

# Pupil premium strategy 2020 – 2021 Mill Rythe Junior School

1. Summary information					
<b>School</b>	Mill Rythe Junior School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£66,485	<b>Date of most recent PP Review</b>	July 20
<b>Total number of pupils</b>	285	<b>Number of pupils eligible for PP</b>	65	<b>Date for next internal review of this strategy</b>	Jan 21

2. Current attainment		
	<i>Pupils eligible for PP (your school - 2019)</i>	<i>Pupils not eligible for PP (national average - 2019)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>80%</b>	71%
<b>% making expected progress in reading (as measured in the school)</b>	<b>85%</b>	78%
<b>% making expected progress in writing (as measured in the school)</b>	<b>90%</b>	83%
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>85%</b>	84%

3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	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.

<p><b>B.</b></p>	<p>The social and emotional needs of our most vulnerable PP children are met effectively through our curriculum, Thrive, FEIPS and ELSA work and or external support signposted by the school 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 socially, emotionally and academically.</p>	<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 and with good engagement from families this enables them to</p>
<p><b>C.</b></p>	<p>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.</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>

## 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:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,334 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
- £2,345 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

Schools receive £310 for every pupil with a parent who:  
is serving in HM Forces

has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support.

**Schools will receive £310 for each eligible pupil.**

## Pupil Premium Team

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

Cohort profile of disadvantaged pupils 2020-21							
Year Group	Number of pupils eligible for PP funding and percentage of year group	Number of pupils % of year group % of PP eligible for PP without SEN	Number of pupils % of year group % of PP eligible for PP on SEN register	KS 1 TA for Reading No. and % PP	KS 1 TA for Writing No. and % PP	KS 1 TA for Maths No. and % PP	KS 1 TA Combined No. and % PP
Yr 3 - 58	15 (26%)	11 – 26% - 73%	4 – 7%- 27%	WT – 3 (20%) ARE – 4 (27%) GD – 8 (53%) ARE+ 12 (80%)	WT – 4 (27%) ARE – 8 (53%) GD - 3 (20%) ARE+ 11 (73%)	WT – 3 (20%) ARE – 7 (47%) GD – 5 (33%) ARE+ 12 (80%)	WT- 4 (27%) ARE – 8 (53%) GD – 3 (20%) ARE+ 11 (73%)
Yr 4 - 53	15 (28%)	11 – 20% - 73%	4 – 8% - 27%	NA – 1 (7%) WT – 3 (20%) ARE – 7 (47%) GD – 4 (27%) ARE+ 11 (74%)	NA – 1 (7%) WT – 6 (40%) ARE – 6 (40%) GD – 2 (13%) ARE+ 8 (53%)	NA – 1 (7%) WT – 4 (27%) ARE – 8 (53%) GD - 2 (13%) ARE+ 10 (66%)	NA – 1 (7%) WT – 6 (40%) ARE – 7 (47%) GD – 1 (7%) ARE+ 8 (54%)
Yr 5 - 90	22 (24%)	17 – 19% - 77%	5 – 6% - 23%	WT – 3 (14%) ARE – 11 (50%) GD - 8 (36%) ARE+ 19 (86%)	WT – 8 (36%) ARE – 10 (45%) GD – 4 (18%) ARE+ 14 (63%)	WT – 9 (41%) ARE – 7 (32%) GD – 6 (27%) ARE+13 ( 59%)	WT – 10 (45%) ARE – 9 ((41%) GD – 3 (14%) ARE+ 12 (55%)
Yr 6 - 84	13 (16%)	12 – 14% - 92%	1 – 1% - 8%	NA – 2 (15%) WT – 0 ARE – 9 (70%) GD – 2 (15%) ARE+ (85%)	NA – 2 (15%) WT – 1 (8%) ARE – 9 (70%) GD – 1 (8%) ARE+ 10 (77%)	NA – 2 (15%) WT – 1 (8%) ARE – 8 (62%) GD – 2 (15%) ARE+ 9 (70%)	NA – 2 (15%) WT – 1 (8%) ARE – 9 (70%) GD – 1 (8%) ARE+ 10 (77%)
285 pupils	65 pupils (23%)	51 – 18% - 77%	15 – 5% - 23%				

## 1. Planned expenditure

Academic year

2020-2021

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 Education

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>Coaching for all staff to improve the quality of education.</p> <p>Becky Vousden is deployed as a teaching and learning coach working with all teachers and teaching assistants across MRJS to ensure that the quality of education is consistently good for all children.</p> <p>Amy Ayling is deployed to ensure that accurate formative assessment and subsequent planning of individual learning journeys enables SEN children who are working significantly below their peers and engaged in a well sequenced curriculum that enables them to make good progress from their starting points. As a result, teachers and teaching assistants pedagogy and knowledge of potentially KS1 curriculums for English and maths are secure and result in children making good progress.</p>	<p>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.</p> <p>As a result of a consistently good quality of education that identifies and addresses gaps/misconceptions make good progress – knowing more and remembering more – as a result of a change in long term memory</p>	<p>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.</p>	<p>All leaders to monitor the quality of education through: drop ins, coaching records, book monitoring, pupil conferencing, formative and summative assessments.</p> <p>Targets identified and worked on through coaching become embedded aspects of teaching pedagogy enabling children to learn more and remember more.</p>	<p>Becky Vousden Amy Ayling</p>	<p>January 2021 April 2021 July 2021</p> <p>During the autumn term coaching went ahead as planned across years 3,4 &amp; 5 with a focus of building consistency in multiplication workshop. Initially by developing a model of good practise and then sharing this with practise with wider staff. Time was spent with year 4 &amp; 5 classes establishing the conditions for learning and then building effective pedagogy for both English and maths. Our English leader support a member of the year 5 time for English and Amy A worked with a year 4 class to meet the needs of our SEN learners. Teaching practise in the year 2020-21 was consistently good in nearly all classes with practise being considerably stronger in 1/3 of classrooms.</p>

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>January 2021 April 2021</p> <p>In Sept 2020, 61 children (21% of children) were identified for targeting because their reading age was below their chronological age. By July 2021, 31 children (13% of children) had a reading age below their chronological age. The proportion of children reduced by 50%.</p> <p>In Sept 2021, only 15% of all children had a reading age below their chronological age. This demonstrates that our approach to reading recovery is highly effective and the impact is maintained over time.</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.</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>Half termly for foundation subjects and termly for core subjects.</p> <p>Foundation monitoring indicates that the core knowledge is identified and sequenced through our progressions of knowledge. Each subject has a cultural capital map which identifies opportunities for developing cultural capital across the curriculum. Covid-19 impacted on the wider curriculum being taught in all areas however the monitoring in the majority of cases indicates that subjects have been taught effectively and</p>
<b>Total budgeted cost</b>					£26,000

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. If this is not possible due to Covid-19 and the change to staff, then small group tutoring sessions using catch up premium funding will replace this provision in the short term.	Knowledge gaps that have been identified by class teachers will be addressed through targeted teaching enabling them to make better than expected progress and close the gap on their peers.	This is a strategy that has worked successfully in in the last two years for children from across MRJS. 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. In the case of small group tutoring, this will take places either before or after the school day.	Monitoring of sessions from the leadership team. Outcomes of PPM. Changes in long term memory identified through retrieval practice.	Becky Vousden David Bessant	January 2021 April 2021 July 2021  <b>This was unable to happen due to the pandemic.</b>
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.	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.	Children with social and emotional gaps are less successful in engaging with learning in school. <b>Review continued</b> <b>Thrive progress Breakdown:</b> <b>Based on end of Spring term data (end of summer term data not yet available) 4 children have made progress within their strand, 3 have made progress on to the next strand and 2 children have made 2 or more strands progress. For the remaining 4 children there was either no current data or they had not made progress on their percentage.</b> <b>TrickBox groups: 31 children have received TrickBox small group support in the Summer term. SEHM support for confidence or emotional management difficulties. Many of these pupils are on the waiting list for ELSA and FIEPPS.</b>	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.  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.	Amy Ayling Sue Ginn Sarah Hodgson Lynne Lewis	January 2021 April 2021 July 2021 <b>15 pupils received either ELSA or FIEPSS – these sessions continued to a certain degree during school closures. All ELSA and FIEPPS sessions are recorded on cpoms. Impact statements were regularly updated by SG. All pupils accessing ELSA and FIEPPS made significant progress towards their target – evidence on CPOMS.</b> <b>13 pupils received Thrive – this was more significantly disrupted due to the inability to maintain social distancing. Thrive pupils were supported at home during lockdown by thrive newsletters, activity suggestions and phone calls to home. 53% of pupils accessing Thrive made progress</b>



<p>Following formative assessment, 25 children to form a trial reading plus group for the rest of this academic year with the aim of improving their reading fluency and as a result supporting them to move from WT to ARE or ARE to GD. Children will engage in three half hour sessions each week in school alongside a teaching assistant and once a week at home. SB to evaluate the impact of the programme alongside the teaching of reading in school.</p>	<p>Increased reading fluency for a group of 25 children across years 5 and 6 as a result of reading plus and the quality of education.</p>	<p>Reading fluency is a barrier to educational achievement. Reading plus has been trialled by two Hampshire schools that we work alongside and results indicate that it played a significant role in improving fluency and as a result children made good progress from KS1 attainment.</p>	<p>Have children accessing Reading Plus made accelerated progress with their reading fluency and as a result has this been a contributing factor to them to achieve ARE or GD in reading?</p> <ul style="list-style-type: none"> <li>• All children are completing 4 reading plus sessions each week</li> <li>• All children are reading x 5 at home each week and being heard read regularly in class each week in different areas of the curriculum.</li> <li>• Reading plus fluency assessment demonstrates the progress made across 5 half terms.</li> <li>• Reading ages increase at double the rate of progress.</li> <li>• Do children achieve ARE or GD in EOY assessments/teacher assessment when they were not expected to do so?</li> </ul>	<p>Sam Brydon</p>	<p>January 2021 April 2021 July 2021</p> <p>During the summer term, the 25 children engaged in the programme made on average 1.92 years progress in relation to the difficulty of text they were reading (effectively 2 years progress in a term). Average reading speed, measured in words per minute, has increased from 139.4 a minute to 176.61 in the same period of time. Reading plus has positively impacted on pupil's ability to read texts with 88% of pupils making 1+ year gains and 46% of pupils making 2+ year gains after three months of intervention. This group of children are going to continue reading plus until December when a decision will be made about whether to continue to invest in this programme and if so, to what level.</p>
<b>Total budgeted cost</b>					£42,375.85

**i. Wider Strategies – some of these are ~~crossed through~~ as they are not possible under current restrictions due to Covid-19**

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?
Implementation of class readers and investment in additional must reads – 2 x non-fiction per year group	Reading pace and fluency increases for all children resulting in less children	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.	Termly checks to ensure progress is being made from the baseline.	Sam Brydon	January 2021 April 2021 July 2021  Class readers has been effective as a whole class reading opportunity as reflected from our positive reading data.
<del>Study club and Rockstars Club</del>	<del>Children who do not always completes home learning consistently at home are supporting to do this by staff at the end of school.</del>	<del>Children are invited to these clubs according to the checklists created to record completion rates of homework.</del>	<del>Weekly checks for homework completion. Do Rockstars time averages reduce over time? Is their a significant percentage change in speed?</del>	<del>Sam Brydon Amy Thorn</del>	<del>January 2021 April 2021 July 2021</del>
Breakfast Club	Children who may have difficulties coming into school or arriving at school punctually are supported to overcome this.	Over the last 3 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 Glinn	January 2021 April 2021 July 2021  We were able to support three pupils who were struggling with coming into school by offering free places and ELSA sessions via our BASC places – please note that this was not the same as the original breakfast club referred to here.
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	January 2021 April 2021 July 2021
Fun club	Children who may be young carers beyond school are supported in building	Young carers are potentially some of our most vulnerable children in school and it is important that they	Monitoring of fun club sessions. Pupil conferencing—do these children feel well supported by	Becky Vousde Sinead Gray	January 2021 April 2021 July 2021

	relationships with each other and staff within a fun and engaging environment.	have strong trusting relationships with key staff in school so that they are in a position to seek support if they need it.	school and are they able to seek support for any challenges that they face.		
<b>Total budgeted cost</b>					£ 3,100