

Pupil premium strategy 2019 – 2020 Mill Rythe Junior School

1. Summary information					
School	Mill Rythe Junior School				
Academic Year	2019-20	Total PP budget	£71,560	Date of most recent PP Review	July 19
Total number of pupils	300	Number of pupils eligible for PP	58	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	80%	71%
% making expected progress in reading (as measured in the school)	85%	78%
% making expected progress in writing (as measured in the school)	90%	83%
% making expected progress in mathematics (as measured in the school)	85%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment in reading for PP children is a concern in the current year 4, 5 and 6 cohorts compared to KS1 TA and national attainment for all children at both ARE+ and greater depth. Breadth (vocabulary size) and depth (understanding and use in context) alongside reading pace and fluency are significant factors within this.
B.	Some children, eligible for pupil premium funding, have significant social and emotional gaps which impact on their ability to engage in learning.
C.	The cultural capital knowledge, subject specific knowledge and skills of some pupil premium children is much shallower than that of some other children in school.

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	When children eligible for pupil premium funding leave MRJS their attainment is in line with KS1 TA and national attainment for disadvantaged children. Where end of key stage attainment is not in line with KS1 TA and national attainment for disadvantaged children, children have made progress that is at least in line with non-pupil premium children from the same starting points.	Book monitoring, coaching records and drop ins indicate PP children making good progress from their starting points. Summative assessment data demonstrates good progress and attainment for these children. Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory across all subjects.
B.	<p>The social and emotional needs of our most vulnerable PP children are met effectively through Thrive, FEIPS and ELSA work, which in time enables them to make good progress in a wide range of subjects.</p> <p>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.</p>	As a result of the social and emotional learning that takes place in school, children feel safe, make progress against specific targets and in time are able to make and sustain academic progress. When families would benefit from additional support this is signposted or accessed for them.
C.	Where children have knowledge, skill and cultural capital gaps this is addressed through targeted teaching and ensuring children are exposed to the best of what has been thought and said, alongside the opportunity to experience and learn about places, people, fictional characters and poetry.	Children learn the curriculum. Progress in books, drops ins, coaching records and pupil conferencing demonstrate that children have acquired and retained the most important knowledge which they are able to apply as a skill. Children are able to talk about the people, places and experiences they have been exposed to.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS) -

Schools will receive £300 for each eligible pupil.

Pupil Premium Team

Pastoral and Cultural Capital	Mental Health and Well-Being	HSLW ELSA FEIPS	SEN	Thrive	Reading recovery and vocabulary	English	Maths	Knowledge and Skills	Attendance Behaviour, Attitudes & Assessment
Sinead Gray	Erica Wintle	Sue Ginn	Amy Ayling Becky V	Sarah H Lynne L	Sam Brydon	Sharon Gilchrist	Becky Vousden	All teachers and subject leaders	David Bessnat

1. Planned expenditure

Academic year

2019 - 2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Coaching for all staff to improve the quality of education.	No children are disadvantaged by ineffective teaching. Teaching is consistently good across the school for all pupils enabling them to make good progress from their starting points in all areas of the curriculum. Feedback is precise and moves learning forward.	This approach to improving teaching and learning has enabled all children but pupil premium children in particular to make good progress from their starting points when joining MRJS. Over time the gap between PP children and non-PP children's attainment has narrowed. Working alongside staff who have excellent subject and pedagogical knowledge has strengthened the quality of education across the school.	All leaders to monitor the quality of education through: drop ins, coaching records, book monitoring, pupil conferencing, formative and summative assessments. Targets identified and worked on through coaching become embedded aspects of teaching pedagogy.	Becky Vousden	Prior to lockdown the quality of education received by PP children was at least good. Where variation existed, it was identified and support was being provided to ensure equality of provision for children across school.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Deployment of leader for reading recovery and vocabulary.</p>	<p>For those children with a reading age below their chronological age the gap is narrowed and in time reversed. For those children with reading fluency and pace deficiencies, teachers understanding of how to teach the fundamentals of reading result in no children being disadvantaged by ineffective teaching.</p> <p>Children's breadth and depth of vocabulary is increased enabling them to access the curriculum fully.</p>	<p>For a few children in school who are eligible for PP funding, their reading age is significantly below their CA. This will be addressed through specific intervention and teaching. For a significant number of PP children, their reading age is in line with their CA but their reading pace and fluency together with their breadth (range of) and depth (ability to apply it within the right context) of vocabulary is limited. This will be addressed through teaching of vocabulary and reading in all areas of the curriculum.</p>	<p>Baseline assessments for reading age and pace/fluency have been completed for all children in school. These will be completed termly to evaluate the impact. Children having phonic interventions will have their knowledge from these sessions built on in class. The teaching of vocabulary is evidenced through planning and monitoring in all areas of the curriculum. Class readers have been introduced this term to enable classes to study whole class texts each term where teachers can model pace and fluency. 90% of reading teaching in school to focus on vocabulary, inference and select and retrieve.</p>	<p>Sam Brydon Sharon Gilchrist</p>	<p>The gap between reading and chronological age of targeted children was narrowing in most instances prior to lockdown. In the few instances where this was not the case, class teachers and reading recovery lead were working with parents to support them with strategies to increase reading opportunities at home. These children were being listened to read and taught to read more frequently than other children. The difference between RA and CA has narrowed for some PP children and grown for others during lockdown.</p>
<p>Subject planners in all areas of the curriculum identify the most important knowledge for children to learn and later apply as a skill. Within each area of the curriculum, subject leaders will also ensure that all children are exposed to the best of what has been thought and said, alongside the opportunity to experience and learn about places, people, fictional characters and poetry as appropriate to their subject. Teacher will ensure that PP children who have greater knowledge and cultural capital gaps have these addressed through responsive teaching.</p>	<p>As a result of thorough planning and the pedagogy of all teachers, children are able to retain and apply the most important knowledge in all areas of the curriculum. Over the course of pupils time at MRJS, the cultural capital of all children will be enhanced through the people and places that they meet and learn about. The approach to teaching and learning ensures that this knowledge is transferred from working to long term memory.</p>	<p>This approach is based on extensive reading of research carried out by the leadership team in the last 12 months.</p> <p>Children learn the curriculum. Progress in books, drops ins, coaching records and pupil conferencing demonstrate that children have acquired and retained the most important knowledge which they are able to apply as a skill. Children are able to talk about the people, places and experiences they have been exposed to.</p>	<p>Monitoring by all leaders in school on a half termly basis. This will include drop ins, pupil conferencing and book monitoring.</p>	<p>All leaders in school and class teachers.</p>	<p>Pupil conferencing, book monitoring and monitoring of the quality of education demonstrated that all children were learning the curriculum. The curriculum was being adapted for different children to ensure the most important knowledge was learnt.</p>

Total budgeted cost £27,932

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers to plan before school interventions to address knowledge gaps in English and maths for target children in class.	Knowledge gaps that have been identified by class teachers will be addressed through targeted teaching before school enabling them to make better than expected progress and close the gap on their peers.	This is a strategy that has worked successfully in maths in the last two years and within year 6 for reading and aspects of EGPS. So as to not disadvantage children by removing them from aspects of the foundation curriculum to complete this work, we are going to work with them before the start of the school day.	Monitoring of sessions from Sinead Gray. Outcomes of PPM with BV.	Sinead Gray Becky Vousden	The change in approach to interventions was effective with children demonstrating good attendance and making good progress against precise targets to address gaps in learning. There were a few children whose punctuality (probably due to the time of the sessions) impacted on their progress. Not removing children from the foundation curriculum was a positive decision.

<p>ELSA, FEIPS and Thrive sessions to support children in addressing social and emotional gaps alongside home school link work to support families when they are facing more difficult times.</p>	<p>As a result of the social and emotion learning that takes place in school, children feel safe, make progress against specific targets and in time are able to make and sustain academic progress. When families would benefit from additional support, this is signposted or accessed for them.</p>	<p>Children with social and emotional gaps are less successful in engaging with learning in school.</p>	<p>Thrive assessments show the progress against key strands improves following a series of carefully structured sessions.</p> <p>Over time, children receiving Thrive sessions are able to engage better with learning within the classroom and demonstrate good progress from their starting points.</p> <p>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.</p> <p>Feedback from parents who have received additional support demonstrates that the additional support provided by school and or outside agencies enables them to better support their children.</p>	<p>Erica Wintle Sue Ginn Sarah Hodgson Lynne Lewis</p>	<p>Between September 19 and March 2020 9 out of 11 children working in Thrive had made positive progress within their strand with two children moving up a strand. One of the children who had not made positive progress was PP. This was expected due to changes taking place beyond school. Additional support through EHH has been accessed for the family. As a result of this intervention, children are better able to engage in learning within their classrooms.</p> <p>We need to formalise an approach for seeking parental feedback about the impact of this support.</p>
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Total budgeted cost					£42,044.45
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iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Implementation of class readers.</p>	<p>Reading pace and fluency increases for all children resulting in less children</p>	<p>Reading pace and fluency is preventing some children from accessing the latter parts of year 6 reading assessments. Having completed the reading pace and fluency assessments in school we can now target the barriers to this through teaching.</p>	<p>Termly checks to ensure progress is being made from the baseline.</p>	<p>Sam Brydon</p>	<p>Reading fluency baseline completed. Mid-year review not completed. Consider purchasing reading plus in 2020-21.</p>
<p>Study club and Rockstars Club</p>	<p>Children who do not always completes home learning consistently at home are</p>	<p>Children are invited to these clubs according to the checklists created</p>	<p>Weekly checks for homework completion. Do Rockstars time averages reduce over time? Is</p>	<p>Sam Brydon Amy Thorn</p>	<p>The impact of these two clubs was mixed. Study club was not as well attended by key</p>

	supporting to do this by staff at the end of school.	to record competition rates of homework.	their a significant percentage change in speed?		children as I would have liked. Rockstars was well attended and soundcheck data showed that both the speed and accuracy with which children were recalling multiplication facts was increasing prior to lockdown. The year 4 MTC was not completed in the summer of 2020 due to the lockdown.
Breakfast Club	Children who may have difficulties coming into school or arriving at school punctually are supported to overcome this.	Over the last 2 years we have seen this initiative be supportive of settling children into school at the start of the school day.	Are children happy and settled in school. Over time is the support no longer required.	Sue GInn	This continued to support children in coming into school and settling into class for their learning successfully prior to lockdown.
Cultural capital club	Children who are identified as having a cultural capital deficit are supported in addressing aspects of this.	Having reflected on the barriers to learning for some PP children last year and the impact of afternoon maths interventions	Are children able to recall the aspects of cultural capital that they are exposed to? Pupil conferencing to assess whether new learning has been retained over time.	Sinead Gray	This club was well attended and the children who were part of it could talk animatedly about the people, places and experiences that they had had.
Fun club	Children who may be young carers beyond school are supported in building relationships with each other and staff within a fun and engaging environment.	Young carers are potentially some of our most vulnerable children in school and it is important that they have strong trusting relationships with key staff in school so that they are in a position to seek support if they need it.	Monitoring of fun club sessions. Pupil conferencing – do these children feel well supported by school and are they able to seek support for any challenges that they face.	Becky Vousde Sinead Gray Nic Jenner	Children attending fun club formed strong, trusting relationships with BV, SGr and NJ. They were able to talk openly with these adults about their experiences. This tended to not happen during the session but when there were concerns at different points in the school year, the relationships developed here supported the children in seeking support.
Total budgeted cost					£ 3128.33