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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Milford Junior School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023-2024
Date this statement was published	31st December 2023
Date on which it will be reviewed	December 2024
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	£213,875
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,163
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	£256,643

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 reading 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 basic SPaG knowledge which limits their ability to write confidently and accurately.
5	Pupil attendance, although improved, is an area that needs constant monitoring. Rates of attendance are 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
All disadvantaged children have strategies and support in place to enable them to access the curriculum and to make progress, including those with behavioural and emotional needs.	Improved responses in pupil questionnaires. Teacher feedback is shows children are more resilient and tackle new challenges positively. Reduced exclusions Measurable difference in the reduction of the number of behaviour incidents recorded.
To narrow the gap between PP and non-PP pupils and increase the percentage of pupils meeting or exceeding the standard at KS2 in reading.	The proportion of disadvantaged pupils reaching the expected standard in reading is improving and the gap between them and their peers is narrowing.
To narrow the gap between PP and non-PP pupils and increase the percentage of pupils meeting or exceeding the standard at KS2 in maths.	The proportion of disadvantaged pupils reaching the expected standard in maths is improving and the gap between them and their peers is narrowing.

To narrow the gap between PP and non-PP pupils and increase the percentage of pupils meeting or exceeding the standard at KS2 in reading.	The proportion of disadvantaged pupils reaching the expected standard in maths is improving and the gap between them and their peers is narrowing.
For attendance of our PP pupils to be no lower than the attendance for non-PP children. For attendance to be in line with national attendance (96%)	The gap between attendance of our PP and non-PP pupils is narrowing. Attendance of our PP pupils is closer to national average.
All disadvantaged children have strategies and support in place to enable them to access the curriculum and to make progress, including those with behavioural and emotional needs.	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 especially the homework club and the experiences club.
An increased level of parental engagement in children's learning and wider school events.	Increased participation of parental attendance at school events. Measurable uptake of the following provision: Instrumental music lessons, swimming, class trips, outdoor education, educational and residential visits, extra-curricular trips. Access to breakfast club provision if appropriate to ensure that children are ready to learn and engage.
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 KS2 have additional opportunities to catch up with missed learning 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set up core books that are read in each year group. *Purchase of books* Continue with RWI provision	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	2, 4

	resources can be redirected from focusing on word recognition to comprehending the text. 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.	
New Reading Fluency lesson twice a week focusing on improving pupil's fluency and comprehension. *Purchase Fred's Teaching Scheme*	EEF toolkit- Reading comprehension strategies: low cost/ strong evidence base/ moderate impact **+6 months impact**	
Embedding whole class guided reading	EEF toolkit- Reading comprehension strategies: low cost/ strong evidence base/ moderate impact **+6 months impact**	
Improve pupil outcomes in SPaG • New SPaG programme across the school weekly and linked to the English key skills.		
Maths Focus • 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. • Improve times table fluency and retention across all year groups in KS2. • Improve the consistency in the daily basic skills coverage in order for children to develop fluency and retention of key arithmetic concepts.	The DfE non-statutory guidance has been produced in conjunction with the National 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 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. Recommendation 7 of Improving Mathematics in KS2 and KS3. 'Use structured interventions to provide additional support' 'Interventions should include explicit and systematic instruction.' 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	3, 4

	'Enable pupils to develop a rich network of mathematical knowledge' 'Ensure that pupils develop fluent recall of facts.'	
Doodle for Maths • For lower attaining pupils to have access to a Computing programme daily focusing on improving their Maths skills.	EEF Improving maths across the key stage 2 curriculum: recommendation 5 developing pupil's motivation and independence.	1, 2, 3 and 4
Improve pupil's oracy • To develop children's oracy skills in presentational and exploratory talk.	'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

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

Budgeted cost: £99,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
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/MS Maths Y6 (x4 per week)	Two teachers will be working with a group of children 4x per week to look at addressing and improving the 10% gap between MJS non- disadvantaged children and MJS disadvantaged pupils.	3, 4
RM Maths Y6 (x4 per week)	One teacher will be working with a group of children 4x per week to look at addressing and improving the 10% gap between MJS non- disadvantaged children and MJS disadvantaged pupils.	3, 4
Year 5 Maths Group	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.	3, 4
Small group targeted support	The EEF - tiered approach to Pupil Premium spending states that: 'Evidence consistently shows the positive impact that targeted	2, 3 & 4

	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 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.	
Phonics	Daily Phonics sessions for pupils alongside their RWI reading programme. This will be supplemented with the phonics books.	2, 4

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

Budgeted cost: £303 864

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 that there is particular promise for approaches that focus on improving social interactions between pupils. (Nurture Group)	1, 4
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
Attendance *To improve children's attendance so it is at least in line with national average.* *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.	
For disadvantaged pupils to be able to receive the same experiences as non-disadvantaged pupils	Funding for school trips, meals, breakfast club, music lessons.	

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review PP Strategy 2023- 24

% at and above	Disadvantaged	Non-disadvantaged	Gap
Reading	48%	68%	-20%
SPaG	32%	71%	-39%
Writing	52%	71%	-19%
Maths	55%	81%	-26%

% above	Disadvantaged	Non-disadvantaged	Gap
Reading	13%	21%	-8%
SPaG	6%	18%	-12%
Writing	3%	10%	-7%
Maths	6%	13%	-7%

Progress	Disadvantaged	Non-disadvantaged	Gap
Reading	-18	-11	-7
SPaG	-33	-10	-23
Writing	-11	-2	-9
Maths	-15	2	-17

The gap between Disadvantaged and Non-Disadvantaged pupils has remained the same across the core subjects. Our next steps to help reduce the gap between the two gaps are:

- SPaG interventions for all pupils following a whole school approach on raising awareness of key SPaG terminology and how to implement this to their writing. With a strong emphasis on improving all pupil's retrieval of key vocabulary.
- Reading – whole school reading fluency twice a week to improve reading stamina, fluency and literal comprehension of a variety of text types. This is in addition to the weekly guided reading session.
- English key skills – new consistent approach across the school focusing on Super Spelling, Handwriting, Sentence investigators, Sticky SPaG and SPaG challenge.
- English writing sessions – emphasis on applying the SPaG skills and adults modelling writing the activity using the pupil's suggestions to demonstrate how to write at the expected level.
- Maths – continue with the Claire Christie approach to teach multiplication facts across the school and using the white Rose planning to structure the curriculum.
- Maths key skills - consistent new approach across the school focusing on Mental Maths strategies, Arithmetic, Calculations and PSR questions.

Interventions

Year 6 2 Maths groups and year 5 group daily.

SPaG interventions – groups from year 5 and 6.

Weekly SPaG and Arithmetic groups with small groups of pupils to develop these skills.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. Across the last academic 140 disadvantaged children received targeted

SEMH/Nurture/Wellbeing interventions. Whilst a range of other interventions were in place including spelling, handwriting, Reading, Writing, Maths, times tables, Doodle Maths and phonics.

For 2022/23 whole school attendance is 92.87% and for pupil premium is 90.16%

Unauthorised attendance for whole school was 2.9% and for Pupil Premium 4.98%

Attendance of pupils is not yet in line with our expectations; there have been a number of barriers this year: We have experienced an increase in parents taking term time holidays. Anxiety for some children over going to school in a different school (children taught across three sites during the Autumn term). Parents (anecdotally) placing less value on school: COVID, teacher strikes, disruption to school at start of year. Some EAL families taking extended holidays post COVID. Despite this we have seen a small improvement in attendance from last year when it was 92.76%. Improving attendance is a key priority for us this year. We are going to have SLT target families who have lower than expected attendance, half termly phone calls to parents who have been identified as having more than expected lates/after register closes or unauthorized attendance. Letters will also be sent to families more regularly and will be a priority to discuss at parents' evenings.

During 2022 – 2023, a range of visitors and visits have taken place to enhance the children's education and expose them to a variety of situations e.g. whole school trip to Paignton Zoo, Year 6 residential visit to the IOW, Year 5 residential to Mill on the Brue, Year 3 visit to Axe Valley, visit from Wessex Water for Year 4 pupils. We have offered a variety of extra – curricular clubs, which included a Homework club for PP pupils. This will continue to be offered next year as well as a disadvantaged experience club. Children benefitted from opportunities across the Trust for collaborative work including both competitive and collaborative elements. Pupil Premium funding was used to help support pupils with all school visits including residential visits to Mill-on-the-Brue and the Isle of Wight.

Parents had opportunities through the year to meet their child's class teacher at parent consultation evenings. Additional opportunities were attendance at Sports Day at Mudford Rec (1st time in 3 years this was possible) with a large number of parents and relatives attending. A science event after school which parents were able to attend with their child. New Y3 parents had the opportunity to meet staff at an after-school event in the summer term. There was also an opportunity for pupils and parents to come and taste food from the new school kitchen at another after school event.

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

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.