

Robert Miles Junior School Pupil Premium Strategy Statement 2023/24



This statement details our school's use of pupil premium and recovery 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	Robert Miles Junior School
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	22% (53 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	RMJS LGB
Pupil Premium Lead	James Evelyn
Governor / Trustee Lead	David Thacker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,028
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	£93,028

Part A: Pupil Premium Strategy Plan

Statement of intent

The school prioritises the funding to support all pupils in receipt of Pupil Premium with the aim of closing any achievement gaps and to raise aspirations. All members of staff and key stakeholders accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs by:

- Valuing every child and ensuring development to his/her full potential, irrespective of disadvantage.
- Developing a whole school reading ethos as a foundation to improving attainment in all subjects in all year groups.
- Improving the quality of teaching and provision for all children to ensure best possible outcomes.
- Providing targeted support and provision that closes gaps between groups of learners through in-class support, small group and one-to-one interventions.
- Improving disadvantaged pupils/families' engagement with school and learning including improving attendance.
- Developing cultural capital for all pupils through academic, extracurricular, pastoral and social opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Children are increasingly starting our school still on the phonics programme meaning they are unable to read fluently and may struggle blending and decoding sounds. This has implications for their ability to access the wider curriculum.
2	Children are also joining us with significant weaknesses in the fundamentals of mathematics and writing. Again, this has implications for their ability to access the wider curriculum.
3	Attendance rates are lower for disadvantaged pupils compared to non-disadvantaged pupils generally which, in turn, negatively affects progress as the gaps in learning become more significant.
4	Pupils from disadvantage backgrounds can often face more challenging home lives where families may need support with the pastoral and social needs of their children.
5	Pupils with multiple vulnerabilities (PP & SEND) have additional barriers to learning and require support to build their resilience/readiness for learning.
6	Limited participation in extra-curricular activities, access to trips and residential to enhance the wider school curriculum and development of personal/social/life skills to support long-term learning

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
Ensure children in Year 3 who arrive still on the Phonics programme make rapid progress	<ul style="list-style-type: none"> Disadvantaged pupils who do not pass Phonics Screening Check at the start of Year 3 make strong progress and pass by the end of Year 3 Children who are behind in their reading are receiving additional support to ensure rapid progress
Reduce attainment gaps between non-PP and PP children with a target of ensuring children make progress in line with their more advantaged peers	<ul style="list-style-type: none"> Data analysis will show any gaps reducing between PP and non-PP children.
Attendance is high across all groups, and children with persistent absence are supported to improve their attendance.	<ul style="list-style-type: none"> Attendance data reports will show individual tracking for PP children with attendance concerns. Attendance of children in receipt of PP is increasing towards a school target of 95%.
To improve the wellbeing of all pupils, particularly the most vulnerable disadvantaged children who experience social barriers to learning eg life skills, social, personal and communication skills	<ul style="list-style-type: none"> Improved levels of wellbeing experienced by the most vulnerable disadvantaged children who have been identified by the school as having significant social and emotional barriers to learning to complete programmes of support such as ELSA, Pet Therapy, Lego therapy. Increased participation in school enrichment opportunities such as clubs, extra-curricular activities, trips and residentials Pupil Voice surveys will show children feel safe, happy and healthy at school

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Talk for Writing to promote children's development as masters of the skills of reviewing, editing and improving their work.	<u>EEF – Improving Literacy in KS2</u> <ul style="list-style-type: none"> Strand 4 Teach writing composition strategies through modelling and supported practice 	2
Resourcing a reading spine of high quality, engaging texts throughout school – including books	<u>EEF – Improving Literacy in KS2</u> <ul style="list-style-type: none"> Strand 1 Developing pupils' language capabilities 	1, 2

supporting the Phonics programme, class books and library books	<ul style="list-style-type: none"> • Strand 2 Support to develop reading fluency • Strand 3 Teaching reading comprehension skills through modelling 	
Continued use of Phonics Reading Scheme to support development of phonics teaching and learning in Year 3 and elsewhere	<u>EEF – Improving Literacy in KS2</u> <ul style="list-style-type: none"> • Strand 1 Developing pupils’ language capabilities • Strand 6 Target teaching by accurately assessing pupil need 	1, 2
Ongoing purchase of White Rose and Deepening Understanding web-based programmes to support implementation of maths curriculum	<u>EEF- Improving mathematics in KS2/3</u> <ul style="list-style-type: none"> • Strand 4 Enable pupils to develop rich network of mathematical knowledge • Strand 6 Use tasks and resources to support and challenge mathematics 	2
Purchase of maths resources to support development of maths fluency across the school	<u>EEF- Improving mathematics in KS2/3</u> <ul style="list-style-type: none"> • Strand 2 Use manipulatives and representations • Strand 4 Enable pupils to develop rich network of mathematical knowledge • Strand 6 Use tasks and resources to support and challenge mathematics 	2
Recruit new full time teaching assistant to support one to one and small group targeted interventions.	To support all the above	1, 2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, precision teaching for small groups by specialised teachers to address gaps in knowledge of basic number skills	<u>EEF – Making the best use of teaching assistants</u> <ul style="list-style-type: none"> • Strand 2 TAs use to add value to what teachers do and not replace them • Strand 5 Use TAs to deliver high quality, structured one to one and small group support using structured interventions • Strand 6 Adopt evidence-based interventions to support TAs 	1, 2
Small group teacher led tuition for reading	EEF - Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support	2

	lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of recognised programmes (ELSA, Therapet, Lego Therapy etc) to improve mental health and wellbeing through improving self-esteem, resilience and emotional development in children	<u>EEF - Improving Social and Emotional Learning in Primary Schools</u> <ul style="list-style-type: none"> • Strand 1 Teach SEL skills explicitly • Strand 3 Plan for adopting specific SEL programme 	4, 5
Provide additional financial support for trips, residential and extra-curricular opportunities to increase participation	<u>EEF – Improving Social and Emotional Learning in Primary Schools</u> <ul style="list-style-type: none"> • Strand 2 Integrate SEL skills through range of life experiences at school 	6
Contingency fund to respond to needs of disadvantaged children as needed	Experience has shown that in our school it is sometimes necessary to draw on a contingency fund for specific needs of highly vulnerable (eg warm clothes in cold weather, replace school resources – reading books, Home School diaries, PE kit, bus fare to aid attendance, breakfast etc)	All
Embed principles of good practice set out in the DfEs Improving Attendance advice	DfE guidance is being used to inform strategies for monitoring, tacking and improving attendance.	3

Total budgeted cost: £92,672

Part B: Review of outcomes in the previous academic year 2022/23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The intended outcomes and success criteria identified below are those for our 3 year strategy 2021-2024. As such this review is one of performance at the end of the second year of a three-year strategy.

Target	Outcome
Improved phonics and language skills, understanding and use of vocabulary in learning	At the beginning of September 2022, 23 children joined the school in Year 3 still on the Phonics programme. By the end of the academic year, there were only 2 children remaining on the programme.
Increased number of disadvantaged pupils to make ARE at KS2 SATs in English and Maths compared to previous data	<p>Outcomes in Year 6 were significantly above the national average in July 2023 with over 65% of children moving to secondary school at the expected standard in Reading, Writing and Maths. 82% for Writing, 82% for Maths and 73% for Reading. Around 25% of children met the higher standard in each subject.</p> <p>Progress measures for junior schools are recognised to not be as accurate as primary schools 'for a variety of reasons'. This is further compounded for our school because significant SEND pupils who are working below the KS1 standard have been awarded WTS rather than PKS. For our progress measures to be deemed average, given this context, we would self evaluate that the actual progress made by pupils is better than average</p> <ul style="list-style-type: none"> • Writing: 83% of children made at least expected/good progress (at least stayed at judgement) with 22% making strong progress (lifting a judgement) • Maths: 84% of children made at least expected/good progress (at least at judgement) with 22% making strong progress (lifting a judgement) • Reading: 88% of children made at least expected/good progress (at least at judgement) with 3% making strong progress (lifting a judgement) <p><u>For disadvantaged children:</u></p> <ul style="list-style-type: none"> • Reading: at the expected standard, the gap between non disadvantaged and disadvantaged reduced from 12.3pp (2022) to 7pp (2023). • Maths: there was 10.5pp increase of children meeting the Greater Depth standard between 2022 and 2023. • Writing: at the expected standard, the gap between non disadvantaged and disadvantaged reduced by 16.3pp between 2022 and 2023.
The gap between the attendance of disadvantaged pupils and that of non-disadvantaged pupils to continue to be reduced and at least be in line with national data if not above	<ul style="list-style-type: none"> • Overall attendance rates are good and rates of persistent absentees are low. Attendance is well above the national average with the school year 22/23 finishing with an attendance figure of 95.4% (national: 93.8%). Persistent Absence was at 10.5% - 8.5pp below the FFT national average. The school received an FFT Gold Award for Attendance last year. • Attendance for disadvantaged children has improved and is now above the national average for these children (92.3% - national at 91.3%). • We continue to work hard to close this gap and this remains an action area on the SIP for 2023/24

<p>To improve the wellbeing of all pupils in school, particularly the most vulnerable disadvantaged pupils who experience social barriers to learning.</p>	<ul style="list-style-type: none"> • SEN reviews where overwhelmingly positive and qualitative evidence from these reviews and conversations following support indicate improved wellbeing for disadvantaged children who were offered the support (Eg ELSA, Therapet, Lego Therapy etc) • Where enrichment opportunities took place there high participation for disadvantaged pupils with financial support offered where appropriate.
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Service pupil premium funding (optional)

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?	We do not have any service children on roll at present.
What was the impact of that spending on service pupil premium eligible pupils?	