has supported positive outcomes regarding physical development and supported maintenance of a pupil's health, enabling them to access school.</p>	
<p>Funding to support staff employment and training to enable best practice multi-agency working</p>	<p>Behaviour Interventions: Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues Page 51 of the following document details the impact of this: <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf</a></p>	<p>4, 5</p>
<p>Employ a consultant Sensory Occupational Therapist to support with identification and interventions</p>	<p>Individualised Learning: On average, individualised instruction has a positive effect on learners and is better used as a supplement to usual class teaching, rather than a standard replacement. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p>	<p>1, 4</p>
<p>Sensory Interventions for those with VI and sensory processing needs</p>	<p>We have recognised that texts for pupils with VI and resources for sensory processing difficulties reduce barriers to learning and support engagement and behaviour for learning.</p>	<p>1, 4</p>
<p>Local budget identified for immediate costs towards closing any in-year gaps as they arise</p>	<p>Mastery Learning: There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective <a href="https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/mastery-learning/">https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/mastery-learning/</a> Teaching Assistants: Evidence suggests that TAs can have a positive impact on academic achievement. TAs support individual pupils or small groups, which on average show moderate positive benefits.</p>	<p>1, 3, 4</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	
Annual license for Eye Gaze system	We have observed that pupils who use Eye Gaze as their means of communication are developing their communication in a way that allows them to make choices.	1, 3

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

Budgeted cost: £ 50,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-fund costs for pupils in receipt of pupil premium for residential school journeys	Outdoor Adventure Learning: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	2, 3
Funding to release ELSA (Emotional Literacy Support Assistants) trained TAs to work with groups of pupils to support their emotional and social skills development x 5 days per week	Social and Emotional Learning: SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1, 3, 4
Funding to release Mental Health First Aider trained TAs to support individual pupils to support their mental health x0.5 days/week	Social and Emotional Learning: SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1, 3, 4
Funds available for purchase of school uniform for families in receipt of PPG in	School Uniform: There is some evidence that free school uniforms may improve attendance in areas of very high poverty.	3

circumstances of extreme hardship		
Funds available to purchase resources for co curriculum activities and access to learning opportunities outside of the classroom	Outdoor Adventure Learning: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1, 2, 3
Funds available to develop the arts team including both the performing and the creative arts	Arts participation: There are a number of systematic reviews and meta-analyses which have found small benefits for arts participation. The arts will be the platform to develop ways of expressing ourselves and will be linked to the IB PYP transdisciplinary theme to be used throughout the academic year. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/929773/DCMS_report_April_2020_finalx__1_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/929773/DCMS_report_April_2020_finalx__1_.pdf</a>	2,3

**Total budgeted cost: £162,245**



## 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.

See Milestone Academy Pupil Premium Expenditure & Impact Review 2020-21  
<https://docs.google.com/document/d/1XlItxsgKGyJj28HCm2s5puanwCRgzw39B3jW8yqk4hQ/edit>

### 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

## Further information (optional)

Development of the IB Primary Years Programme alongside development of the Arts curriculum are not dependent on Pupil Premium but are significant drivers for the school over this academic year.