Pupil premium strategy statement

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.

Key

Black writing 2021- 2022

Green writing – 2022 - 2023

School overview

Detail	Data
School name	Milford Junior School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	10/21
Date on which it will be reviewed	December 2022
Statement authorised by	Claire Laverty
Pupil premium lead	Amy Bews and Tim Houlihan
Governor / Trustee lead	Shaun Kitto

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164, 090
Recovery premium funding allocation this academic year	£ 18, 850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 20, 503
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	£203, 443

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Milford Junior School is that all pupils regardless of ability or background make good progress. We will consider the challenges faced by vulnerable pupils and the barriers to learning that they face. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good as the attainment of children who do not receive the grant. With this in mind, we focus on providing consistent, high quality teaching and learning experiences for all of our pupils. We have an increased focus on English and maths due to the impact this has on future opportunities. Appropriate interventions supplement quality first teaching where targeted individuals benefit from specific support. In addition to academic barriers, we also acknowledge wider challenges that our pupils face which can negatively impact their learning and social and emotional development.

Challenges

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

Challenge number	Detail of challenge
1	The social, emotional and behavioural issues of some PP pupils is hampering progress.
2	Some pupils eligible for PP have lower literacy skills than their peers.
3	PP eligible pupils lack basic arithmetic skills which limits their ability to accurately problem solve in mathematics.
4	PP eligible pupils can lack confidence to communicate thoughts and feelings on their barriers to learning.
5	Pupil attendance, although improved, is an area that needs constant monitoring. Rates of attendance are slightly lower for PP pupils in some year groups.
6	Many pupils come from homes that are unable to offer enriched experiences and opportunities.
7	Engaging parents in their children's learning and wider school life.

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 resilience and ability to face new challenges.	Improved responses in pupil questionnaires. Teacher feedback is shows children are more resilient and tackle new challenges positively.
To narrow the gap between PP and non-PP pupils in Reading and Writing.	Pupils eligible for PP make as much or more progress than their peers. Outcomes in Year 6 will be used to monitor this. Soft data will be collected to monitor the impact of the intervention, alongside assessment results.

To narrow the gap between PP and non-PP pupils in Arithmetic.	Pupils eligible for PP make as much or more progress than their peers. Outcomes in Year 6 will be used to monitor this.
Increased self-confidence and self-worth	Improved results for those children who have had ELSA and nurture support.
Attendance rates for PP to be closer to attendance rates for non-PP.	Look at attendance figures ½ termly.
Children to have an enriched experience through visits, visitors and access to clubs.	Improved outcomes for pupils as a result of the experiences they have received. Increase in the number of pupils who take part in extra-curricular activities.
An increased level of parental engagement in children's learning and wider school events.	Increased participation of parental attendance at school events
Robust system in place to deal with personal, social and academic issues that may arise for Service children.	Parents of Service children feel supported by the school. There is a support team in place to help Service children with any social, emotional or academic needs. These will be identified by class teachers. PP leads will meet termly with Service PP children to ensure that their needs are being met, during Pupil Premium interviews.
Ensure Pupil Premium children, including service children, across KS1 and KS2 have additional opportunities to catch up with missed learning because of Covid19, if showing signs of being behind.	Pupil Premium children, including service children, will show maintained and/or accelerated progress based on assessment results throughout the year.

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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Focus Focus on developing fluent readers across the school. Phonics focus in lower school. RWI scheme to be used across the school for lower readers. New phonics books to be purchased to follow on from RWI scheme. Focus on developing a whole school reading focus by introducing classic texts.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF – Support pupils to develop fluent reading capabilities - Fluent reading supports comprehension because pupils cognitive resources can be redirected from focusing on word recognition to comprehending the text.	2
Maths Focus	The DfE non-statutory guidance has been produced in conjunction with the National	3

Staff continued to have training on creating an effective curriculum which is in line with the ready to progress documents and as a Trust. Training on Fluency strategies and how to use concrete resources effectively.	Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk and CPD (including Teaching for Mastery training).The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Doodle for Maths and English For lower attaining pupils to have access to a Computing programme daily focusing on improving their English and Maths skills.	EEF Research – Improving Literacy across the key stage 2 curriculum recommendation 6 – Use high quality structured interventions to help pupils who are struggling with their literacy. EEF Improving maths across the key stage 2 curriculum: recommendation 5 developing pupil's motivation and independence.	1, 2, 3 and 4
HAT1 – Oracy **To develop children's oracy skills in presentational and exploratory talk. Trust objective**	'Spoken language proficiency…has a positive effect on later economic well-being, and on happiness and mental health'. (Curriculum Research Review Series – OFSTED 2022) Across the Trust, we will develop our provision for developing pupils' spoken language across the curriculum. There are interrelated aspects of language: physical, linguistic, cognitive and social and emotional that will be developed through both exploratory and presentational talk.	2, 4
HAT2 – Fluency **To develop children's fluency in reading. Trust objective**	Recommendation 2 of the EEF publication 'Improving Literacy in Key Stage 2' is 'Support pupils to develop fluent reading capabilities. To enable children to read accurately, at an appropriate speed without great effort (automaticity) and with appropriate stress and intonation (prosody) will necessitate a different approach to reading and comprehension.	2, 4
Improve times table fluency and retention across all year groups in KS2.	Utilise Claire Christie's Time Table Challenge approach to teaching tables on a regular basis across all year groups to impact on children's mathematical fluency.	3, 4

	Recommendation 7 of Improving Mathematics in KS2 and KS3. 'Use structured interventions to provide additional support' 'Interventions should include explicit and systematic instruction.'	
Improve the consistency in the daily basic skills coverage in order for children to develop fluency and retention of key arithmetic concepts.	To structure the basic skills lessons to give children chance to develop their retention of key arithmetic concepts. Recommendation 4 of Improving Mathematics in KS2 and KS3 'Enable pupils to develop a rich network of mathematical knowledge' 'Ensure that pupils develop fluent recall of facts.'	3, 4

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

Budgeted cost: £ 83 280

Activity	Evidence that supports this approach	Challenge number(s) addressed
KC Grammar Y3,4,5 (Due to staff absence this did not really happen)	In order for children to succeed, the ability to read plays a vital role in their attainment. Children have had missed reading opportunities due to COVID19 and school closures in the previous two academic years. The reading and writing of standard, alongside proficient language development, is the key to unlocking the rest of the academic curriculum (Reading Framework, July 2021)	2, 4
VT – Grammar Y6	In order for children to succeed, the ability to read plays a vital role in their attainment. Children have had missed reading opportunities due to COVID19 and school closures in the previous two academic years. The reading and writing of standard, alongside proficient language development, is the key to unlocking the rest of the academic curriculum (Reading Framework, July 2021)	2, 4

CL Maths Y6 (daily) *Jan onwards – group size doubled due to two teachers leading the group*	Children have missed maths learning opportunities in the previous two academic years due to COVID19. Teachers have commented that this has had a negative impact on core maths skills. Research puts forward that in order for children to succeed they need a coherent linked framework, which the Ready to Progress Criteria provides (DfE, Mathematics guidance KS1 and KS2) The EEF toolkit cites digital technology as being an effective intervention strategy Teachers have commented that parental support has been a significant factor in attainment for some children. Evidence shows that parental support is one factor that has a positive influence on a child making good progress at school (EEF).	3, 4
RM Maths Y3 (daily)	Children have had missed maths learning opportunities in the previous two academic years due to COVID19. Teachers have commented that this has had a negative impact on core maths skills. Research puts forward that in order for children to succeed they need a coherent linked framework, which the Ready to Progress Criteria provides (DfE, Mathematics guidance KS1 and KS2) The EEF toolkit cites digital technology as being an effective intervention strategy. Teachers have commented that parental support has been a significant factor in attainment for some children. Evidence shows that parental support is one factor that has a positive influence on a child making good progress at school (EEF).	3, 4
RM Guided Reading English Y3 (Weekly)	In order for children to succeed, the ability to read plays a vital role in their attainment. Children have had missed reading opportunities due to COVID19 and school closures in the previous two academic years. The reading and writing of standard, alongside proficient language development, is the key to unlocking the rest of the academic curriculum (Reading Framework, July 2021)	2, 4
Small group targeted support	The EEF - tiered approach to Pupil Premium spending states that: 'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.' An HLTA will be supporting focussed, targeted support to pupils in all year groups	2, 3 & 4

	outside of the classroom for children who are not yet reaching age related expectations. Some of these children will be PP children. There will be more LSAs trained and more designated time for the children to be heard post Covid-19 through 'Time to Talk' activities.	
RM Year 6 Maths Group Aut 2 onwards	Continuation of Maths Group following on from last year's success with this weekly maths group (12 pupils)	3, 4
CL Year 6 Maths Group Spr 1 onwards	Continuation of Maths Group following on from last year's success with this weekly maths group (15 pupils)	3, 4
Year 5 Maths Group Spr 1 onwards	A teacher will be working with a group of children daily to look at addressing and improving the 10% gap between MJS non-disadvantaged children and MJS disadvantaged pupils. The data from the previous year shows a 10% increase in the number of disadvantaged pupil at ARE (56% up to 66%)	3, 4
Year 4 Maths Group Spr 1 onwards	A teacher will be working with a group of children daily to look at addressing and improving the 16% gap between MJS non-disadvantaged children and MJS disadvantaged pupils.	3, 4
SPAG group Year 6 Spr 1 onwards	A teacher will be working with a group of children daily to look at addressing and improving the 13% gap between MJS non-disadvantaged children and MJS disadvantaged pupils.	2, 4
Phonics groups years 3 and 4	A teacher will be working with a group of Y4 children daily to look at addressing and improving the 29% gap between MJS non-disadvantaged children and MJS disadvantaged pupils in Reading. A teacher will be working with a group of Y3 children daily to help maintain the 0% gap between MJS non- disadvantaged children and MJS disadvantaged pupils in Reading. (based on KS1 Reading Assessment)	2, 4

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

Budgeted cost: £ 70, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare Team including extra PFSA hours	The EEF toolkit states that being able to effectively manage emotions will be beneficial to children and young people and	1, 4

	that there is particular promise for approaches that focus on improving social interactions between pupils. (Nurture Group)	
ELSA support	There are a number of children whose emotional needs and behaviour mean that they are not always accessing class-based learning opportunities. Due to COVID19 and partial school closures, many of these disadvantaged pupils will have been impacted further and may need additional emotional and behavioural support at school. The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Social/emotional programmes were also found to be an effective strategy by OFSTED (2014) Outdoor adventure learning opportunities were viewed as having a moderate impact by EEF toolkit	1, 4
Whole staff training on behaviour - Inset Day	The EEF toolkit suggests that, on average, behaviour interventions can produce moderate improvements in in academic in academic performance along with a decrease in problematic behaviours. School-level behaviour approaches are often related to improvements in attainment. The average impact of behaviour interventions is four additional months progress over the course of a year.	1, 4
Whole staff training on SCARF and RHE across the curriculum	The EEF toolkit suggests that social and emotional learning has the greatest impact on attainment when approaches are embedded into routine educational practices and supported by professional development and training for staff.	1, 4
PP leads to work alongside the office manager / Welfare team / SLT to monitor PP attendance termly and come up with strategies to improve attendance and punctuality of PP children.	The DFE suggest that the higher the absence, the lower the likely level of attainment at the end of KS2. Pupils with persistent absences are less likely to attain at school and stay in education after the age of 16 years. From intervention feedback last year, teachers regularly commented that some pupils did not make sufficient progress due to attendance issues. Children who need time to settle into school, prior to the start of the day, may be offered some breakfast club	4
To support the SEMH needs of children whilst	• ELSA, Nurture and Drawing & Talking staff shared between the three sites • Safe spaces, break out rooms and 1:1 / small group support in place	

they are being educated across three sites	• Staff to have training on SEMH resources to use and understand how they can support children	
Attendance **KP1 To improve children's attendance so it is at least in line with national average.** **KP2 To reduce the number of students who arrive to school late.**	The EEF Guidance Report 'Working with parents to support children's learning' states: There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. : 'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance'. -Parental phone calls about attendances - Letters where attendance issues are persistent. - Meeting with head of school if it does not improve.	

Total budgeted cost: £ *161 280*

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.

Reading

- **Year 3**: 40% of these children achieved ARE+. This figure shows an improvement of 14% (26% to 40%) including a 5% increase in GDS from 2% - 7%. This shows disadvantaged Key Priority 2020 – 2021 has had a positive impact. However, during lockdown, a majority of disadvantaged children were offered a place at school but there was a very low take up resulting in many missed learning opportunities.
- 2 Service Children 100% are working below ARE
- **Year 4**: 53% of these children achieved ARE+. This figure shows an improvement of 9% (44% to 53%. As previously mentioned, a lack of uptake with school places and low engagement levels with home learning have impacted this data.
- 1 Service Child 100% at GDS
- **Year 5:** 54% of these children achieved ARE+. This figure shows an increase of 4% from 50% - 54%. As previously mentioned, this year group showed the least engagement with home learning/ uptake in school places.

3 Service children 100% of these children achieved ARE +

Year 6: 68% of these children achieved ARE+. This figure shows an improvement of 8% ARE+ (60% to 68%) GDS has shown accelerated progress of 14% (16% - 28%)

8 Service Children 100% of these children achieved ARE +

GPS

- **Year 3**: 28% of these children achieved ARE+. This figure shows an improvement of 11% (17% to 28%) This shows disadvantaged Key Priority 2020 – 2021 has had a positive impact. However, during lockdown, a majority of disadvantaged children were offered a place at school but there was a very low take up resulting in many missed learning opportunities.
- 2 Service Children 100% are working below ARE
- **Year 4**: 43% of these children achieved ARE+. This figure shows an improvement of 3% (40% to 43%) As previously mentioned, a lack of uptake with school places and low engagement levels with home learning have impacted this data.
- 1 Service Child 100% at GDS
- **Year 5:** 56% of these children achieved ARE+. This figure remains the same as end of year 4 but has increased 9% from Spring data (47% - 56%) As previously mentioned, this year groups showed the least engagement with home learning/ uptake in school places.

3 Service children 100% of these children achieved ARE +

- **Year 6:** 64% of these children achieved ARE+. This figure remains the same as end of year 5 data but accelerated progress of 12% in GDS (0% to 12%).

8 Service Children 87% of these children achieved ARE + 13% are below ARE

Writing

- **Year 3**: 37% of these children achieved ARE+. This figure shows accelerated progress of 18% (19% to 37%) This shows disadvantaged Key Priority 2020 – 2021 has had a positive impact. However, during lockdown, a majority of disadvantaged children were offered a place at school but there was a very low take up resulting in many missed learning opportunities.
- 2 Service Children 100% are working below ARE

- **Year 4**: 40% of these children achieved ARE+. This figure remains the same since end of year 3 data. GDS has increased 4% (3% to 7%.) As previously mentioned, a lack of uptake with school places and low engagement levels with home learning have impacted this data.
- 1 Service Child 100% at GDS
- **Year 5:** 40% of these children achieved ARE+. This figure needs to improve (see PP Key Priority 2021 - 2022) as it is a decrease from 48% to 40%. As previously mentioned, this year groups showed the least engagement with home learning/ uptake in school places. Tutor interventions since lockdown have focussed on reading which is where the progress can be seen.

3 Service children 100% of these children achieved ARE +

- **Year 6:** 72% of these children achieved ARE+. This figure shows an improvement of 16% ARE+ (56% to 80%)

8 Service Children 62% of these children achieved ARE + 38% are below ARE

Maths

- **Year 3**: 47% of these children achieved ARE+. This figure shows an improvement of 26% (21% to 47%) including a 5% increase in GDS from 0. This shows PP Key Priority 2020 – 2021 has had a positive impact. However, during lockdown, a majority of disadvantaged children were offered a place at school but there was a very low take up resulting in many missed learning opportunities.
- 2 Service Children 100% are working below ARE
- **Year 4**: 50% of these children achieved ARE+. This figure shows an improvement of 3% (47% to 50%. As previously mentioned, a lack of uptake with school places and low engagement levels with home learning have impacted this data.
- 1 Service Child 100% at GDS
- **Year 5:** 56% of these children achieved ARE+. This figure needs to improve (see PP Key Priority 2021 - 2022) As previously mentioned, this year groups showed the least engagement with home learning/ uptake in school places.

3 Service children 100% of these children achieved ARE +

- **Year 6:** 80% of these children achieved ARE+. This figure shows an improvement of 4% ARE+ (76% to 80%) and accelerated progress of 8% in GDS (12% to 20%).

8 Service Children 100% of these children achieved ARE +

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Throughout the year, we have offered a variety of clubs for all the pupils in the school. These have ranged from sport related clubs, to an agricultural club to art clubs. For our annual sports day, we invited the parents to look at the pupil's books as well. If appropriate, pupils were given interventions to support their learning too.

Absence among disadvantaged pupils was between 3 and 6% higher than their peers in 2021/22 and persistent absence X% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

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
Lightning Squad - Y4	FFT
Reading Tuition – in person - Y5	PTP
Online Maths Tuition Y5	Randstad

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils were provided with nurturing and relationship building interventions including nurture group and 1:1 talk sessions.
What was the impact of that spending on service pupil premium eligible pupils?	All supported service pupil premium pupils making at least expected progress. Nurture sessions have been the most effective way to meet the social and emotional needs of pupils who have had different experiences over the past year, particularly during their time at home during the Covid-19 Lockdown.