

# Pupil premium strategy statement 2024-27

## Mill Rythe Junior School

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)
Proportion (%) of pupil premium eligible pupils	27.7% (84)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Academic years September 2024 – July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£114,428.00
Recovery premium funding allocation this academic year	£2,501.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,929.25

## 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	Last year, our disadvantaged pupils achieved less well than all pupils nationally in writing. Last year, our disadvantaged pupils did not achieve results that were in line with their KS1 data at ARE in reading and maths. This is true at ARE and GD.
2	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. 50% of pupils accessing our Thrive interventions are PP.
3	Of the 56 children who have a reading age significantly lower than their chronological age (22% of the school) 19 of these children (34%) 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.
4	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 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.
6	Attendance. Whole school attendance at the end of the academic year 2023-2024 was 95.1%. This was slightly lower than the previous year's data. Non-pupil premium attendance data at the end of last academic year (2023-2024) was 96% and pupil premium data was 94%.

## 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"> <li>➤ Book monitoring, coaching records and drop ins indicate PP children are making good progress from their starting points.</li> <li>➤ Summative assessment data demonstrates good progress and attainment for these children.</li> <li>➤ Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory across all subjects.</li> <li>➤ Standardised scores will improve</li> </ul>
<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"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Less incidents will be evident as a result of intervention</li> </ul>
<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"> <li>➤ Barriers to education and learning are removed and pupils have access to a high-quality educational provision.</li> <li>➤ 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.</li> <li>➤ Improvement in well-being will be evident through pupil surveys</li> </ul>
<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"> <li>➤ Children will access both curricular and extra-curricular opportunities in line with non-disadvantaged pupils.</li> <li>➤ Children will have opportunity to access additional extra-curricular opportunities supported by the local community to broaden their experiences and develop cultural capital.</li> <li>➤ Adaptation is embedded within the curriculum</li> </ul>

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 (2023-2024)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Coaching to improve the quality of education.</b></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><b>2024-2025</b> 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"> <li>➤ 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.</li> <li>➤ 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.”</li> <li>➤ EEF’s recommendation that “Schools should provide sufficient time for TA training”</li> </ul>	<p>1,2,3,5</p>
<p><b>Continuing professional development:</b> 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"> <li>➤ 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.</li> <li>➤ Work with Havant district to undertake reflection and using TED materials and evidence-based practice to address Whole School culture and Engagement, Access, Equity and Strong Foundations, Expectations, Pitch and Response, Collaboration, Dialogue and</li> </ul>	<p>1, 2, 3, 4, 6</p>

	Behaviours as detailed in the materials and evidence-based practice	
<b>English and Maths Leader Course</b>	➤ 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
<b>ECT Coach course to fully support the ECT in school</b>	➤ 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
<b>Deployment of leader for reading recovery and vocabulary.</b>	<p>➤ 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.</p> <p>➤ Continued professional development and support from RWI provider.</p>	3, 1

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

Budgeted cost: £67,673.00 (2024-2025)

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"> <li>➤ 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.</li> </ul>	<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"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Thrive assessments show the progress against key strands improves following a series of carefully structured sessions.</li> <li>➤ Over time, children receiving Thrive sessions are able to engage better with learning within the classroom and demonstrate good progress from their starting points.</li> <li>➤ 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.</li> <li>➤ 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</li> </ul>	<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"> <li>➤ Read, Write Inc is a DfE approved synthetics phonics programme.</li> <li>➤ 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.</li> </ul>	<p>3, 1</p>

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

Budgeted cost: £5,828.00

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

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

## **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 2023 to 2024 academic year.

**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.

**Success Criteria** 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

### Evaluation

Based on the end of key stage data, children that are disadvantaged at MRJS exceeded the national averages in reading and maths, writing remains a focus. MRJS was broadly inline with national averages for combined data.

Reading national disadvantaged	MRJS reading disadvantaged	Writing national disadvantaged	MRJS Writing disadvantaged	Maths national disadvantaged	MRJS maths disadvantaged	Combined national disadvantaged	Combined MRJS disadvantaged
64%	75%	60%	44%	61%	75%	47%	43%

### At the end of the Summer term

- In Year 3, The gap in writing has closed by 20% between non-disadvantaged and disadvantaged.
- In Year 3, maths and reading are broadly inline with the end of KS1 data
- Combined data for Year 3 has improved by 3% for disadvantaged pupils
- In Year 4, the gap was widened in all areas. This most noticeably in Maths
- Within Year 6, disadvantaged pupils achieving ARE in writing had improved by 10% based on EKS1 data

### At the end of the Summer Term:

- In Year 3, disadvantaged pupils progress exceeded that of their peers
- In Year 6, disadvantaged pupils making more than expected progress based on end of year 5 data exceeds that of their peers by 6% in maths
- The gaps between disadvantaged and non-disadvantaged achieving ARE remain higher than at the end of KS1

### This suggests the following foci for next academic year:

The attainment of our disadvantaged pupils across the school and in all subjects needs to be a high priority next academic year to ensure we begin to close the gaps in attainment between our disadvantaged and non-disadvantaged pupils. As part of the school development plan, as a school we will be exploring teaching and learning alongside adaptation to improve outcomes for all children, especially those that are disadvantaged. Writing has been identified on the school development plan and a focus for the next academic year.

**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.

**Success Criteria**

- 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.

**2023-2024**

**Summer**

72 children are currently receiving pastoral support. Of these, 30 children are those that receive pupil premium pupils. Children receive either Thrive, TALA or pastoral check in sessions in order to support their social, emotional and mental health development. This means that 42% of those that access pastoral support are pupil premium children.

11 children in school access Thrive support, 6 of these are pupil premium (54%)

**Intended Outcome C:** In class inclusive provision supported by our Thrive practitioners, ELSA and FIEPS leaders, behavioural lead, mental health and wellbeing leads and SENDCo will be bespoke and tailored to children's individual needs.

**Success Criteria**

- 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.
  - Disadvantaged pupils are well supported in class as well as through out-of-class interventions such as ELSA, TALA and Thrive.
  - Book sampling and pupil conferencing always includes at least one PP child; evidence shows that the standard of work in PP books is in line with non-PP children. See evidence of book sampling and pupil conferencing.
  - All pupils access the TrickBox wellbeing programme through whole class lessons every week. This is also followed up through regular whole school assemblies and supported by all staff and our Trick Box Ambassadors. In addition to this, Year 3 have had weekly sessions delivered by SLT during lunchtime assemblies.
  - The SLT place high priority on our pupils' wellbeing so that they are in the best place to learn and succeed. Teachers adapt lessons and create tailored learning journeys
  - In our Autumn term pupil survey 61% of children felt that their teachers helped them to do their best in every / or most lessons. 98% of all children felt that 'My teachers give me work which is just right for me (not too hard, and not too easy).'
  - All pupils, including disadvantaged pupils, have access to a high quality of education. Within the recent OFSTED inspection, the following was noted; The curriculum is broad and highly ambitious for all, including those with special educational needs and/or disabilities (SEND). All pupils, especially those who need the most support, receive considered help to access the curriculum. Staff adapt tasks carefully to pupils' personalised targets, so they achieve as well as their peers.
  - Staff Meeting held in the Autumn term with a focus SEND provision within the classroom. Teachers have a clear bank of strategies and equipment to be used within the classroom.

- Staff meeting in the Spring term focusing on adaptation to support children with wider needs.
- Morning mastery continues to be offered to all children, including those that are disadvantaged

**Intended Outcome D:**

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.

**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.

**2023-2024**

**Summer**

In the Summer term, 111 pupils attended at least one club. 30 of these were children that attract pupil premium funding. 27% of those attending clubs attracted pupil premium funding. This is broadly in-line with the Spring data. Within the next academic year, a questionnaire will be sent to parents and children to ascertain why children choose not to attend.

- 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*

<b>Programme</b>	<b>Provider</b>
The Thrive Approach	Thrive
Times Table Rock Stars	Maths Circle
Trick Box	Trick Box
Read, Write Inc	Read, Write Inc