



## Pupil premium strategy statement

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	149
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024 – 27
Date this statement was published	16 <sup>th</sup> December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Lucy Ford
Pupil premium lead	Lucy Ford
Governor / Trustee lead	Lucy Upton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,980
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£44,980

# Part A: Pupil premium strategy plan

## Statement of intent

At Mill Rythe Infant School, we are clear about the importance of all children, including those from vulnerable groups, reaching at least age related expectations in the core areas of reading, writing and maths. We also aim to support the children's understanding of their emotional and mental health and how to positively affect change.

High quality and inclusive teaching is every child's entitlement. We teach the children academic skills that are the foundation of all future learning. There is also a cohesive approach to teaching self-efficacy within a framework of attachment preparing the children for their life ahead.

We will:

- Narrow the attainment gap between disadvantaged children and their non-disadvantaged peers
- Ensure every child leaves us able to read fluently with secure comprehension skills
- Ensure children can communicate clearly, in a range of situations, with confidence and clarity
- Support our children to develop emotional resilience and self regulation skills
- Work with families to address a wide range of vulnerabilities so children are able to engage fully in their learning.

## Challenges

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

Challenge number	Detail of challenge
1	45% of our Pupil Premium children are double disadvantaged with 36% PP children also SEND whilst 27% have had a social worker
2	EYFS baseline data shows that 88% PP children have significant difficulties with the comprehension skills of prediction, story structure and retrieval. This is in comparison with non PP children 44% of whom have the same level of difficulties.

3	KS1 data shows 70% of PP children are off track for reading compared with 33% of non PP children in Year 1. 47% of PP children are off the track in reading in Year 2 compared with 5% of non PP children.
4	Internal inclusions data shows that PP are disproportionately represented in the numbers being supported with additional SEMH interventions in school. 27% of PP children have inclusions support compared with 12% of non PP 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
Improved comprehension outcomes for our disadvantaged children.	<p>Target 2027 75% PP to reach ARE with incremental increases in the interim years.</p> <p><i>Contextual Data</i> <i>MRIS July 2024- 40% of PP children and 95% of non-PP children attained Comprehension ELG.</i> <i>Hampshire July 2024 – 75% of PP and 84% of non PP attained Comprehension ELG</i> <i>MRIS KS1 Outcomes July 2024 (internal data only) - 47% PP, 76% non PP reached ARE</i></p>
Improved reading outcomes for our disadvantaged children.	<p>Target 2027 75% PP to reach ARE with incremental increases in the interim years.</p> <p><i>Contextual Data</i> <i>MRIS July 2024- 30% of PP children and 85% of non-PP children attained Word Reading ELG.</i> <i>Hampshire July 2024 – 62% of PP and 84% of non PP attained Word Reading ELG</i> <i>MRIS KS1 Reading Outcomes July 2024 (internal data only) - 47% PP, 76% non PP reached ARE</i></p>
Timely interventions to be delivered to enable children to catch up and keep up with their peers.	<p>SALT interventions to be started within six weeks of Year R baseline being completed. Impact of interventions is evident in data at end of cycle.</p> <p>All staff are secure in all aspects of high quality, inclusive teaching so that interventions are focused and time limited.</p> <p>Children will make at least double the rate of progress in a specified area due to intervention work.</p>

Disadvantaged children and families will receive early support to enable them to be successful at school.	Inclusions data will show a reduction in children requiring long term support (over 18 weeks)
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD –Training and implementation of myHappymind	NHS Confederation (2023), Delivering a preventative mental health culture in Bury schools <a href="https://www.nhsconfed.org/case-studies/delivering-preventative-mental-health-culture-bury-schools#:~:text=In%20follow%20Dup%20surveys%2C%2089,Greater%20Manchester%20Integrated%20Care%20Board.">https://www.nhsconfed.org/case-studies/delivering-preventative-mental-health-culture-bury-schools#:~:text=In%20follow%20Dup%20surveys%2C%2089,Greater%20Manchester%20Integrated%20Care%20Board.</a> Following deployment of myHappymind, referrals to Child and Adolescent Mental Health Services (CAMHS) in other areas of the country were reduced by 43 per cent. For children already on waiting lists, it supports self-management techniques in children, both for themselves and their families.	1,4
CPD Programme for the new SENDCo including working alongside experienced seconded SENCo, accreditation and Hampshire CPD programme.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a> Professional development must be 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.	1
Staff development of oral language teaching approaches.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2,3

	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.	
EP training delivered to all staff on Precision Teach.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a> 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	
School wide adjustment of the teaching of reading comprehension.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured intervention programmes to be delivered in Mathematics, Speech and Language and English.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> 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.	1,2,3

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

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train Attendance Officer and Inclusions staff to support families experiencing EBSA.	<a href="https://leadership.hias.hants.gov.uk/pluginfile.php/8169/mod_resource/content/1/EBSA-good-practice-guidance.pdf">https://leadership.hias.hants.gov.uk/pluginfile.php/8169/mod_resource/content/1/EBSA-good-practice-guidance.pdf</a> The impact of EBSA on young people is far reaching. Outcomes for young people who display EBSA include poor academic attainment, reduced social opportunities and limited employment opportunities (Garry, 1996; Pellegrini, 2007 and Taylor, 2012). EBSA is also associated with poor adult mental health as difficulties may	4
Attendance Strategy Group to meet weekly with protected time given to the team to complete actions.	<a href="https://www.n8research.org.uk/media/CotN_Attendance_Report_10.pdf">https://www.n8research.org.uk/media/CotN_Attendance_Report_10.pdf</a> Schools must establish early screening methods to identify at-risk pupils before attendance issues escalate. In some cases, mentoring programmes, where trained mentors provide both academic and emotional support, should be offered. Mentors can build positive relationships and offer guidance, helping pupils stay engaged with their education. Schools must be supported to engage with parents in creating realistic, individual support plans that address both academic and personal challenges.	4
Increase the Inclusions Team to include a Senior Mental Health Lead and the SENCo.	<a href="https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf">https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf</a> Key factors in inclusive education implementation include school and classroom level implementation such as school reviews and plans; training and supporting all teachers in inclusive practices, not just 'specialised' ones; and supporting school leadership to enact an inclusive vision for their schools	4
ELSA, TALA, SEMH group Intervention (Young Sibs)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> Social and emotional learning (SEL) interventions seek to improve pupils'	

	decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
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**Total budgeted cost: £46000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Evaluation of Mill Rythe Infant School's Pupil Premium Strategy 2021-24	
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.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>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%</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>
Review	
<p>Overall absence rate for all pupils 2023-24 95.4%</p> <p>Overall absence rate for disadvantaged pupils 2023-24 92.6%</p> <p>Persistent absentee rate for all pupils 2023-24 9.2%</p> <p>Persistent absentee rate for disadvantaged children 2023-24 29%</p> <p>Attendance has been tracked more closely with welfare calls and face to face meetings with parents being prioritised. Unfortunately, the data for the last academic year was negatively impacted by the long term absence of the attendance officer and the headteacher. The school continues to put significant resources into supporting attendance as seen detailed in the new statement.</p>	
Intended Outcome	Success Criteria
Improved reading outcomes for our disadvantaged children.	Internal assessment data will show that by 2023/4 more than 85% of disadvantaged children will reach Age Related Expectations in Reading with 85% of disadvantaged Y1 children reaching the phonics screening threshold. By 2023/24 disadvantaged pupils will match national outcomes for Writing.
Review	

This has not been as successful as the school had envisaged. Our internal data for 2023-24 showed that only 47% of disadvantaged children reached ARE in reading with 29% in writing. There is no national comparative data. However 79% of disadvantaged children attained the required standard in the Y1 Phonics test.	
<b>Intended Outcome</b>	<b>Success Criteria</b>
Disadvantaged children will be supported to develop oracy skills, close the vocabulary gap and gain in confidence.	By 2023/24 – 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%.
<b>Review</b>	
40% of disadvantaged children attained both the specified ELG in comparison to 90% of non disadvantaged children. The gap was not closed year on year.	
<b>Intended Outcome</b>	<b>Success Criteria</b>
Pupil enjoyment and wellbeing will be evident with parity across all groups.	By 2023-24 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.
<b>Review</b>	
Anecdotal evidence shows that the most vulnerable were able to engage fully in all areas of school life including being class based as opposed to educated outside of the classroom.	

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*