



## Threemilestone School

### Be part of something

Where everyone is welcome  
Where learning is fuelled by creativity  
Where great things happen

## 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	Threemilestone School
Number of pupils in school	416 (17.9.21) 427 (21.11.22)
Proportion (%) of pupil premium eligible pupils	77/416 - 19% (17.9.21) 76/425 - 18% (12.10.22)
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	September 2021
Date on which it will be reviewed	Autumn Term 2022
Statement authorised by	Suzannah Teagle
Pupil premium lead	Suzannah Teagle & Claire Ewart
Governor / Trustee lead	Jasmin Tregidga

## Funding overview

Detail	Amount 2021-2022	Amount 2022-2023
Pupil premium funding allocation this academic year	£110,072	£116,473
Recovery premium funding allocation this academic year	£11,020 £145 per pupil	£11,745

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£121,092	£128,218

## Part A: Pupil premium strategy plan

### Statement of intent

We have the same expectations of children who are entitled to Pupil premium, as all our children:

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Our ethos is one where we have highest expectations academically, and that children feel part of our team, developing a strong sense of belonging.

We passionately believe that **all** children at Threemilestone School can make at least expected progress in reading, writing and maths, through quality first teaching and high expectations from all members of staff.

We are committed to ensure that **all** children have opportunities to develop their social, emotional and academic potential and will strive to seek opportunities to develop these skills.

Staff at Threemilestone School value a sense of belonging and understanding how important this is in order to gain confidence, resilience and ambition to succeed in life, whichever pathway it may take.

Common barriers to progress both academically, socially and emotionally at Threemilestone School reflect the national picture. Children who are entitled to pupil premium may have less support at home, lacking in confidence and self-esteem, poor attendance and punctuality, weak language and communication skills, as well as other difficulties. At Threemilestone, we ensure that we do not make assumptions about the barriers to making progress our children encounter, but work with children and their families to ensure that they are supported in the best fit way. We look carefully at how being disadvantaged impacts on children's learning.

Our ultimate aim at TMS is:

- The gap is not widened between those children who are entitled to Pupil Premium and those who are not
- For all children who are entitled to Pupil Premium to make or exceed expected progress in core key subjects
- For all children who are entitled to Pupil Premium to be supported with their health and wellbeing.

We aim to do this by:

- Ensuring that Learning and teaching in all classes meets the needs of all children
- Ensure that appropriate provision is made for all children to succeed
- Knowing each child and recognizing that not children who are Free School Meals are socially disadvantaged: no assumptions are made and staff are aware of any unconscious bias which could prevent achievement.
- Pupil Premium funding is allocated on a need basis, with priority individuals and groups identified .
- Staff believe that all children can succeed and as a team, have a collective responsibility for all children.

## Challenges

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

Challenge number	Detail of challenge (Sept 2021)
1	<p><b><u>Attainment in reading and writing</u></b></p> <p>The attainment gap between children who are entitled to Pupil Premium and those who are not (2021 data)</p> <ul style="list-style-type: none"> <li>- EYFS baseline - language and communication indicate that 74% of this cohort started school at age related expectation - current EYFS cohort. Out of <b>5</b> children who are entitled to Pupil Premium in this cohort, 4 did not reach</li> <li>- EYFS reading and writing (58% writing and 78% reading - current Y1). Out of <b>9</b> children who are entitled to Pupil Premium, 2 did not get reading ELG and 4 did not get writing ELG</li> <li>- Y1 phonics (65% in 2021 phonics screening - current Year 2. Out of <b>12</b> children who are PP, 8 did not 'pass')</li> <li>- Y2 current - ( 80% in Statutory Phonics Screening Autumn 2, 2021 (Out of <b>12</b> children who are PP, 4 did not 'pass')</li> <li>- Y4 reading and writing (Y4 cohort - current Y5 - have the highest correlation between children who are entitled to PP and those on the record of need. Out of 14 children who are entitled to Pupil Premium, 8 are on the Record of Need.</li> </ul>
2	<p><b><u>Oracy</u></b></p> <p>Significant majority of children who are entitled to Pupil Premium are less confident in oral language. This means a lower level of general communication, less children wanting to put themselves forward for PALs (Pupils As Leaders), low expressive language, less confidence when speaking about learning, less able to answer questions showing oral competency, and in turn, asking questions. The school recognises how important oral literacy affects future chances.</p>
3	<p><b><u>A 'sense of belonging'</u></b></p>

	Children who are entitled to Pupil premium often participate less in whole school/community events and therefore have a weaker sense of belonging in our school. This then affects their ability to relate to staff, parents to be involved in their child's journey through the school who are less likely to ask for support and less likely to build secure and healthy attachments.
4	<p><b>Attendance</b></p> <p>In 2020-2021 there was a gap of attendance of children who were entitled to Pupil Premium (92.3%) and those who were not (95%). All children 96.3%</p> <p>In 2021-2022 there was a gap of attendance of children who were entitled to Pupil Premium (90.76%) and those who were not (94%). All children 93.27%.</p>

## 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
<p><b>(1) Attainment in reading and writing</b></p> <p>A greater proportion of children, including children who are entitled to pupil premium, make expected or better progress in phonics, reading and/or writing</p>	<p>At least 75% of children:</p> <ul style="list-style-type: none"> <li>- pass the Y1 phonics screening In July 2022 63% passed the phonics screening 6/9 Pupil Premium</li> <li>- achieve GLD In July 2022 67% achieved GLD 3/7 Pupil Premium</li> <li>- Achieve ARE in reading, writing and maths in Y2 SATS In July 2022 in Y2 SATS 71% achieved ARE in reading (6/12 PP) 62% achieved ARE in writing (3/12 PP) 75% achieved ARE in maths (9/12PP)</li> <li>- Achieve 95+ standardised score in NFER assessments in Y3/4/5 <b>In July 2022 in Y3 NFER</b> 41% achieved ARE in reading (4/10 PP) 53% achieved ARE in writing (3/10 PP) 71% achieved ARE in maths (4/10 PP) <b>In July 2022 in Y4 NFER</b> 63% achieved ARE in reading (1/15 PP) 69% achieved ARE in writing (8/15 PP) 82% achieved ARE in maths (7/15 PP)</li> </ul>

	<p><b><u>In July 2022 in Y5 NFER</u></b></p> <p>77% achieved ARE in reading (6/14 PP)  47% achieved ARE in writing (4/14 PP)  73% achieved ARE in maths (7/14PP)</p> <ul style="list-style-type: none"> <li>- Achieve 100+ scaled score in Y6 statutory assessments (reading, maths, SPAG)</li> </ul> <p><b><u>In July 2022 in Y6 SATS</u></b></p> <p>69% achieved 100+ in reading (8/15 PP)  74% achieved 100+ in maths (9/15PP)  74% achieved 100+ in SPAG (9/15PP)</p> <ul style="list-style-type: none"> <li>- Achieve the expected standard in writing in Y6</li> <li>69% achieved ARE in writing (7/15 PP)</li> </ul>
<p><b>(2) <u>Oracy</u></b></p> <p>All children, including those who are entitled to Pupil Premium have improved their oral ability and show interest and are articulate when talking about in the world around them</p>	<p>Children who are entitled to Pupil Premium are able to</p> <ul style="list-style-type: none"> <li>- Speak in sentences</li> <li>- Answer questions in a coherent, articulate and audible manner</li> <li>- Ask questions</li> <li>- Articulate their learning and thoughts</li> <li>- Participate in discussions about topics covered in assembly and in STAR mornings</li> <li>- Talk about any educational visits and start links to classroom learning - current and prior</li> <li>- Engage in conversations with adults about learning and engage with feedback</li> </ul>
<p><b>(3) <u>A sense of belonging</u></b></p> <p>Children who are entitled to pupil premium participate more in whole school/ community events and therefore their sense of belonging is increased</p>	<ul style="list-style-type: none"> <li>- At least 85% of children who are entitled to Pupil Premium attend weekly after school clubs</li> <li>- All parents/carers attend the termly Face to Face meetings</li> <li>- All children who are entitled to pupil premium have a PE kit and look and feel part of the school</li> <li>- All parents/carers record reading on Go Read App</li> <li>- All parents/carers with children on the record of need are actively engaged in the IEP meetings</li> </ul>
<p><b>(4) <u>Attendance</u></b></p> <p>Children who are entitled to PP attendance increases</p>	<ul style="list-style-type: none"> <li>- The attendance of children who are entitled to Pupil premium is in line with or greater than children who are not pupil premium (National average is 96%)</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2021-2022)** to address the challenges listed above.

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

Budgeted cost:

- Phonics resources and training	£15,000
- The Reading Leader	£18,300
- IDFS accreditation and cover for the 3 days course, cover costs, resources	£1000
- Release for teachers to attend Pupil progress meetings	£2500
- Cover for English and maths lead for subject reviews and development lessons	£4000
- Cover for Glenn Lara to work on Model of learning 12 days (6 covered by Music - see 2)	£1320
- Go Read	£400
- Provision Map	£900
- NfER assessments	£5,000

**£48,120**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-2023)** to address the challenges listed above.

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

Budgeted cost:

- Phonics resources and training	£3000
- The Reading Leader	£18,000
- IDFS accreditation and resources	£1000
- Release for teachers to attend Pupil progress meetings	£2500
- Cover for English and maths lead for subject reviews and development lessons	£4000
- Go Read	£400
- Provision Map	£900
- Release of Assistant head for Pupil Premium review	£1000

- EdShed subscription £400
- NFER assessments £2,614
- Y6 SATS papers £283

**£34,097**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics resources and training	<ul style="list-style-type: none"> <li>- A systematic approach to the teaching of phonics is a characteristic of best practice in teaching early reading. Reading by the age of 6 is a determining factor in overall school success as well as longer term life outcomes.</li> <li>- Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils</li> <li>- Government review (April 2021) shows that effective systematic synthetic phonics programmes ensure help to ensure high quality phonics teaching that:               <ul style="list-style-type: none"> <li>● gives all children a solid base upon which to build as they progress through school</li> <li>● helps children to develop the habit of reading widely and often, for both pleasure and information</li> </ul> </li> </ul> <p>This is supported by a school audit from our local English Hub which made recommendations to improve our current provision. This included additional resourcing and training for all staff.</p>	1
Quality first teaching for all children	<ul style="list-style-type: none"> <li>- EEF guide to Pupil premium - tiered approach - teaching is top priority</li> <li>- Sutton Trust - quality first teaching has direct impact on student outcomes</li> </ul>	1
The school is working towards the Inclusive, Dyslexia Friendly Schools status (IDFS)	<ul style="list-style-type: none"> <li>- Accreditation of IDFS</li> </ul>	1
Half termly Pupil Progress meetings track progress of children who are entitled to PP	<ul style="list-style-type: none"> <li>- EEF evidence that feedback following quality assessment and metacognition are low cost but are a high impact strategy.</li> </ul>	1



and appropriate interventions are put into place		
Model of Learning bespoke to Threemilestone School is established with contributions from ALL staff members	- EEF evidence that feedback following quality assessment and metacognition are low cost but a high impact strategy.	1, 2
Purchased of web based platforms to support engagement with children's learning at home and involvement with families - Nessy - Go Read - Provision Map	- EEF parental engagement - EEF targeted academic support	1, 3
English and maths development in monitoring schedule - subject reviews and are high priority on School development plan	- EEF evidence that feedback following quality assessment and metacognition are low cost but high impact strategy.	1, 2
Purchase of standardised diagnostic assessments	- Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) 2021-2022

Budgeted cost:

- Speech & Language Therapist	£5,400
- Pupil Support Mentor	£9,720
- Additional TA time	£44,150
- Language Link (SALT assessments)	£850

**£60,120**

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) 2022-2023

Budgeted cost:

- Speech & Language Therapist	£7,000
- Speech & Language TA	£16,850
- Pupil Support Mentor	£9,720
- Additional TA time	£37,876
- Language Link (SALT assessments)	£550
- Funfit	£2700
- SEND assistant (TA hours)	£4300

**£78,996**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sam Edmonds (SLCN) bought in to work with children, staff and families developing speech, language and communication  22-23 - TA employed solely to work on SALT targets	<ul style="list-style-type: none"> <li>- EEF - oral language interventions consistently show positive impact on learning</li> <li>- Speech therapist leading training for support staff</li> <li>- high quality interventions delivered and bespoke programmes written</li> </ul>	1, 2
Pupil Support mentor employed 18 hours per week ELSA (Emotional literacy support assistant) TA to support emotional literacy development 10 hours per week	<ul style="list-style-type: none"> <li>- EEF social and emotional learning, improving interaction with others and self management of emotions -impacting on attitudes to learning and social relationships in school, which increase progress in attainment</li> <li>- Trauma Informed School</li> </ul>	3, 4
TA employed in Year 1&2 to support learning, specifically phonics and reading - not in 22/23	<ul style="list-style-type: none"> <li>- EEF tier 2 intervention for learning.</li> </ul>	1, 2

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

**2021-2022**

Budgeted cost:

- TA (art support)	£3500
- teacher (Music teaching)	£1,320
- Words and you Heart	£1,199
- EWO	£375

- Residentials £6100

**£12,494**

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

**2021-2022**

Budgeted cost:

- teacher (Music teaching) £1500
- Funding of music lessons for individual - bespoke £1000
- EWO £375
- Residentials £8000
- Gardening club £1000
- Gardening intervention £2250
- Gardening resources £1000

**£15,125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff leading art and music projects to increase creativity and brain development TA - 8 hours per week - not in 22/23 Music specialist - 6 days	- Trauma Informed School	2, 3
'Words and your Heart' training by Kate Neal and activities/resources to support the Culture of the Heart Not in 22/23	- 'Words and your Heart' research	2, 3
Education Welfare Officer (£375) brought in to support families with low attendance	- Attendance data. - The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely	4

	<p>to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	
Children to attend residential from Y2-Y6 (50% off )	<ul style="list-style-type: none"> <li>- Pupil survey reflecting a greater sense of belonging, enjoyment and engagement at TMS</li> <li>- EEF outdoor adventure learning shows positive benefits on academic and learning and self confidence</li> </ul>	3
Children to attend after school clubs and sports events prioritise children who are entitled to Pupil Premium and encouraged to attend	<ul style="list-style-type: none"> <li>- Pupil survey reflecting a greater sense of belonging, enjoyment and engagement at TMS</li> <li>- EEF sports participation increases educational engagement and attainment</li> </ul>	3
Cultural capital experiences promoted within the curriculum	<ul style="list-style-type: none"> <li>- Learning is contextualised in concrete experiences and language rich environment</li> <li>- Ofsted (2019) places emphasis on improving cultural capital, particularly for disadvantaged children</li> </ul>	1, 2, 3

**2021-2022 Total budgeted cost: £120,734**

**2022-2023 Total budgeted cost: £ £128,218**

## 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.

Pupil premium spending allowed the school to provide a range of interventions and further support for disadvantaged pupils (those eligible for PP) throughout the period affected by covid-19. Plans and intervention programmes were adjusted due to time out of school and remote learning. The pastoral support at Threemilestone School during this period was strong. During remote learning, class teachers communicated through small group tutorials three times a day, and if there was an absence, it was followed up with an immediate phone call. The school was proactive in making food collection as easy as possible, and supported families in not only phone support in accessing Google Classroom and online learning, but also doing home visits and support with internet connection. The support the school had given during this time, especially with families of children who are eligible for Pupil Premium funding, was evidenced by the positive responses in the school questionnaire

### Externally provided programmes - n/a

*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

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

7 pupils 2020-2021 - £ 2,170

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £2170 and this was put together with the total PP finding
What was the impact of that spending on service pupil premium eligible pupils?	All service children achieved or exceeded age related expectation