**Pupil Premium Strategy Statement – Mill Rythe Junior School 2018-2019**

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| 1. **Summary information** | | | | | | | | | |
| **School** | Mill Rythe Junior School | | | | | | | | |
| **Academic Year** | 2018-19 | | **Total PP budget** | | £70,065 | **Date of most recent PP Review** | | | July 2018 |
| **Total number of pupils** |  | | **Number of pupils eligible for PP** | | 66 | **Date for next internal review of this strategy** | | | January 2019 |
| **Amount per pupil** | PP+6: £1320, LAC: £2,300, Service: £300 | | | |  | **Total number of children** | | | 57 (18.4%) |
| **PP-eligible pupils per year group:** | | Yr 3: 16 (17.7%) | | Yr 4: 10 (11.6%) | | | Yr 5: 11 (17.1%) | Yr 6: 20 (28.9% | |

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| 1. **Current attainment** | | | | |
|  | | *Pupils eligible for PP (your school)* | *Pupils NOT eligible for PP (your school)* | *All Pupils National Average* |
| **% achieving in reading, writing and maths** | | 63% | 84% | 64% |
| **% making progress in reading** | | 69% | 92% | 75% |
| **% making progress in writing** | | 69% | 92% | 78% |
| **% making progress in maths** | | 63% | 85% | 76% |
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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | Pupils who are eligible for PP funding are less likely to meet age-related expectations than non-PP. Whilst our PP children are leaving year 6 having achieved well compared to DA children nationally and are closing the gap on all children nationally, the attainment gap between PP and non-PP children grew in 2017-2018 – PP children made good progress across the school and their attainment compared favorably to National 18 figures for all children and National 17 figures for DA children, non-pp children’s progress was more rapid. | | | |
|  | Individual children’s social and emotional needs that are impacting on a child’s ability to learn effectively and as a result are having a detrimental effect on their academic progress. | | | |
|  | The breadth of vocabulary of many PP children is weaker than for non-PP children. | | | |
|  | Progress in maths for a significant group of children in year 5 is not good enough and this is a barrier to their achievement in both maths and combined data. | | | |
|  | Some children are not supported in completing homework tasks at home, which negatively impacts on their ability to recall and use fundamental skills of reading, spelling and recall of multiplication and division facts. | | | |
| **F.** | Combined ARE+ data for children in years 4 and 5 is significantly lower than it is for non-pupil premium children. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **A.** | 33% of our pupil premium pupils in 2017-2018 had an attendance below 95% with 16% having an attendance below 93% and 3% below 90%.  PP attendance on 2017 – 2018 was 95.7% (an increase of 1.3% on the previous year) whilst non-PP attendance was 97.1% (an increase of 0.3%).  Lack of routine (sleep, food, homework) and exposure to unsettled home life for some children. | | | |

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| 1. **Desired outcomes** | | **Success criteria** |
|  | To increase the proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with attainment for national disadvantaged children, narrows the gap on all children nationally and diminishes the difference between PP and non-PP children within MRJS. | The proportion of children achieving or exceeding ARE in in reading, writing, maths, EPGS and combined increase so that it is at least in line with attainment for national disadvantaged children, narrows the gap on all children nationally and diminishes the difference between PP and non-PP children within MRJS.  Monitoring, including learning walks, book and planning scrutinies, coaching evaluations and lesson observations demonstrate that teaching and learning across school is improving and that it is enabling pupil premium children to make good progress from their starting points.  Pupil progress meetings hold teachers to account for the actions identified in their class action plans to ensure target children, including pupil premium children, are making accelerated progress.  Pick up and pre-teaching enables target pupil premium children to address gaps in their learning both following a lesson and prior to the lesson which contributes to an increasing proportion of PP children achieving or exceeding ARE in in reading, writing, maths, EPGS and combined in year 6 and in maths for PP children in years 4 and 5. |
|  | The social and emotional needs of our most vulnerable PP children are met effectively through Thrive, FEIPS and ELSA work, which in times enables them to make good progress in a wide range of subjects. | Thrive assessments show the progress against key strands improves following a series of carefully structured sessions.  Over time, children receiving Thrive sessions are able to engage better with learning within the classroom and demonstrate good progress from their starting points. CPD for teachers enables them to unpick barriers to learning and provide the necessary strategies to enable children to make good progress.  Pre and post FEIPS and ELSA evaluations demonstrate that as a result of the additional support children are able to make good progress in a wide range of subjects. |
|  | The breadth of vocabulary of our PP children increases in school so that they are not disadvantaged when conversing orally; are able to read with greater understanding and produce writing of a high standard. | The teaching of specific vocabulary within English and foundation lessons supports children to communicate and understand in line with their peers orally, when reading and writing. |
|  | A key group of children in year 5 make accelerated progress in maths against specific objectives which will help narrow the gap to them achieving ARE and GD. | Two children achieve greater depth against the year 5 maths curriculum in July 2019.  The PP children working within 5RV make accelerated progress from their starting points and in so doing finished the year having either achieved ARE or being closer to doing so. |
|  | All PP children complete reading, spelling and maths homework to a good standard which supports them in making good progress within the academic year | Where children are not receiving good support at home with homework, teachers will support parents with strategies to enable them to complete homework with their children.  Within school, Justice Time will be used with identified children to support them in getting started with homework so that they are able to continue with this independently.  Chick lit will be targeted for specific children to provide additional opportunities to develop reading fluency. |
|  | Combined ARE+ data for children in years 4 and 5 is significantly lower than it is for non-pupil premium children. | The combined ARE+ attainment gap for PP and non-PP children is narrowed. |
|  | The 10 PP children whose attendance was below 95% in 2017-18 is above 95% for 2018-19. | The proportion of PP children with attendance below 95% decreases from 33% in 2017-18. |
|  | The social and emotional needs of our most vulnerable PP children are met effectively through Thrive, FEIPS and ELSA work, which in times enables them to make good progress in a wide range of subjects.  Parents are well supported by staff at school and outside agencies, when this additional support is signposted, and as a result they are feel they are able to support their children beyond the school day. | Thrive assessments show the progress against key strands improves following a series of carefully structured sessions.  Over time, children receiving Thrive sessions are able to engage better with learning within the classroom and demonstrate good progress from their starting points.  Pre and post FEIPS and ELSA evaluations demonstrate that as a result of the additional support children are able to make good progress in a wide range of subjects.  Parent surveys and feedback demonstrates that the additional support provided for them by school and outside agencies enables them to provide their children with better support. |

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| 1. **Planned expenditure – Quality of teaching for all** | | | | | | | |
| **Objective** | **Intervention** | **EEF toolkit / evidence and rationale** | **Expected impact (EEF)** | **Cost** | **Success criteria and monitoring** | **Staff lead** | **Mid-year & EOY review** |
| To increase the proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with national DA, closes the gap with nationals for all children and diminishes the difference between PP and non-PP children.  PP children make good progress which compares favourably with non-pp children in a wide range of subjects from the same starting points.  **Objective**  Teachers are able to accurately identify and plan to overcome barriers to learning, resulting in accelerated progress for PP children. | CPD including coaching is centred around improving the quality of teaching still further so that teaching moves from consistently good to outstanding and the 5 aspects of teaching and learning identified in the SIP become consistent practice at MRJS whilst at the same time developing children’s ability developing their approach to learning through split screen teaching focusing on the learning bees. | Metacognition and self-regulation | +7 months | £14,625 | The proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with national DA and diminishes the difference between PP and non-PP children.  Monitoring, including learning walks, book and planning scrutinies, coaching evaluations and lesson observations demonstrate that teaching and learning enables pupil premium children to make good progress from their starting points in a wide range of subjects.  Teachers are able to accurately identify and plan to overcome barriers to learning for named pupils resulting in accelerated progress. | SGr, RV, SG and MI | July 2019:  Tables below show the % difference for PP children compared to National 2018 DA figures:   |  |  |  | | --- | --- | --- | | Yr 3 | ARE+ | GD | | R | -14% | +2% | | W | -12% | +4% | | M | -9% | +11% | | C | -11% | +1% | | Yr 4 |  |  | | R | -9% | -9% | | W | +15% | -11% | | M | +27% | -5% | | C | +4% | -4% | | Yr 5 |  |  | | R | +13% | = | | W | -3% | -11% | | M | -19% | -14% | | C | -6% | -4% | | Yr 6 |  |  | | R | +12% | +8% | | W | +3% | +1% | | M | +3% | -14% | | C | +6% | -4% |   Data from Dec 2018. Monitoring in Autumn 2018 indicated that PP children were making good progress that was at least in line with non-PP children from the same starting points. |
| **Intervention** | **EEF toolkit / evidence and rationale** | **Expected impact (EEF)** | **Cost** | **Success criteria and monitoring** | **Staff lead** | **Mid-year & EOY review** |
| Understanding of how children learn resulting in at least good teaching and learning for all children. | Learning styles | +2 months | £1200 | Improved subject knowledge enables teachers and TAs to intervene quicker and with greater impact when learning is less secure.  Barriers to learning identified in class action plans are precise and intervention provided addresses gaps enabling pupil premium children to make accelerated progress from their starting points.  Pupil progress meetings hold staff to account for their actions and staff are able to prove the impact their work has had on the progress of individual children. | CT, SG, RV, SGr, AA, DB and MI. | Class action plans clearly identify barriers to learning, strategies to overcome this and the knowledge, understanding and skills that children will be secure with by the end of each term. Staff have a secure understanding of how these children learn and the learning culture in school sees staff regularly discussing the impact and appropriateness of different approaches to teaching and learning. |
| **Objective** | **Intervention** | **EEF toolkit / evidence and rationale** | **Expected impact (EEF)** | **Cost** | **Success criteria and monitoring** | **Staff lead** | **Mid-year & EOY review** |
| To ensure the pupil premium children are provided with  Incisive feedback, in line with the school’s marking and feedback expectations, about what pupils can do to improve their knowledge, understanding and skills. Pupils use this feedback effectively to improve their work. | Feedback both within and following lessons. | Feedback | +8 months | £1200 | Monitoring of books, coaching evaluations and lesson observations demonstrates that precise verbal and written feedback results in improved learning for pupil premium children. Pupil premium children value the feedback and act on it, improving their work as a result. | CT / LT | Monitoring from Autumn 2018 identifies that children are given precise feedback (verbal and written) which they act on and which in the long term result in improvements to knowledge, understanding and skill. Direct instruction and deliberate practice enable this feedback to have a greater impact on learning over time. |
| **Objective** | **Intervention** | **EEF toolkit / evidence and rationale** | **Expected impact (EEF)** | **Cost** | **Success criteria and monitoring** | **Staff lead** | **Mid-year & EOY review** |
| New vocabulary is explored and taught to all children but with a particular focus on PP children so that their breadth of vocabulary is extended and it is utilised in curriculum based discussions. | Consistently good teaching and learning. | Oral language skills | + 5 months | £1650 (Get it Write) | Teachers will focus on exploring and understanding new and unfamiliar language with children in all areas of the curriculum. PP children will be targeted within reading and English lessons with the specific aim of extending pupils spoken language and engaging them in purposeful, curriculum focused, dialogue and interaction.  Evidenced through lessons observations, learning walks and coaching evaluations. | All | Modelling of vocabulary development was evident within English teaching and learning in Autumn 2018. Research has led to the appointment of a vocabulary leader within school who will be responsible for establishing a co-ordinated approach to the teaching of vocabulary across MRJS with a particular focus on tier 2 langauge. |
| To develop teachers knowledge of phonics so that they are able to effectively teach children to read and spell phonetically regular words successfully. | Training and consistently good teaching and learning. | Phonics | +4 months | £60 | Children are able to read and spell phonetically regularly words successfully and when they are not, teachers are able to support them effectively using blending and ‘fred fingers’ to overcome this.  Monitoring will identify that both reading and spelling is being well support by teachers improved phonic knowledge. | All | Read write inc training delivered to all TAs and teachers in year 3. Read write inc interventions for children in year 3 to begin in Spring 2.  Year 3 teachers are able to support children with the reading and spelling of phonetically correct words evidenced through observations. |

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| 1. **Planned expenditure – Targeted Support** | | | | | | | |
| **Objective** | **Intervention** | **EEF toolkit / evidence and rationale.** | **Expected impact (EEF)** | **Cost** | **Success criteria and monitoring** | **Staff lead** | **Mid-year & EOY review** |
| To increase the contact time between teachers and children in two year groups | English and maths in year 6 and Maths in year 5 will be taught in three classes. | Reduce class sizes | +3 months | £18,801 | PP children make accelerated progress in reading, writing and maths enabling them to achieve ARE+ and narrow the gap on their non-pp peers.  All monitoring will focus on the progress of these children. | RV, SG, SGr, SE | Good progress in year 6 during the Autumn term. Whilst the ARE+ data for these year 5 children in the Autumn term, they have made good progress and there is clear evidence of learning having taken place – change in long term memory. |
| To develop specific reading skills (inference, summarising, making comparisons) for targeted pupils in year 6 to improve their understanding of a range of text types. | 1:1 and small group reading interventions | Reading comprehension strategies | +6 months | £858 | PP pupils who are targeted with this intervention develop the necessary reading skills to secure ARE+ in May 2019. | SG and SGr | See year 6 data report – good impact in Autumn 2018. |
| **Objective** | **Intervention** | **EEF toolkit / evidence and rationale** | **Expected impact (EEF)** | **Cost** | **Success criteria and monitoring** | **Staff lead** | **Mid-year & EOY review** |
| To address gaps in pupils knowledge, understanding and skills in maths for PP children in years 4 and 5.  To address gaps in pupils knowledge, understanding and skills in reading, writing and maths in year 6. | Pre and pick up teaching based on ongoing AFL.  Small group booster sessions for 23 weeks from November 2017 based on ongoing AFL. | Mastery learning  Small group tuition  1:1 tuition | +5 months  + 4 months  +5 months | £3600  £546 | The proportion of Pupil Premium children across the school achieving or exceeding ARE in reading, writing, maths, EPGS and combined so that it is at least in line with national PP and diminishes the difference between PP and non-PP children.  Children are in a better place to start their learning following pre-teaching and as such make better progress in lessons.  Children have gaps addressed from learning that has already taken place enabling them to narrow the gap on their peers. | RV, SH, TT, SG, SE and SGr | Maths interventions for PP children in the Autumn term alongside the impact of teaching and learning in the classroom saw these children make significant changes to the long term memory against specific aspects of knowledge and skill that were targeted. See intervention report for details. |
| To support children and parents in the completion of homework designed to address gaps in learning and improving reading fluency and comprehension; spelling accuracy and recall of multiplication and division facts. | Teachers to actively seek out parents and provide them with guidance and strategies to use with their children so that they are able to support them with learning beyond the school day.  Justice time | Parental engagement and homework | +3/2 months | £2316 | Parents are provided with the resources and strategies to support their children with specific aspects of learning at home.  Children with limited support at home with homework are able to start their reading and maths hwk in school alongside TAs on Friday afternoon. This individual time and support boosts self-esteem and results in PP children completing weekly home learning.  SGr to monitor the quality of Justice time sessions and the impact of the work on children’s success with homework. | CT  SGr, TT and LL | Achieved Autumn 2018 – informal meetings and more formally at parents meetings.  Sinead to complete. |
| To address individual children’s social and emotional needs that are impacting on a child’s ability to learn effectively. | Emotional literacy support worker/home school link worker  Teachers complete training with PBS to support most vulnerable learners with their ability to work successfully within a classroom.  Thrive leader works with children in school identified as working at being, doing and thinking.  Change for life club, Fun Club and parachute club. | Parental involvement  Social and emotional learning.  Sports participation. | +4 months | £4,368 (ELSA)  £ 6000 (HSLW)  £8323 (Thrive)  £764 (C4L) | Children to develop strategies to manage their behaviour and emotional needs more successfully, demonstrated through case studies and resulting improved academic achievement and progress. Parents are supported by both school and local agencies in managing difficult situations.  CPD for teachers enables them to engage our most hard to reach pupils in learning.  ELSA records demonstrate the impact of work completed with children over time.  Thrive sessions enable named children to develop socially and emotionally against precise targets identified using a thrive assessment. Over time this progress will enable them to engage successfully in learning within the classroom resulting in accelerated progress.  Children develop friendships and are able to collaborate successfully alongside other children. They build stronger relationships with key members of staff in school. | SG  SH, SH, CC, EW, SG  SG and AA  SH/DB/  AA  GM/SGr/RV | Impact of ELSA, FEIPS and Thrive on key children in Autumn 2018 was good with targets being achieved and the impact being seen both in class and around school.  All pp children have a place at change for life club. They are building positive relationships with each other and key staff in school. The skills developed here are observed in independent play on the playground. |
| The attendance gap between pupil premium children and non-pupil premium children is diminished resulting in improved attainment for pupil premium children. | Breakfast club is provided without charge for PP children whose attendance or punctuality is a concern.  HSLW and DB to identify those children whose attendance is not above 95% and support parents in getting their children into school.  Support provided for parents to help their children attend school more regularly.  Develop MRJS Young farmers. | Social and emotional learning. | +4 months | £3000 | Weekly attendance meetings track changes in PP children’s attendance.  Attendance for PP children improves over time so that:  The attendance gap of 1.4%. between pupil premium and non-pupil premium children in 2017-18 doesn’t grow and is narrowed.  The proportion of pupil premium children with attendance below 95% diminishes from 36% in 2017-18.  Parents survey indicates that parents feel supported in getting their children to school.  PP children aspire to be Young Farmers and join SGr and MD in being responsible for the care of animals and plants within MRJS. | DB/SG/ SC  DB/SG  DB/SG  DB/SG  DB | PP attendance data for Autumn 2018 was 97.6%. This is above the attendance figure for all children which was 97%. Attendance of Non-pp children was 96.7% so the attendance gap at the end of the Autumn term was +0.9% for PP children.  PP attendance below 95% had narrowed to 17% by the end of the Autumn term. Below 94% was 16% and below 93% was 6%. |

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| 1. **Planned expenditure – Other approaches** | | | | | | | |
| **Objective** | **Intervention** | **EEF toolkit / evidence and rationale.** | **Expected impact (EEF)** | **Cost** | **Success criteria and monitoring** | **Staff lead** | **Mid-year & EOY review** |
| To develop stronger relationships with parents of Pupil Premium children, enable these parents to better support their children with different aspects of school. | Kids v Parents  Coffee morning  School nurse drop ins  Parents evening invites  Phone calls from teachers to celebrate achievements of PP children. | Parental engagement | +3 months |  | The number of pupil premium children parents attending school events increases which results in them being better informed about school; having a positive approach to different aspects of school life; being in a better position to support their children with learning. | SGr. SGi, CT | 93.8% of PP children’s parents attended parents evenings. All parents of PP children who are also on the SEN register attended the two coffee morning and SEN celebration assemblies in the Autumn term.  DB and class teachers have called parents of PP children to celebrate their achievements in school. |
| To address individual children’s social and emotional needs that are impacting on a child’s ability to learn effectively. | 5 a day  PP work celebrated on SGr Proud board and on Instagram. | Social and emotional learning | +4 months |  | The self-esteem of children identified as having low self-esteem increases as a result of 5 a day. This positive ethos in school results in greater engagement in learning.  All children develop greater pride in their work as it is valued by all members of the Mill Rythe Family. | All staff/SGr  All staff/SGr |  |
| To address individual children’s social and emotional needs that are impacting on a child’s ability to learn effectively. | Individual support at key points in the day. | Social and emotional learning | +4 months | £3,474 | 1:1 support for named pupils at key points in the day to support them in overcoming situations which would result in increased anxiety and potentially unwanted behaviour. | SH/LL | Implemented successfully before school and at breaktime. At lunchtime these children do not have 1:1 adults but have key adults who supervise them and will also work with them in the Thrive room if they need a safe place. Across the Autumn term there was clear evidence of these children coping better in more challenging environments and also becoming more aware of when they needed a change of environment or support from a trusted adult to regulate. |

Total costs committed: £70,065