

Pupil premium strategy statement

Mayhill Junior School

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.

School overview

Detail	Data
School name	Mayhill Junior School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils (Non Service)	15%
Academic year/years that our current pupil premium strategy plan covers	Sept 2021 – July 2022
Date this statement was published	September 2021
Date on which it will be reviewed	The impact of this will be reviewed periodically, no less than 3 times and finally in July 2022.
Statement authorised by	T May
Pupil premium lead	T May
Governor / Trustee lead	H Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,400 £ 48,420 deprivation funding £4,690 LAC funding £18,290 Service funding
Recovery premium funding allocation this academic year	£ 7,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£78,600

Part A: Pupil premium strategy plan

Statement of intent

Our primary aim for PP funding is to support disadvantaged pupils academically, ensuring they are secondary ready by the end of KS2 and at least in line with national expectations for Reading, Writing and Maths. This plan refers only to PP funding specifically for disadvantaged pupils and not service pupils (available separately).

Note: The barriers for identified children are all individual and not always summarised neatly into generalised actions. At Mayhill we will take the time to identify the cause of the barrier, which parts of the curriculum they have trouble accessing and the specific knowledge gap that needs addressing.

Challenges

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

Challenge number	Detail of challenge
1	Improve the impact of interventions in Reading, specifically, acting on the diagnostic assessment in a timely and focussed manner.
2	Raise standards in Maths, specifically, reasoning and making links between areas of learning (both those taught and those omitted due to R2P criteria).
3	A higher proportion of FSM are also SEN or have historic barriers to learning.
4	Re-establish high expectations in writing outcomes
5	Improve attendance to 96%+ for pupils who have been eligible for FSM in the last 6 years or who are SEN

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
Accelerated Progress in Reading, thereby closing the gap between disadvantaged and non-disadvantaged pupils.	Disadvantaged pupils' reading age shows evidence of accelerated progress. Teacher assessment is at least in line with prior TA pre-pandemic and standardised scores show 85% disadvantaged pupils are making accelerated progress each term.

Accelerate Progress in Writing, thereby closing the gap between disadvantaged and non-disadvantaged pupils.	Pupils make clear and strong progress against their learning gaps, ILPs or EHCPs in writing. Gap between % of pupils working at ARE for FSM and non-FSM closes.
Accelerate Progress in Mathematics, thereby closing the gap between disadvantaged and non-disadvantaged pupils.	Teacher assessment and standardised scores shows children are at least in line with prior TA pre-pandemic. Gap between % of FSM pupils working at ARE and non-FSM closes.
Improve attendance for disadvantaged pupils	Improve attendance of disadvantaged pupils to above 95%
Improve parental engagement Families are supported emotionally and socially post-covid and engagement in school life grows.	100% of families attend a parents evening consultation. Non-PP pupils who are disadvantaged are supported to attend school trips and enrichment opportunities. % of PP attending residential is in line with non-PP.

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: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase DfE approved resources in Maths that will support a further shift towards a mastery approach.	EEF: Click here . This funding will not only support higher quality T&L, but aims to lower teacher workload and support teacher well-being.	2
Teachers are trained and skilled in their use of phonics to support spelling	DfE Research: Click here .	1, 3, 4
Learning Support Assistants are maintained despite changing numbers and key staff deliver a variety of intervention programmes that	EEF: Click here . Ensure feedback is provided from intervention to inform teaching.	2, 3

address specific individual or group need. Priority provision.		
Recruit a lead adult to implement school led tutoring on a 1-1/1-3 max.	EEF: Click here . Focus on implementation of Lexia diagnostic activities, including home learning follow-up. £6000	1
½ day additional Inclusion Leader time p/w	Support to lead interventions. £	3
Adaptations to whole school curriculum: Quality matters more than quantity.	Referenced in many EEF articles. £2000	
Team Teach Training: Supporting engagement for vulnerable pupils	- £300	5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Digital Reading intervention scheme implemented 3 x a week	EEF: Click here . 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' Ensure feedback is provided from intervention to inform teaching. £XXX	1
Purchase new texts for children who are working on book banded books.	DfE research: Click here .	1, 3, 4
Improve use of feedback as a Quality First approach.	EEF: Click here . Focus for observations.	1, 3
Run Homework club, providing lunchtime support for disadvantaged families.	EEF: Click here .	2, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a new canine assisted learning approach to supporting emotional well-being of our most vulnerable and anxious children.	Scholarly article: Click here .	5
Financial support; trips, work books and workshops		5
To offer emotional and social support through either our individual ELSA support sessions, FEIPs or lunchtime Chill Out club.	EEF: Click here .	3, 5
Cost of supply for improved transition programme		3

Total budgeted cost: £ 60,300

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results are not being used to hold schools to account.

Disadvantaged attainment scores for last academic year

There were no KS2 SATs in 2020 or 2021, and comparable teacher assessment was not possible. However, teacher assessments were made in March 2020 prior to Lockdown and again in July 2021 based on Ready to Progress criteria.

Measure	March '20	June '21
Year 6 (11 pupils) Meeting expected standard at KS2 in RWM (based on teacher assessment/R2P criteria)	54%	67%
Year 5 (8 pupils) Meeting expected standard at KS2 in RWM (based on teacher assessment/R2P criteria)	25%	33%
Year 4 (10 pupils) Meeting expected standard at KS2 in RWM (based on teacher assessment/R2P criteria)	30%	20%
Year 3 (6 pupils) Meeting expected standard at KS2 in RWM (based on teacher assessment/R2P criteria)	40%	50%