

# Pupil premium strategy statement - Milestone Academy 2022-23

This statement details our school's use of pupil premium (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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Milestone Academy
Number of pupils in school	371 Year R-14 (319 Year R-11)
Proportion (%) of pupil premium eligible pupils	33% of Year R-11
Academic year/years that our current pupil premium strategy plan covers	2022/23 to 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
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	£123,683
Recovery premium funding allocation this academic year	£128,704
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	£252,387

# Part A: Pupil premium strategy plan

## Statement of intent

At Milestone Academy we believe that every pupil can and will make progress and that disadvantage 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 disadvantage. 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 non eligible pupils who have significant areas of vulnerability, such as those with a social worker, where this can be achieved in tandem with the provision made for Pupil Premium pupils.

The curriculum is driven by our Vision that all pupils and staff are happy, aspirational learners who are **safe, supportive, curious communicators**. We work collaboratively to achieve our vision and scaffold our learning experiences through the fostering of specific attributes for learning which include being: *Balanced. Risk takers .Open-minded .Caring. Principled, Communicators, Reflective, Thinkers, Knowledgeable, Inquirers.*

Through the use of pupil agency we will enable each individual to develop their full potential academically, emotionally, socially and physically, achieving as much independence as possible. We will deliver an exciting and ambitious curriculum so that our pupils gain the confidence, knowledge and skills needed to participate as and become valued members of the communities within which they live.

Our strategy is driven by both the needs of individual pupils alongside those of vulnerable 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 and aligns with the school vision, the curriculum intent, implementation and impact and the wider school plans.

## 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 slightly underperformed other vulnerable groups

	in some academic areas such as speaking and listening and EHCP targets for physical targets. This was not consistent over the year so will be monitored closely over this academic year to see if a pattern emerges over the year to support the initiation of interventions if required.
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 and especially so for those who also have profound and multiple learning difficulties.
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, Mathematics, personal progress and EHCP outcomes will improve so that pupils in receipt of pupil premium are in line with other vulnerable groups and the non eligible pupils
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 excellent phonics and signing schemes in addition to quality texts and inviting library areas to further develop reading, writing and communication skills with all teaching staff trained to lead phonics learning sessions and Makaton awareness training

Pupils will continue to be challenged in developing their communication skills so that so that pupils in receipt of pupil premium are in line with other vulnerable groups and the non eligible pupils for their outcomes in 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: £ 77,956

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<p>Enhance Leadership of English, Maths and Personal, Social &amp; Physical Development (PSPD) across the Academy</p> <p>The maths lead will engage with our local research school and maths hub to develop the quality of maths teaching through CPD.</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.</p> <p><a href="#">EEF Toolkit Individualised Instruction</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p>	<p>1, 5</p>
<p>Quality texts including decodable texts and texts relating to the Read Write Inc scheme as well as texts for reading for pleasure, including texts in another language to support EAL pupils</p>	<p>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.</p> <p><a href="#">Preparing for Literacy   EEF</a></p> <p><a href="#">English as an additional language (EAL)   EEF</a></p>	<p>1, 4</p>
<p>Employ a consultant Sensory Occupational Therapist to support with staff training</p>	<p>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:</p> <p><a href="#">Guidance Report SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS</a></p>	<p>4, 5</p>

<p>Annual Licence for Widgeit Online, Sumdog, Grid 3, Numicon Online, Help Kidz Learn. Britannica, Big Apple Bang online resource and Whiterose Maths resources</p>	<p>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 to supplement other teaching, rather than replace more traditional approaches.</p> <p><a href="#">Using Digital Technology to Improve Learning: Evidence Review</a></p> <p><a href="#">EEF Digital Technology Toolkit</a></p>	<p>1, 5</p>
<p>Rosewood School IMPACTS support for Brook Pathway and MOVE licence</p>	<p>To enable pupils with physical and sensory needs to fully engage in the curriculum and make progress some specific resources are required.</p> <p><a href="#">The Complex Learning Difficulties and Disabilities Research Project</a></p>	<p>1, 3, 4</p>
<p>Makaton signing Level 1 course for 5 signing leads</p>	<p>Oral Language Interventions: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension</p> <p><a href="#">The centrality of spoken language to developing literacy and numeracy skills - Voice 21</a></p>	<p>1, 3, 4, 5</p>
<p>Forest School training</p>	<p>Research has shown Forest schools has a significant impact on confidence, independence and general well-being both in the forest and school settings. Having trained staff will support this.</p> <p><a href="#">Outdoor adventure learning   EEF</a></p>	<p>1, 2, 3</p>
<p>Attention Autism Training</p>	<p>Evidence supports the approach that Attention Autism presents as a fun and engaging approach for developing the attention, social communication and language of children with ASC. It is an eclectic approach, which draws on good autism practice and various developmental models of attention and projects indicate positive, preliminary findings such as improved joint attention, social skills and teacher-student relationships.</p> <p><a href="#">The impact of the Attention Autism approach on joint</a></p> <p><a href="#">Attention Autism for children and young people on the autistic spectrum: A critique of the current evidence-base.</a></p>	<p>1, 4, 5</p>

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

Budgeted cost: £ 98,800

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Speech and Language Provision	<p>Oral Language Interventions: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension</p> <p><a href="#">The centrality of spoken language to developing literacy and numeracy skills - Voice 21</a></p>	1, 4
<p>Employment of a school-employed OT/Physio assistant to 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>One to One Tuition: Evidence indicates that one to one tuition can be effective.</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>OT support can positively impact on many areas of development including balance, core strength, body awareness, sensory regulation, executive functioning, attention, and greater independence with participation in school and self-care.</p>	1, 3, 4
<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</p> <p>Page 51 of the following document details the impact of this:</p> <p><a href="#">Improving Behaviour in Schools: Evidence Review   Education Endowment Foundation</a></p>	4, 5
<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.</p> <p><a href="#">Putting Evidence to Work - A School's Guide to Implementation   EEF</a></p>	1, 4

<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>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	<p>1, 4</p>
<p>Local budget identified for immediate costs towards closing any in-year gaps as they arise</p> <p>TA to lead small groups and 1:1 sessions to support gaps in Reading, Writing and Maths</p>	<p>Mastery Learning: There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective</p> <p><a href="#">Mastery learning   E4L</a></p> <p>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><a href="#">Making Best Use of Teaching Assistants   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p>	<p>1, 3, 4</p>
<p>Annual license for Eye Gaze system</p>	<p>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.</p>	<p>1, 3</p>
<p>Curriculum resources for core and foundation subjects</p>	<p>Manipulatives and representations can be powerful tools for supporting young children to engage with ideas across many areas of mathematics. They can help children make sense of mathematical concepts, develop visual images, increase engagement and enjoyment and provide a bridge to abstract thinking.</p> <p><a href="#">Improving Mathematics in the Early Years and KS1 Guidance Report EEF</a></p>	<p>1, 4</p>
<p>Additional technology for Brook Pathway classes</p>	<p>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 to supplement other teaching, rather than replace more traditional approaches.</p>	<p>1, 2, 4</p>



	<a href="#">Using Digital Technology to Improve Learning: Evidence Review</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 75,631

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge Number(s) Addressed</b>
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="#">Outdoor adventure learning   EEF</a>	2, 3
Funding to release Emotional Literacy Support Assistants trained TAs to work with groups of pupils to support their emotional and social skills development	Social and Emotional Learning: SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1, 3, 4
Funding to release Mental Health First Aider trained TAs to support individual pupils to support their mental health x 0.5 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="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1, 3, 4
Funds available for purchase of school uniform for families in receipt of PPG in circumstances of extreme hardship	School Uniform: There is some evidence that free school uniforms may improve attendance in areas of very high poverty. <a href="#">School uniform   EEF</a>	3
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="#">Outdoor adventure learning   EEF</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.	2,3

	<a href="#">Evidence Summary for Policy Arts participation   EEF</a>	
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**Total budgeted cost: £252,387**

Part B: Review of outcomes in the previous academic year (2021-22)

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<p><b>Teaching (for example, CPD, recruitment and retention)</b></p>	
<p>Enhance Leadership of English, Maths and Personal, Social &amp; Physical Development (PSPD) across the Academy</p>	<p>Highly skilled subject leadership has led to PPG pupils being in line with average and non PPG in Reading, Writing and maths, with a significant increase of 12% from Term 4 in maths</p>
<p>Quality texts including decodable texts and texts relating to the Read Write Inc scheme as well as texts for reading for pleasure</p>	<p>Significant resources have been purchased and training completed at the end of module 4. All pupils are now accessing decodable texts as appropriate and this will be enhanced further once the library refit is completed. Reading outcomes for the PPG group at the end of module 6 were in line with non PPG.</p>
<p>Employ a consultant Sensory Occupational Therapist to support with staff training</p>	<p>This resource is used to train staff, assess pupils and deliver programmes and some direct work. Most pupils supported have ASD. Pupils with ASD performed as well as and in some areas better than others across all subjects and provision plan targets.</p>
<p>Annual Licence for Widgit Online, Grid 3, Numicon Online, The Day current affairs online resource and Rosewood School IMPACTS resources and Whiterose Maths resources</p>	<p>These resources enabled staff to prepare individualised resources for pupils. Numicon Online and Whiterose Maths are embedded in the reviewed maths curriculum and Rosewood School IMPACTS is the basis of the Brook Pathway curriculum and recording system.</p>
<p>Read &amp; Write and Read Write Inc Training</p>	<p>Training completed for all teaching staff and teaching support staff at the end of Module 4. All phases are now completing phonics sessions in level appropriate groups throughout the week, led by all staff. Reading outcomes for the PPG group at the end of module 6 were in line with non PPG.</p>
<p>Makaton signing Level 1 course for 5 signing leads</p>	<p>Five staff completed the level 1 course at the end of the academic year. The signing team now lead</p>

	<p>training across school and lead signs of the week during the whole staff briefing. The outcomes at the end of module 6 for PPG pupils were slightly lower than non PPG pupils. This group will be the focus of the signing team over this academic year.</p>
<p><b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b></p>	
<p>Speech and Language Provision</p>	<p>The outstanding provision delivered by our SaLT team continues to be recognised as a Centre of Excellence following the Balance System Scheme for Schools for our work as a whole school in supporting the Speech, Language and Communication needs of our pupils.</p> <p>Pupils in receipt of PPG outperformed others for those who achieved their Term 5 Communication Provision Plan target.</p>
<p>Employment of a school-employed OT/Physio assistant to 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>Complex physical needs are very well met at Milestone Academy. This resource supports many pupils with PMLD and others to access their learning, both the taught and the co-curriculum, and be comfortable throughout the day. Pupils with PMLD slightly under performed those achieving their Term 5 Physical provision plan target but performed well for physical outcomes on the Brook Pathway.</p>
<p>Funding to support staff employment and training to enable best practice multi-agency working</p>	<p>Many of our most challenging and high needs pupils and their families benefited from this best practice model with an average of 3 multi-agency meetings held weekly throughout the year. For one pupil this really supported parents to understand the function of their child's behaviour and understanding his needs, because it was a multi disciplinary meeting his social worker and the respite provision were also present. This provided consistency for this student.</p>
<p>Employ a consultant Sensory Occupational Therapist to support with identification and interventions</p>	<p>This resource is used to train staff, assess pupils and deliver programmes alongside direct work. Most pupils supported have ASD. Pupils with ASD performed as well as and in some areas better than others across all subjects and provision plan targets.</p>
<p>Sensory Interventions for those with VI and sensory processing needs</p>	<p>This budget was spent on purchasing resources for high needs sensory learners as well as cross</p>

	curriculum resources to support maths, English and PSPD which were also incorporated into other subjects to generalise and consolidate learning.
Local budget identified for immediate costs towards closing any in-year gaps as they arise	Pupils in receipt of PPG outperformed by 5% others for those who achieved their Term 5 Cognition and Learning Provision Plan target. PPG pupils were in line with average and non PPG in Reading, Writing and maths, with a significant increase of 12% from Term 4 in maths.
Annual licence for Eye Gaze system	A number of PMLD pupils accessed this resource over the year. This will be increased further over the next academic year with links to academic outcomes analysed.
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	
Part-fund costs for pupils in receipt of pupil premium for residential school journeys	This budget part funded 10 pupils in receipt of PPG to access a residential school journey. Without this support the pupils would not have been able to attend.
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	Many of our pupils with significant social, emotional and mental health concerns benefited from weekly support sessions with ELSA trained TAs. Twenty pupils were supported by 4 trained TAs over the year. Pupils were supported in areas such as bereavement, sharing attention, stress and anxiety with positive reflections from all pupils supported. For example, in phase 1 ELSA has supported a pupil with his high anxiety surrounding transitions and also his fear of the dentist and doctors. It has helped significantly in reducing serious incidents related to his anxiety.
Funding to release Mental Health First Aider trained TAs to support individual pupils to support their mental health x0.5 days/week	A small number of our secondary aged pupils and their families with significant mental health challenges benefited from support from the Mental Health First Aider who shared strategies for lowering stress levels and initiated Early Help where requested by families.
Funds available for purchase of school uniform for families in receipt	5 x PPG pupils received items of school uniform over the year and at the end of the year, following a grant

of PPG in circumstances of extreme hardship	by DBC, an additional 15 families were allocated £30 from this budget item to go towards uniform costs.
Funds available to purchase resources for co curriculum activities and access to learning opportunities outside of the classroom	PPG pupils supported through purchase of resources to enable engagement with community facilities and cultural activities in a meaningful way.
Funds available to develop the arts team including both the performing and the creative arts	Funds were used to bring in an Arts workshop 'Arty Party' who worked with all pupils to develop art installations which can be seen around school in all settings. This inspired both pupils and staff to develop further unique ways of bringing the arts to life. This budget was also used to purchase and train staff in the use of the radio station which is now used regularly by pupils to broadcast sessions across school.

## 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
Read, Write Inc.	Ruth Miskin
TT Education	TT Education
White Rose Maths	White Rose Maths

## Further information (optional)

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