

Milton Primary Academy



Pupil Premium Strategy Strategy 2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our underserved learners.

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	Milton Primary Academy
Number of learners in school	401 (Sept 2025)
Proportion (%) of pupil premium eligible learners	32.86% (Jan census 2025) 36% (Sept 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 – updated 2024-2025 2025-2026 - updated
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jemma Garside - Executive Headteacher
Pupil premium lead	Laura Kelly

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£163,869.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,869.00

Part A: Pupil premium strategy plan

Statement of intent

At Milton Primary Academy, we strive for all children to achieve their best. All children deserve the same academic opportunities and the right to experience success in all academic areas. We are committed to raising aspirations, equipping all children with the knowledge, skills and confidence to thrive both academically and personally and prepare them for future careers of their choice.

The basis of this journey centres on the principle that all children will be taught to read fluently so that they can access all areas of the curriculum. Using a recognised systematic synthetic phonics programme and robust and accurate assessment, gaps in learning are identified and timely support is put in place to support misconceptions.

We recognise that high-quality teaching is the most powerful tool in closing the attainment gap. Therefore, our pupil premium strategy prioritises quality first teaching and learning for all, whilst ensuring our most underserved pupils thrive.

We recognise that disadvantaged is complex and goes beyond financial hardship and therefore, we reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the academy has legitimately identified as being socially disadvantaged.

Current barriers to learning within our school community include:

- Limited oral language and vocabulary development, particularly in early years, which affects literacy and communication skills.
- Challenges within the home environment, including limited parental support with learning.
- SEND needs and emotional well-being concerns, impacting learning and personal development.
- Attendance and welfare challenges, hindering academic progress.

Our key objectives:

1. To close the attainment gap between disadvantaged and non-disadvantaged pupils by ensuring access to high quality teaching.
2. To accelerate progress for disadvantaged to reach the expected standard and greater depth in reading, writing and maths.
3. To ensure early identification of need from EYFS, to ensure all pupils receive the right support at the right time, enabling them to flourish.

Our approach:

We will achieve this through:

- A strong start to school for all pupils, particularly our early years pupils, ensuring targeted family and pupil support as required.
- A broad and ambitious curriculum offer for all, that is vocabulary rich and where knowledge is accumulated over time.
- A commitment to delivering a high quality reading curriculum that is progressive and promotes a love of reading.
- Consistently high quality teaching that meets the needs of all learners.
- Targeted academic support and timely interventions, based on assessment and early identification.
- Extensive enrichment opportunities beyond the classroom, broadening experiences and opportunities for all.
- A strong focus on attendance, behaviour and well-being, ensuring all pupils are ready to learn.
- Close collaboration with our families and community to break down potential barriers and provide tailored support.

Challenges

This details the key challenges to achievement that we have identified among our underserved learners.

Challenge number	Detail of challenge
1	Speech, Language and Communication Needs progressing to early reading. Some pupils lack opportunities for early speech engagement and communication. Supporting pupils and families in developing speech, language and communication is essential to ensuring high pupil engagement, accessibility to the curriculum, leading to strong academic and personal outcomes.
2	Quality First Teaching and Quality Teaching Plus (Intervention) Higher than average number of Early Careers Teachers has resulted in reduction in staffing expertise. A strong focus on teachers familiarising themselves with new year group expectations and curriculum content developing staff expertise further. Instructional Coaching offer allows staff to develop in small steps, supporting the drive for school improvement.
3	Closing the data gap between disadvantaged and non-disadvantaged Overtime, disadvantaged learners do not progress as well as non-disadvantaged in reading and in the higher standard in reading, writing and maths. Disadvantaged learners' attendance was 94.72% and non-disadvantaged was 97.13%.
4	Improving well-being and PSED to enhance readiness to learn Many disadvantaged pupils face personal, social and emotional challenges that impact their ability to fully engage in learning. Supporting emotional resilience

	and self-regulation is essential to ensuring strong academic and personal outcomes. Pupil engagement strategies provide consistency and support for all pupils, starting in the early years.
5	Maximising personal potential through access to broad opportunities. Many disadvantaged pupils have limited access to enrichment experiences that develop cultural capital and aspirations. Ensuring all pupils take advantage of extra curricular activities, leadership opportunities and enrichment experiences will help raise aspirations and support attendance.

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 raise standards to ensure pupils make expected or better progress in reading, writing and maths, with some children making accelerated progress from starting points.	<ul style="list-style-type: none"> • End of academic year data indicates pupils make expected or better progress in reading, writing and maths from starting points. • Identified pupils, from internal data, will demonstrate accelerated progress with the end of KS2 data meeting nationally for greater depth. • The proportion of pupils working at age-related expectations or above in core areas will increase compared to baseline data at the start of the year. • Assessment data from pupil progress meetings, termly assessments and work scrutiny will show consistent improvement in pupils knowledge and skills over time. • Teaching and intervention strategies will be clearly linked to pupil need and progress data, reducing gaps over time.
Ensure quality first teaching is embedded and utilised effectively to ensure reasonable adjustments are made to support all learners and pupil engagement is strong.	<ul style="list-style-type: none"> • Quality First Teaching is consistently embedded across all classrooms, with teachers planning and delivering lessons that meet the needs of all learners. • Reasonable adjustments are routinely identified and implemented effectively, enabling pupils with additional needs to access learning and make progress. • Early identification of need is part of the school's offer with an embedded graduated approach for supporting pupils who may have additional needs. • Teaching strategies promote high levels of pupil engagement, with pupils demonstrating positive learning behaviours, active participation and sustained focus. • Use of metacognition strategies is evident in lessons.

	<ul style="list-style-type: none"> ● Monitoring activities (lesson observations, learning walks and work scrutiny) show consistent application of Quality First Teaching strategies.
<p>To raise the profile and importance of reading, ensuring all pupils read regularly and early intervention is actioned.</p>	<ul style="list-style-type: none"> ● Reading has a high profile across the school, with consistent expectations for daily or regular reading in class and at home. ● All pupils read regularly, as evidenced through reading records, timetables and monitoring activities. ● Early identification of pupils at risk of falling behind in reading is in place, with timely and targeted interventions implemented. ● Pupils receiving reading interventions make improved progress, closing gaps from their starting points. ● Pupils demonstrate increased confidence, fluency and enjoyment in reading, reflected in engagement and outcomes.
<p>To raise attendance for all PP children, ensuring pupils benefit from full time education.</p>	<ul style="list-style-type: none"> ● Attendance for all Pupil Premium pupils improves and moves above the national average. ● PP attendance improves to at least 95% with an aspirational target of 97%. ● The number of PP pupils identified as persistently absent is reduced over time. ● Targeted strategies, a tiered approach and early interventions are implemented promptly for PP pupils with attendance concerns. ● Regular monitoring and communication with families result in improved attendance patterns. ● Improved attendance leads to better engagement and progress for Pupil Premium pupils. ● Raised awareness and understanding of the importance of attendance of parents.
<p>Through strong family links, the school provides exceptional support and opportunities to parents and pupils to be school ready.</p>	<ul style="list-style-type: none"> ● Strong, positive relationships are established with families, supporting effective communication and engagement with the school. ● Increased engagement with the welfare team and well-being initiatives ● Parents are provided with high-quality guidance, workshops and resources that support children's readiness for school. ● Pupils demonstrate improved school readiness skills (e.g. independence, communication, routines and early learning behaviours). ● Targeted support is offered promptly to families and pupils identified as needing additional help. ● Feedback from parents indicates increased confidence in supporting their child's transition into school.

<p>Ensure all disadvantaged pupils access enrichment opportunities to enhance cultural capital and unlock personal potential.</p>	<ul style="list-style-type: none"> ● All disadvantaged pupils are offered and supported to access a wide range of enrichment opportunities, including trips, clubs and residential and cultural experiences including the WAT Pledge. ● Participation rates for disadvantaged pupils in enrichment activities increase and are in line with, or exceed, those of non-disadvantaged pupils. ● Identified barriers to participation (e.g. cost, confidence, transport) are addressed through targeted support. ● Pupils demonstrate increased confidence, aspiration and engagement as a result of enrichment experiences. ● Monitoring and pupil voice show that enrichment opportunities positively enhance cultural capital and personal development.
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Activity in this academic year

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

Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Instructional Coaching offer.</p>	<p>We have implemented a system where teachers and support staff are paired with an instructional coach to enhance the teaching quality and boost pupil engagement. The EEF recognises Instructional Coaching as one of the most effective forms of professional development for teachers, as it focuses on individual feedback and sustained collaboration.</p> <p>To further support this, we have invested in StepLab to ensure staff and coaches have a chronology of the CPD and impact can be tracked. Staff are required to be proactive and self reflected during the process, to achieve small steps which impacts on their teaching and learning.</p> <p><i>“In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.” (Steve Farndon, 2019)</i></p> <p><i>One-third of all teachers leave within five years of qualifying and that underserved pupils are at risk of being a whole year</i></p>	<p>2 & 3</p>

	<i>behind their peers because of ineffective teaching. Instructional coaching gives identified colleagues the tools and skills they need to overcome challenges. As a result, more pupils should have access to effective teachers and high-quality education. (Sutton Trust)</i>	
Employ additional staff	<p>We have employed a SEND Teaching Support Assistant to enhance the graduated approach for not only SEND pupils, but also disadvantaged learners with SEND. By offering nurture support, movement breaks and a bespoke timetable, this additional capacity enables pupils to self regulate, access learning at their level and support with overcoming personal barriers that may stem from home-life.</p> <p>The EEF recognises that ‘Teaching Assistants (TAs) are crucial to the work of schools and colleges across England. Their contributions are invaluable, particularly for those pupils most in need of additional support.’</p> <p>We have deployed an experienced teacher to focus on early reading and phonics. The expertise and additional capacity of the staff member means more pupils can be targeted for bespoke support with the ambition that progress will be accelerated.</p>	1, 2, 3, 4 & 5
ShREC approach in EYFS. Promoting reading.	<p>To support all pupils, but particularly those who have limited opportunities outside of school to develop speech, language and communication, we have invested time into learning more about the ShREC approach and how this will improve oracy and communication for our youngest learners. The EEF states that ‘The ShREC approach provides us with a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice.’ It is an effective strategy that all staff working with pupils in EYFS can use to ensure any required learning can be targeted and actioned in the moment.</p> <p>The EEF also recognises that Oral Language intervention can add 6 months to a child’s progress when done well.</p> <p>We have additional capacity to support disadvantaged learners via 1:1 iPads in Y3-5 with reading and learning. Pupils have devices to support reading where English may be an additional language and this ensures disadvantaged pupils have access to the same curriculum offer, as non-disadvantaged through digital technology.</p>	1,2 & 4
Staff CPL offer inc ECT support	<p>We have ensured that our CPL offer meets the needs of ECT’s as well as experienced teachers, with a key priority being assessment for learning.</p> <p>Through external consultants, high quality maths CPL has been proved to all teachers to support their subject knowledge in maths, as they learn new year group expectations.</p> <p>Through being part of the Windsor Academy Trust family, staff expertise has been utilised in house to deliver training</p>	2 & 3

	<p>and approaches to staff to ensure the curriculum offer is of high quality and aligns with the schools vision.</p> <p>ECT's continue to be supported through their appropriate body as well as Windsor Academy Trust's own ECT programme aligned with the NiOT.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster sessions -Little Wandle Rapid Catch up and Little Wandle SEND programme.	We have deployed support staff to deliver same- day catch up sessions and targeted phonics lessons. By following the Little Wandle SSP programme, pupils have daily phonics and reading in line with the programme and have additional booster sessions as required. Phonics interventions have been shown to provide, on average, 5 months of additional progress and ensure pupils receive the right support at the right time.	1,2,& 3
Accelerated reader & high quality reading lessons	<p>The EEF has carried out research projects into the use of Accelerated Reader to promote reading for pleasure and accessing reading at the right level.</p> <p>Through our reading approach, we focus on oracy to promote fluency and ensure all pupils have opportunities for rehearsal and prosody from KS1. Through teaching the reading content domains, our reading strategy aligns to the reading framework and the EEF recognises that +7 months can be added when teaching reading comprehension strategies.</p>	1, 2 & 3
Y6 targeted intervention	<p>Ensuring our pupils are high school ready is a priority for us as we are ambitious for them as they progress into further education and future careers.</p> <p>We offer before and after school booster sessions for year 6 to ensure they have the best opportunities to succeed in National Tests and have the confidence to apply their knowledge in test conditions.</p> <p>Booster sessions focus on the core areas of learning and are delivered by strong staff who know the curriculum and expectations well. Pupils are invited based on on-going assessment data and progress in tracked for maximum impact over time.</p>	2 & 3
EYFS targeted intervention - Early Talk	To support with early communication, we ensure all pupils are screened as soon as they enter EYFS and from their	

Boost and Talk Boost	<p>assessments, pupils may be placed in a talk boost intervention to ensure gaps can be closed quickly.</p> <p>These children are tracked from their starting points and will progress through the intervention programmes until screening data shows an improvement.</p> <p>The EEF recognises that Communication and Language interventions can add 7 months to a child's progress.</p>	
Other targeted interventions	<p>We continue to implement targeted interventions for pupils including speech and language and nurture to support emotional well-being and readiness to learn.</p> <p>Through utilising standardised assessments, such as Salford and Sandwell, we ensure that our disadvantaged pupils can be tracked from individual starting points and for those who do not always meet age related expectations, they make strong progress over time.</p>	2 & 4

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

Budgeted cost: £28,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly promote attendance within our community - offering breakfast club.	<p>We have introduced our own before school breakfast club as part of the Government's early adopter programme where all pupils from Reception to Year 6 are invited. The aim is to commit to providing free breakfast and removing any barriers to pupils learning and tackle child hunger.</p> <p>By offering a nutritious breakfast, where pupils can interact with each other and enjoy time with staff, we are ensuring they get a positive start to the school day. The breakfast club also encourages punctuality and attendance and supports parents in getting into work.</p> <p>Through our variety of communication channels with parents, we actively promote attendance and ensure all staff know that they have a role to play in promoting and supporting attendance for all pupils. Our tiered approach to managing attendance ensures parents and pupils have the right communication at the right time and support is offered in line with our policy and processes.</p>	4 & 5

<p>Welfare team providing family support - Food Pantry</p>	<p>We provide early help for families to ensure timely and tailored support, allowing them to thrive. Our Welfare Team delivers targeted interventions to strengthen home-school partnerships and improve pupil well-being.</p> <ul style="list-style-type: none"> ● Home visits offer direct support with finance, well-being, parenting, basic needs, housing, and beds, ensuring a holistic approach to family support. ● Smooth school transitions are facilitated to ensure continuity in learning and well-being. ● Safeguarding remains a priority, with best practices embedded to protect and support vulnerable families. ● Food Pantry - a monthly offer for our families whereby they can access food free of charge to support finances and home. ● Nurture Interventions offer pupils bespoke support in line with their needs. Delivered by our Nurture Lead, pupils have a range of support from well-being and wellness programmes, to bereavement and self regulation. ● Sensory Circuit provides pupils with the opportunity to come into school and have a movement break to promote self regulation ready for learning in class. ● Movement breaks are planned for disadvantaged pupils as required to enable them to feel safe and secure in school, but also develop PSED skills to access the daily life of school. <p>This aligns with Ofsted’s continued focus on improving cultural capital for disadvantaged pupils and reflects the latest national priorities on early intervention and family engagement.</p> <p>The EEF recognises Social and Emotional learning adds 3 months to a child’s development and Parental engagement can add up to 5.</p>	<p>4 & 5</p>
<p>Parental Engagement - Subject workshops</p>	<p>To support our parent community, we offer subject specific workshops for parents from early years to year 6. Parents are able to see how the school teaches subjects such as phonics and strategies are shared for how parents can support at home.</p> <p>Through our SENCo, we also offer SEND coffee mornings, where parents can attend sessions with the SENCo and learn about different areas of SEN. These informative sessions offer further clarity and understanding to parents whose children may or may not have needs and how they can support their child at home.</p>	<p>1 & 4</p>

<p>Cultural Capital - experiences promoted in the curriculum. (subsidised trips/residentials)</p> <p>Minibus for transportation in the local area.</p> <p>Sports Coach</p>	<p>We are committed to providing all pupils, particularly those from disadvantaged backgrounds, with rich, meaningful experiences that build cultural capital and broaden their horizons.</p> <p>These opportunities include:</p> <ul style="list-style-type: none"> ● Subsidised trips, in school workshops and experiences and residentials - Ensuring all pupils access high-quality enrichment activities that enhance learning beyond the classroom. ● Mini bus provision - Removing logistical barriers by enabling pupils to participate in experiences across the borough and beyond at no additional cost to our families. ● Sports Coach - Offering before and after school sports clubs, widening the schools offer, and preparing pupils through physical education lessons for competitive and friendly sporting events. ● The WAT Pledge - Ensuring all pupils have opportunities for experiences that go above and beyond the national curriculum offer and that children who may not have opportunities, do so through their school experience. 	<p>5</p>
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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 learners in the 2024 to 2025 academic year.

2024 – 2025 pupil premium outcomes

Pupil premium attendance was 94.72% attendance last academic year – **this was 1.42% higher than 2023-24 and 2.52% higher than National.**

Key stage 2 data based on eligible PP children that achieved EXS:

	School 2023 (24)	National 2023	School 2024 (26)	National 2024	School 2025 (23)	National 2025
Reading	42%	60%	62% (+20%)	62%	78% (+15%)	63%
Writing	42%	58%	65% (+23%)	59%	74% (+9%)	59%
Maths	46%	59%	65% (+19%)	59%	65%	61%
SPAG	29%	56%	65% (+36%)	59%	74% (+9%)	60%
Combined	33%	44%	46% (+13%)	46%	57% (+11%)	47%

KS2 data shows a significant increase in attainment for PP children over the past two years. Maths remained the same, however, this remained higher than the national average by 4%.

Early Years Foundation Stage data based on eligible PP children that achieved EXS:

	School 2023	Local Authority 2023	School 2024	Local Authority 2024	School 2025	Local Authority 2025
COM & LANG	82%	73%	90% (+8%)	75%	75% (-15%)	70%
PHY DEV	82%	78%	90% (+8%)	77%	94% (+4%)	76%
Reading	55%	66%	70% (+15%)	66%	69% (-1%)	64%
Writing	55%	61%	70% (+15%)	63%	69% (-1%)	61%
Maths	64%	66%	70% (+6%)	68%	69% (-1%)	59%

The above table shows a significant increase in attainment since 2023. There was a slight decrease in 2025 which is cohort specific - however, this still remains higher than the average in the local authority.

****Based on the January 2025 census. The percentage of PP children has now increased to 36%.***

	Number on roll	EAL	SEND	EHCP	FSM
2025	399	7%	15%	0.5%	32.6%

Milton's mobility is close to average with 80.4% stability for 2024-2025. A number of pupils join or leave the school at non-standard points during the academic year. This can impact on overall results and outcomes as pupils do not have the full learning journey offered with us.

After school clubs - a significant amount of PP children attend before and after school clubs. Milton has maintained numbers in the amount of children attending these clubs and pupil voice is taken into account when planning the club offer.