

Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Mill Rythe Junior School	
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	26% (72)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic years September 2021 – July July 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rebecca Vousden
Pupil premium lead	Rebecca Vousden
Governor / Trustee lead	Lisa Charlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,800
Recovery premium funding allocation this academic year	£9,500
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	£94,300

Part A: Pupil premium strategy plan

Statement of intent

Every disadvantaged child will achieve to their full potential both academically and socially/ emotionally so that they are ready for their next stage in education.

We know that high quality first teaching has the largest impact on children's outcomes and we will invest in developing our staff so that all children experience highly effective teaching on a day to day basis. Reading will be prioritised across the curriculum because this is the gateway to future learning. Children will benefit from timely, rigorous and focused small group interventions outside of the school day through our morning mastery sessions to ensure that children have solid foundations in their learning, misconceptions are addressed and children are ready for the next stage. In addition to this, children will access wider interventions within school time where there is an additional need, for example, supporting a child's reading recovery by accessing our morning phonics intervention or accessing speech and language and/or fine and gross motor skills support where there is an identified need.

Children that have experienced disadvantage will benefit from our whole school approach to mental health and well being through our Trick box programme. Where additional support is needed children will be able to access targeted interventions such as Thrive, ELSA and FIEPPS to support their social, emotional and mental health so that they are ready and able to learn successfully within the classroom.

Disadvantaged children will experience the breadth that our curriculum has to offer which will broaden their horizons and life chances by increasing their cultural capital through both curricular and extracurricular experiences and activities. For example, attending clubs, going to the theatre and experiencing outward bound activities.

Mill Rythe Junior School will contribute to and be supported by the wider community to achieve our aims for disadvantaged children. We will support families through times of hardship and challenge; we will signpost families to additional support through outside agencies as appropriate. We will work with all stake holders to ensure that our children have access to what they need to develop a love of learning and life and be successful members of our wider community.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Inconsistent educational experiences due to the pandemic which has impacted on both academic and social and emotional progress meaning that not all pupils are ready for the next stage in their education.
2	Some pupils need support to become more emotionally literate, recognising and understanding their emotions and developing the strategies to manage their emotions appropriately. This can affect their capacity to sustain learning. The quality of provision needs to be continued and improved upon to ensure that pupils needs are met and they are enabled to access our high-quality teaching provision. 81% of pupils accessing our Thrive interventions are PP.
3	12% (17) of PP pupils have a reading age below their chronological age which can be a barrier to accessing learning across the curriculum and narrow later life chances.
4	Some parents require additional support and parenting can be challenging, especially with supporting work within school, setting expectations, routines and boundaries.
5	Children do not always have access to the breadth and depth of opportunities which would enable them to develop their cultural capital to the same extent as non-disadvantaged children.

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
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.	<ul style="list-style-type: none"> ➤ 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.
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.	<ul style="list-style-type: none"> ➤ 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. ➤ Where? families would benefit from additional support, this is signposted or accessed for them and with good engagement from families this enables them to support their children socially, emotionally and academically. ➤ Parents are well supported by staff at school and outside agencies, when this additional support is

	<p>signposted, and as a result they are feel they are able to support their children socially, emotionally and academically.</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>	<ul style="list-style-type: none"> ➤ 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>In class inclusive provision supported by our Thrive practitioners, ESLA and FIEPS leaders, behavioural lead, mental health and wellbeing leads and SENDCo will be bespoke and tailored to children's individual needs.</p>	<ul style="list-style-type: none"> ➤ Barriers to education and learning are removed and pupils have access to a high-quality educational provision. ➤ 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>There will be an inclusive learning environment and culture providing equality of access and opportunity for all children. Barriers to opportunity will be removed and all children will have equal opportunities to access all curricular and extra-curricular activities.</p>	<ul style="list-style-type: none"> ➤ Children will access both curricular and extra-curricular opportunities in line with non-disadvantaged pupils. ➤ Children will have opportunity to access additional extra-curricular opportunities supported by the local community to broaden their experiences and develop cultural capital.

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: £ 34,522.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching to improve the quality of education.</p> <p>Becky Vousden, Sinead Gray, Sam Brydon and Mel Cull are deployed as teaching and learning coaches across the year. Coaching focuses on pedagogy within class as well as training for individuals, groups and whole staff teams beyond the classroom.</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.</p>	<ul style="list-style-type: none"> ➤ 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>1,3,5</p>
<p>Continuing professional development: 6 staff are taking part in the 'Big Inclusion Project' run by Hampshire local authority. School are taking part in 'Helping Harry Learn' training which aims to remove barriers to learning for pupils who face additional challenges but are not working significantly below age related expectations.</p>	<ul style="list-style-type: none"> ➤ The Big Inclusion Project identifies that children who attend inclusive schools perform more strongly, are happier, engage more fully, have authentic opportunities and develop their inner confidence because they know they are valued. ➤ Removing the barriers to learning will enable every child to access a high-quality education and make good progress over time. Two other schools locally have had this training and it positively impacted on teaching and learning over time. 	<p>1, 3, 4</p>
<p>Deployment of leader for reading recovery and vocabulary.</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</p>	<p>3,1, 5</p>

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

Budgeted cost: £ 54,740.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition (morning mastery sessions) targeting pupils' specific needs as identified through diagnostic assessment for English and maths. These tuition groups are planned by class teachers.	<ul style="list-style-type: none"> ➤ The Education Endowment Foundation indicates that this is one of the most effective approaches for targeted academic support with pupils making on average an additional 4 months of progress. 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. This is a strategy that has worked successfully in in the last three years for children from across MRJS as indicated by our KS2 data. 	1, 3
ELSA, FEIPS, Thrive and Trick box sessions to support individual children in addressing social and emotional gaps. Trick box teaching for all pupils to support their mental health and wellbeing. Our home school link worker supports families when they are facing more difficult times.	<ul style="list-style-type: none"> ➤ Children with social and emotional gaps are less successful in engaging with learning in school. The Education Endowment fund indicates that social and emotional learning has moderate impact for a low cost. ➤ Over time we have seen the positive correlation between progress achieved in Thrive, ELSA, and FEIPS with its wider impact on progress within the classroom. ➤ 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 	2, 4
Essential letters and sounds whole school phonics approach and targeted phonics intervention.	<ul style="list-style-type: none"> ➤ Essential letters and sounds is a DfE approved synthetics phonics programme. ➤ The reading framework indicates that the only effective way of closing the gap between children who are read to and those that are not is by teaching children to read so that they are no longer reliant on adults. 	3, 1

<p>Reading plus intervention used to build reading fluency which supports readers to move from both WT to ARE and then from ARE to GD. Three x weekly half an hour session for 25 pupils in years 5 and 6.</p>	<ul style="list-style-type: none"> ➤ Our data indicates that this intervention is having a significant impact on reading comprehensions and outcomes for pupils who have attended the sessions reliably. ➤ Education Endowment Foundation indicates that reading comprehension interventions are a very effective approach to positively impact on outcomes. ➤ Reading fluency is a barrier to educational achievement. Reading plus has been trialled by two Hampshire schools that we work alongside, results indicate that it played a significant role in improving fluency and as a result, children made good progress from KS1 attainment. ➤ Initial data indicates that reading plus has positively impacted on pupils 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. 	<p>3, 1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,310.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing of the essential letters and sounds synthetics phonics programme.</p>	<ul style="list-style-type: none"> ➤ Reading is essential to children being able to access the curriculum. Phonological awareness is a key component of early reading. 	<p>3, 1</p>
<p>Lower and upper school study club</p>	<ul style="list-style-type: none"> ➤ Children who do not always complete home learning consistently at home are supported to do this by staff at the end of the school day. ➤ Children are invited to these clubs according to the checklists created to record competition rates of homework. ➤ Pupils who are not supported to complete their homework at home will have equality by receiving additional support in school. 	<p>4, 5</p>
<p>Fun Club</p>	<ul style="list-style-type: none"> ➤ Children who are identified as being the most vulnerable in school are supported in building relationships with each other and staff within a fun and engaging environment. Some of these pupils are identified as young carers. 	<p>4, 5</p>
<p>Family Support Worker</p>	<ul style="list-style-type: none"> ➤ Family support worker works with parents with attendance, behaviour and mental health and well-being. We have seen the positive impact of this with both parental engagement and children's engagement within the classroom. 	<p>4</p>
<p>Fair Share Additional Food Support</p>	<ul style="list-style-type: none"> ➤ We have supported 11 pupil premium families with additional food bags during school holidays and when self-isolating. 	<p>4</p>

Total budgeted cost: £ 102,573.73

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 pupils in the 2020 to 2021 academic year.

Standardised pupil assessments for disadvantaged pupils completed in Summer 2021 (Appendix A) indicate that pupils who have experienced a higher level of disruption relative to their years of schooling have been more adversely affected by the Covid-19 pandemic. These assessments indicate that interventions identified in our pupil premium strategy in 2020-21 have been effective at closing the gap between children's KS1 results and their final outcomes as evidenced by data for years 5 and 6. Pupils performed either in line with or above national disadvantaged outcomes for 2019.

Intended Outcome 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.

Coaching for all staff to improve the quality of education.

During the autumn term coaching went ahead as planned across years 3,4 &5 with a focus of building consistency in multiplication workshop. Initially by developing a model of good practise and then sharing this practise with the wider staff team. Time was spent with year 4 & 5 classes establishing the conditions for learning and then building effective pedagogy for both English and maths. Our English leader supported a member of the year 5 team for English and our SENCO 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.

Deployment of leader for reading recovery and vocabulary.

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%. 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.

Reading plus intervention group aiming at improving reading fluency and supporting pupils to move from working towards age related expectations to age related expectations or to move from age related expectations to greater depth.

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.

Intended Outcome B: 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.

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.

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.

15 pupils received either ELSA or FIEPSS – these sessions continued to a certain degree during school closures.

15 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 from their starting points. Lower progress rates reflect the extent to which this was interrupted. 31 pupils accessed small group trick box sessions in the summer term. Pupils and parents were very positive about the impact of this.

Intended Outcome 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.

Identifying the most important knowledge for children to learn and later apply as a skill. Identify opportunities to teach cultural capital and ensure that children are exposed to the best of what has been said and done.

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 most new learning is retained over time.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Plus
The Thrive Approach	Thrive
Times Table Rock Stars	Maths Circle

Appendix A

These assessments are based on minimum sufficiency in writing therefore pupils were not able to achieve greater depth in writing in their Summer term 2021 assessments. These boxes are blued out. This also means that pupils were not able to achieve combined greater depth.

Year 3

Y3 DA ARE + (26% which is 15 children) 20% of whom are SEN (3 children)

	R	W	M	Com	EGPS
KS1 TA	80%	73%	80%	73%	
National 19 DA	62%	68%	67%	51%	
July 21	47%	47%	80%	40%	50%

Y3 DA GD (26% which is 15 children) 20% of whom are SEN (3 children)

	R	W	M	Com	EGPS
KS1 TA	53%	20%	33%	20%	
National 19 DA	17%	11%	16%	5%	
July 21	0%	NA	7%	NA	21%

Year 4

Y4 DA ARE + (15 children) % of whom are SEN

	R	W	M	Com	EGPS
KS1 TA	79%	57%	71%	57%	
National 19 DA	62%	68%	67%	51%	
July 21	26%	20%	27%		50%

Y4 DA GD (15 children) % of whom are SEN

	R	W	M	Com	EGPS

KS1 TA	29%	14%	14%	7%	
National 19 DA	17%	11%	16%	5%	
July 21	13%	NA	7%	NA	21%

Year 5

Y5 DA ARE + (23 children) 17% of whom are SEN

	R	W	M	Com	EGPS
KS1 TA	78%	61%	61%	52%	
National 19 DA	62%	68%	67%	51%	
July 21	60%	70%	70%		74%

Y5 DA GD (23 children) 17% of whom are SEN

	R	W	M	Com	EGPS
KS1 TA	35%	17%	26%	13%	
National 19 DA	17%	11%	16%	5%	
July 21	17%	NA	22%	NA	35%

Year 6

Y6 DA ARE + (13 children) 8% of whom are SEN (1 child)

	R	W	M	Com	EGPS
KS1 TA	85%	77%	71%	85%	NA
National 19 DA	62%	68%	67%	51%	
July 21	92%	85%	92%	85%	75%

Y6 DA GD (13 children) 8% of whom are SEN (1 child)

	R	W	M	Com	EGPS

KS1 TA	15%	8%	15%	8%	
National 19 DA	17%	11%	16%	5%	
July 21	31%	8%	15%	8%	12.5%