

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Mill Rythe Infant School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	12 th December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lucy Ford Headteacher
Pupil premium lead	Lucy Ford
Governor / Trustee lead	Deborah Burroughs PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,805
Recovery premium funding allocation this academic year	£4060
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	£43,865

Part A: Pupil premium strategy plan

Statement of intent

At Mill Rythe Infant School, we are completely focussed on ensuring that all children, including those from vulnerable groups, make good progress to reach at least age related expectations in the core areas of reading, writing and maths. This will enable them to be able to access the next stage of their education and make the most of every opportunity.

Our relentless drive for success is founded on high quality and inclusive teaching within a framework of attachment. This stems from our recognition that children's emotional wellbeing is of paramount importance and has a significant impact on engagement and therefore academic outcomes.

We will:

- Narrow the attainment gap between disadvantaged children and their non-disadvantaged peers
- Ensure every child leaves us able to read fluently, confident to question when they are unsure so that they are able to engage fully with the full breadth of the curriculum
- Ensure children can communicate clearly, in a range of situations, with confidence and clarity
- Support our children to develop emotional resilience, knowing that they are held in mind which will enable them to make the most of every opportunity
- Work with families to address a wide range of vulnerabilities, leading to better attendance and engagement with school life
- Facilitate access to a wide range of experiences to develop children's knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our disadvantaged children as a group is lower than that of the whole school
2	Our disadvantaged children as a group are not making as rapid progress in their reading as disadvantaged children

3	There is a marked difference in our disadvantaged children's oral language skills including vocabulary acquisition which can often lead to frustration and depleted confidence effecting all areas of school life. (Example from 2021- 37.5% of disadvantaged Year R children are off the pace for Speaking compared with 23% of non-disadvantaged children.)
4	Our disadvantaged children are disproportionately represented in families in need of pastoral support.

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
To improve and sustain improved attendance for all children including narrowing the gap between that of disadvantaged and non disadvantaged children.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0% the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.
Improved reading outcomes for our disadvantaged children.	Internal assessment data will show that by 2024/5 more than 85% of disadvantaged children will reach Age Related Expectations in Reading with 85% of disadvantaged Y1 children reaching the phonics screening threshold.
Disadvantaged children will be supported to develop oracy skills, close the vocabulary gap and gain in confidence.	By 2024/25 – 90% of EYFS disadvantaged will reach the ELG in Speaking and that of Listening, Attention and Understanding. The gap in reading and writing outcomes will be diminished to less than 5%.
Pupil enjoyment and wellbeing will be evident with parity across all groups.	By 2024-25 the percentage of children who enjoy school will be consistently at 95%. Children from vulnerable homes will be fully supported to access the full range of opportunities at school, having

	their SEMH needs met as a priority to ensure that they are able to engage.
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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: £ 15500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and CPD for the 4 ECTs to secure stronger phonics teaching for all pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2
CPD -metacognition and self-regulation including teacher release time to study, plan and embed key elements across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.	2,3
CPD Programme following the principles of Building knowledge, Motivating teachers, Developing teaching techniques, Embedding practice	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217 Those who design professional development need to carefully consider how it is intelligently adapted to suit the context it is delivered in. Moreover, consideration must be given to the alignment of the programme with school priorities, ensuring that there is leadership commitment and space in teachers' busy routines.	

Implementation of the Reading Comprehension toolkit alongside the English Handbook.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	2,3
Staff development of oral language approaches including within new teaching format, overseen by the English Lead and AHT.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	2,3
Refresh the principles of the EP led approach "Helping Harry Learn" and the use of the SEND flowchart.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf The focus should be on learning the skills required to understand pupils and their learning needs, gaining the confidence to make decisions based on observations and experience, and knowing when to seek specialist support. Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach	2,3

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

Budgeted cost: £ 11,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Online package used to identify and support children with mild to moderate SLCN and those new to English. The assessment will also identify any children who may have more severe language needs, such as Developmental Language Disorder (DLD), so that these children can be considered for further	3

	investigations and diagnostic assessment with the NHS Speech and Language Therapy team.	
Support staff trained and released to deliver Talk Boost, Language Link and individual SALT programmes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. Talk Boost is an evidence based programme that supports children with language below the average for their age to narrow the gap with their peers and addresses all elements of language and communication. Children starting school with speech, language and communication needs (SLCN) often struggle with any aspect of speech, language and communication. A child who struggles to speak will often struggle to read and write.	3
Strategic deployment of TAs to provide targeted interventions	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1670402330 School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.	

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

Budgeted cost: £ 16,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support our vulnerable families with a programme to support relationships (NVR)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning NVR stands for Non Violent Resistance. The NVR Parenting Approach was originally developed to support adults caring for young people presenting with behaviours that concern such as violence, risk taking, aggression or self-destruction. The NVR approach is now being used in a variety of contexts including adoption, communities, SEND, schools and with adults in both direct work and in group settings.	4
ELSA, FEIPS, SEMH group Intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather	4

	than focusing directly on the academic or cognitive elements of learning.	
Attachment and Trauma Aware Training	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed. Behaviour-for learning approaches can be supported by the evidence on social and emotional learning, self-regulation, and essential life skills.</p>	1,4
Further strengthening the school's approach to supporting attendance using the DfE's Improving School Attendance document	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Having a clear expectation of what is, and is not, expected of different staff members in relation to parental engagement and communication, and ensuring corresponding amounts of time are available; Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.</p>	1,4

Total budgeted cost: £ 43872

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 2021 to 2022 academic year.

Teaching and Targeted:

The roll out of Bug Club phonics across the school along with staff CPD has ensured that the delivery of phonics is consistent from EYFS to Year 2. Disadvantaged outcomes are at 72% for 2022. Nationally the percentage was 78%. The impact of pre teach, over-teach and secure CPD can be seen and will continue to impact on outcomes. Metacognition work has been undertaken with all staff. Children are retrieving information across subjects, across time. The importance of building vocabulary for all children has driven further developments such as vocabulary walls and improved key knowledge sheets that are also shared with parents. Reading comprehension is clearly planned across the school using a new format which was introduced to all classroom based staff through CPD by the English Lead. Parents report a greater engagement with reading at home and children are less reluctant to engage in school. The school's recognition of the impact of Covid lockdowns on nursery provision for all children, particularly those who are disadvantaged, has been addressed through a significant overhaul of the teaching of English. Staff baselining of knowledge followed by targeted plan, do, review and follow on CPD has focussed on the importance of immersion activities to develop oracy. A significant emphasis is now on the children experiencing and experimenting with language orally. Support staff have been trained to deliver high quality speech and language interventions such as Language Link. To maximise impact, children's targets are incorporated into high quality, inclusive teaching. This ensures that all children feel included and that all adults are working on the same targets. Staff CPD on the EP programme "Helping Harry Learn" has supported staff to identify barriers to learning and ensure that children are supported through resourcing, scaffolding and task design. This has enabled children to be successful across the wider curriculum and has led to greater participation and sense of achievement.

Wider Strategies:

Our families' wellbeing and mental health have been greatly impacted by the upheaval of Covid 19 and it's aftermath. We have seen an increase in families with additional strains such as housing issues, financial concerns and this has in turn affected children's mental health and behaviours. The impact was particularly acute for

disadvantaged pupils. We used pupil premium funding to provide wellbeing support through dedicated time for both a FEIPS practitioner and ELSA practitioner. The Inclusions team have designated responsibility for mental health and parental liaison. Training has been rolled out to all staff on recognising pastoral strains and how to provide the best support. We are building on that approach with the activities detailed in this plan under the wider strategies. Attendance has been adversely affected by common childhood illnesses that our children have not developed a significant immunity to due to the lack of social mixing due to Covid. The pastoral team have picked up families where attendance is low and support has been offered. Children feel safe in school and are therefore able to engage with learning.

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