

Pupil premium strategy statement 2024-27

Mill Rythe Junior School – Autumn 2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	256 (2024-2025) 248 (2025-2026)
Proportion (%) of pupil premium eligible pupils	27.7% (84) (2024-2025) 25% (66) (2025-2026)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic years September 2024 – July 2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026 February 2027 July 2027
Statement authorised by	Venessa Mott
Pupil premium lead	Venessa Mott
Governor / Trustee lead	Lisa Charlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,835
Recovery premium funding allocation this academic year	£0
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	£122,835

Part A: Pupil premium strategy plan

Statement of intent

We aim that, every disadvantaged child will achieve to their full potential, academically, mentally, socially and emotionally so that they are ready for their next stage in education.

We know that high quality inclusive 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, TALA and pastoral sessions 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 a planned curricular offer.

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	<p>Last year, July 2025, our disadvantaged pupils achieved marginally better than all pupils nationally in writing, 73% of those that are disadvantaged at MRJS achieved ARE and above compared to 61% nationally. In reading, our children achieved 69% this is 6% above the national average and finally in maths, disadvantaged children achieved 74%, this is again 13% higher than the national average. The combined data for those disadvantaged at MRJS was 58% this is 11% above the national average. At MRJS, the combined data for those achieving the higher standard was 0%, 4% lower than the national average. Therefore, the challenge is to support children achieving the higher standard.</p> <p>In July 2025, our disadvantaged pupils at the end of KS2 did not achieve results that were in line with their KS1 data. This is true at ARE and GD.</p>
2	<p>Some pupils need support to become more emotionally literate, recognising and understanding their emotions and developing the strategies to manage their emotions appropriately. In addition to this, children need to develop their executive functioning skills because this can affect their capacity to sustain learning. The quality of provision needs to be continued and built upon to ensure that pupils' needs are met and they are enabled to access our high-quality teaching provision. 60% of pupils accessing our Thrive interventions are PP. 88% of the children that were suspended in the academic year 2024-2025 were disadvantaged highlighting the need for additional pastoral support,</p>
3	<p>Of the 31 children who have a reading age significantly lower (more than 12 months) than their chronological age (12%), 12 of these children (5%) are Pupil Premium. Having a reading age below their chronological age can be a barrier to accessing learning across the curriculum and narrow later life chances.</p>
4	<p>Being a parent can be challenging. Some parents receive additional support and guidance. Some parents are not yet confident in being able to support their children with their schooling or their emerging needs. This may also include setting expectations, routines, attendance, punctuality and boundaries.</p>
5	<p>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.</p>
6	<p>Attendance. Whole school attendance at the end of the academic year 2024-2025 was 93.64%. This was slightly lower than the previous year's data, 93.32%. Non-pupil premium attendance data at the end of last academic year (2023-2024) was 95.88% and pupil premium data was 93.96%.</p>

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
<p>When children eligible for pupil premium funding leave MRJS their attainment is at least 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, progress that is at least in line with non-pupil premium children from the same starting points is made.</p>	<ul style="list-style-type: none"> ➤ Book monitoring, coaching records and drop ins indicate PP children are 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. ➤ Standardised scores will improve
<p>The mental health and social and emotional needs of our most vulnerable PP children are met effectively through our curriculum, Thrive, TALA and ELSA work and or external support signposted by the school.</p>	<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 signposted, and as a result they are feel they are able to support their children socially, emotionally and academically. ➤ Less incidents will be evident as a result of intervention
<p>In class inclusive provision (supported by our Thrive practitioners, ESLA and TALA leaders, Inclusion Leader) will ensure that there is bespoke and tailored curriculum 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. ➤ Improvement in well-being will be evident through pupil surveys
<p>The learning environment is inclusive and there is a culture of 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. ➤ Adaptation is embedded within the curriculum

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: £70,359.32 (2024-2025)

£83,373 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching to improve the quality of education.</p> <p>Members of SLT, subject leaders and other experienced teachers 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 using Rosenshine's principles.</p> <p>Venessa Mott, Assistant Headteacher and Inclusion Leader 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. Regular CPD opportunities are planned for this academic year to support with the intended outcome.</p> <p>2024-2025 There are 40 pupils on the SEND register. 21 of these children attract pupil premium funding. (52.5%) 25% of PP children are on the SEND register. (21 out of 84 pupils)</p>	<ul style="list-style-type: none"> ➤ This approach to improving teaching and learning has enabled all children 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. ➤ Education Endowment Foundation (EEF) recommends high quality CPD to ensure that all teachers are highly skilled. CPD is well informed to be based in latest research and high-quality pedagogy. The EEF states that "Great teaching is the most important lever schools have to improve outcomes for their pupils." ➤ EEF's recommendation that "Schools should provide sufficient time for TA training" 	<p>1,2,3,5</p>
<p>Continuing professional development: A number of staff are taking part in three different 'Big District Inclusion Projects.' Raising Attainment, Back to Basics and Teaching and Learning.</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. ➤ Work with Havant district to undertake reflection and using TED materials and evidence-based practice to address Whole School culture and Engagement, Access, 	<p>1, 2, 3, 4, 6</p>

	Equity and Strong Foundations, Expectations, Pitch and Response, Collaboration, Dialogue and Behaviours as detailed in the materials and evidence-based practice	
English and Maths Leader Course	➤ The English and Maths Leaders will attend training and development courses in order to keep their subject and pedagogical knowledge up to date. They will disseminate this through staff meetings and training.	1,3
ECT Coach course to fully support the ECT in school	➤ In order to support and develop the ECT, the DHT is attending the training sessions so that she is best informed to coach and support the ECT over the final term of induction. There are additional two mentors that have received training.	1
Deployment of leader for reading recovery and vocabulary.	<ul style="list-style-type: none"> ➤ A number of children in school who are eligible for PP funding, have reading ages that are significantly below their chronological age. This will be addressed through specific intervention and teaching including our chosen phonics intervention programme, Read Write Inc. For a significant number of PP children, their reading age is in line with their chronological age 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. ➤ Continued professional development and support from RWI provider. 	3, 1

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

Budgeted cost: £67,673.00 (2024-2025)

£74,634 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 as part of the Triple C process.</p>	<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 for children from across MRJS as indicated by our KS2 data. 	<p>1, 3</p>
<p>ELSA, TALA, Thrive and Trick box sessions to support individual children in addressing social and emotional gaps and supporting mental health.</p> <p>Trick box teaching for all pupils to support their mental health and wellbeing.</p> <p>Our Home School Link Worker supports families when they are facing more difficult times.</p>	<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 TALA 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 TALA 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 	<p>2, 4</p>
<p>Read, Write Inc whole school phonics approach and targeted phonics intervention.</p> <p>19 children that attract pupil premium funding (34%) are accessing the RWI programme 2024-2025</p>	<ul style="list-style-type: none"> ➤ Read, Write Inc is a DfE approved synthetic 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. 	<p>3, 1</p>

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

Budgeted cost: £5,828.00 (2024-2025)

£9,786 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of the online resources for the Read Write Inc phonics programme.	➤ Reading is essential to children being able to access the curriculum. Phonological awareness is a key component of early reading.	3, 1
Fun Club	➤ 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.	2, 4, 5
Home School Link Worker	➤ 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.	4
Funding of school trips, residentials and before/after school clubs.	<ul style="list-style-type: none"> ➤ We support any family who cannot contribute to school trips, events or residentials. No pupil would miss out on an opportunity due to financial hardship. ➤ The school also funds some enrichment opportunities itself e.g. Diwali celebrations, Love Days. 	5

Total budgeted cost: £143,860 (2024-25)

£167,793 (2025-2026)

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 2024 to 2025 academic year.

Intended Outcome A:

When children eligible for pupil premium funding leave MRJS their attainment is at least 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, progress that is at least in line with non-pupil premium children from the same starting points is made.

Success Criteria

- Book monitoring, coaching records and drop ins indicate PP children are 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.
- Standardised scores will improve

2024-2025 Evaluation

Based on the end of key stage data, children that are disadvantaged at MRJS exceeded the national averages in reading, writing and maths. MRJS exceeded the national combined percentage by 11%. Writing, which was a focus for this year, saw a significant improvement in outcomes, especially for children that are disadvantaged. These children exceeding the national average by 14%.

Reading national disadvantaged	MRJS reading disadvantaged	Writing national disadvantaged	MRJS Writing disadvantaged	Maths national disadvantaged	MRJS maths disadvantaged	Combined national disadvantaged	Combined MRJS disadvantaged
63%	69%	59%	73%	61%	74%	47%	58%

At the end of the Summer term

- Combined data for those that are disadvantaged in year 6 has improved by 15% based on last years cohort at the end of KS2. This in comparison to non disadvantaged who have seen a decline of 9%.
- In Year 3, the gap in reading has closed by 6% between non-disadvantaged and disadvantaged in reading. Writing remains the same and Maths has closed by 10%.
- In Year 3, Reading has improved by 19% based on the EKS1. Writing has declined based on the EKS1 by 10%. Maths has increased by 32% based on the EKS1 data. This is for disadvantaged children. In comparison to non-disadvantaged, there has been a 13% improvement in reading, writing has also declined 10%, maths there was an improvement of 22%. This demonstrates that children that are disadvantaged are making excellent progress,
- Combined data for Year 3 has improved by 19% for disadvantaged pupils, in comparison, those that are non disadvantaged have improved by 9%.
- In Year 4, the gap is in line with that at EKS1 in Reading and Maths. There has been a significant closing of the gap of 21% in writing. Combined has also seen an improvement of 21%. In writing, there has been an improvement of 9% for those that are achieving ARE compared to KS1. Those that are not disadvantaged have performed less well with a decline of 12%. In maths, both non disadvantaged and disadvantaged children have improved their attainment by 2-3%.
- In Year 5, the gap has widened within Writing, Maths and Combined. Both writing and maths seeing a decline of 17%. This is in contrast to those that are non disadvantaged where pupils are performing largely in line with their EKS1 data. This remains a focus within the next academic year.
- Within Year 6, the outcomes at the EKS1 were broadly inline with the EKS2 outcomes. A slight improvement of 8% was seen within writing. Those that are non disadvantaged improved their EKS1 data by 10%, this in contrast of the 7% decline of those that are disadvantaged.

At the end of the Academic Year:

- In Year 3, disadvantaged pupils progress exceeded that of their peers within Reading
- In Year 4, every child that is disadvantaged made expected progress in writing. In all subjects, children that are disadvantaged that are making accelerated progress are out performing their peers. This is by 10% in Reading, 8% in writing and 12% in Maths.
- In Year 5, children that are disadvantaged are exceeding their peers in expected progress. Writing remains an area of focus.
- In Year 6, disadvantaged pupils are exceeding their peers in expected progress in Reading and Writing.
- Within Year 6, the outcomes at the EKS1 were broadly inline with the EKS2 outcomes. A slight improvement was seen within writing.
- Supporting children in achieving the higher standard at the EKS2.

This suggests the following foci for next academic year:

The attainment of our disadvantaged pupils across the school, in all subjects, remains a focus next year. Continuing the work on Rosenshein's principles, with the addition of using assessment to support the adaptation and design of provision for all pupils will support progress. Within our English curriculum, we will be focusing on Oracy to support the acquisition and application of language across the curriculum. It is planned that this will have an impact on the writing outcomes for all year groups. In addition, we will be continuing to develop the use of the SEND toolkit to support those learners that need careful adaptation.

Intended Outcome B:

The mental health and social and emotional needs of our most vulnerable PP children are met effectively through our curriculum, Thrive, TALA and ELSA work and or external support signposted by the school.

- 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 signposted, and as a result they are feel they are able to support their children socially, emotionally and academically.
- Less incidents will be evident as a result of intervention
- Whole school approach to adopting the empowerment approach

2024-2025

80 Children throughout the academic year accessed pastoral support. Of this number, 35 children were children in receipt of pupil premium funding. These children received either, Thrive, ELSA, TALA, Pastoral Support, Young Carers or Be Ready Club. 43% of the total number of children receiving pastoral support are those that have pupil premium.

Intended Outcome C:

In class inclusive provision (supported by our Thrive practitioners, ESLA and TALA leaders, Inclusion Leader) will ensure that there is bespoke and tailored curriculum to children's individual needs.

- 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.
- Improvement in well-being will be evident through pupil surveys
 - All pupil access the TrickBox wellbeing programme which is delivered weekly within whole class lessons each week. TrickBox ambassadors are also supported by the Deputy Head to provide additional support on the playground.
 - Throughout this academic year, staff CPD sessions have focused on Teaching and Learning strategies which are underpinned by Roseinshine's principles. This continues to be a focus into the next academic year.
 - Morning Mastery continues to be offered to all children, including those that are disadvantaged.
 - All children, including those that are disadvantaged, engage in high quality inclusive education. Continued CPD with regards to adaptation is ongoing and planned for the upcoming year.
 - Book sampling and pupil conferencing from subject leaders always consists of at least one child with Pupil Premium. Evidence states that the standard of work is in line with those who are not PP. Further detail is found within monitoring forms.
 - Disadvantaged pupils are well supported in class as well as through out-of-class interventions such as ELSA, TALA and Thrive.
 - In our Autumn term pupil survey 80% of children felt that their teachers helped them to do their best in every / or most lessons. 81% of all children felt that 'My teachers give me work which is just right for me (not too hard, and not too easy).'

Intended Outcome D:

The learning environment is inclusive and there is a culture of 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.

Success Criteria

- 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.
- Teaching and learning policy is adhered to
- Teachers and teaching assistants continue professional development notably the HIAS Transforming SEND Modules
- Adaptation is embedded within the curriculum

2024-2025

Throughout the academic year, 311 children attended at least one club. Of these children, 108 were children that attract pupil premium funding. In Autumn, 28% of those attending clubs attracted pupil premium funding. Within Spring 36% were those attracting pupil premium funding and in Summer 42% of those attending had pupil premium. In total, 26.5% of children at MRJS attract pupil premium funding. This means that those with Pupil Premium funding have attended clubs well demonstrating careful targeting of participation.

- 4 out of 6 children are disadvantaged and attended Fun Club once a week, which is a club for young carers

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
The Thrive Approach	Thrive
Read, Write Inc	Read, Write Inc