

## Pupil premium strategy statement 2022 -2025 Mayhill Junior School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025 This is year 2 of 3-year plan
Date this statement was published	December 2022
Date on which it was reviewed	December 2023
Date on which it will next be reviewed	December 2024
Statement authorised by	S McGillivray
Pupil premium lead	S McGillivray
Governor / Trustee lead	John Barneby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,725 £62,565 deprivation funding £5,060 PLAC funding £20,100 Service funding
Recovery premium funding allocation this academic year	£ 4894
Pupil premium (and recovery 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>	£72,519 (excluding service funding) £92,619 (including service funding)

# Part A: Pupil premium strategy plan

## Statement of intent

At Mayhill Junior School our motto is to '*Making Memories, Growing Together, Loving Learning*' irrespective of a child's background or the challenges they may face. We aim for all children at Mayhill to make good progress and achieve high attainment across all areas of the curriculum and this strategy is to support those disadvantaged pupils to achieve that goal.

Our vision for all pupils is strengthened by our Mayhill habits: Communication, Collaboration, Respect, Independence, Critical thinking and Resilience. We are committed to help all of our children develop a real understanding of these characteristics and attributes alongside knowledge and understanding of the curriculum.

High quality inclusive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Mayhill. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Knowledge and vocabulary that the children bring to school upon entry in year 3 can be less rounded than their peers. Our internal, external assessments and observations of reading suggest that disadvantaged pupils are overly represented in not meeting the expected standard in KS1 phonics which impacts their comprehension. Some pupils are accessing less reading at home and reading for pleasure is less established.
2	Observations and conversations with teachers and pupils have identified that some pupils need strategies to try new learning tasks, as some pupils are reluctant to persevere when learning is challenging. Part of this is around the prior knowledge and experiences that pupils bring to learning.
3	Attendance data shows that there is a gap between disadvantaged and non-disadvantaged pupils and therefore missing out on valuable learning time.
4	<p>Mobility of pupils within the school offers a challenge for pupils to make strong peer relationships that are long lasting. Pupils often experience the loss of key friends and need to re-establish peer relationships throughout the year.</p> <p>We are increasingly seeing more pupils with lower self-esteem and struggling to tackle learning, this can present as struggling to separate from parents in the morning.</p> <p>A small number of our disadvantaged pupils need support to self-regulate their emotions; with increased confidence rather than relying on key adults.</p>
5	Evidence shows we have fewer, face to face conversations with disadvantaged families. Their attendance at parent's evenings, meetings and workshops is less than non-disadvantaged families.

## 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
Improve phonics attainment	Phonics assessments show that pupils who did not meet phonics standard at the end of year 2 are meeting it at the end of Year 3 Fewer pupils will enter KS2 without expected standard in phonics due to close liaison with our main infant feeder school.
Pupils are reading for pleasure	Assessments and observations indicate that pupils are engaging more readily with reading. This is triangulated with other sources of evidence including: Loaning of books from the library is increased Pupils are talking about books they are reading and what they have enjoyed about them The stamina for reading will increase.
Pupils persevere with learning tasks	Observations in class show that pupils have strategies to persevere and develop resilience within, when learning is hard. Conversations with staff indicate that pupils are more confident when starting new learning. Conversations with pupils.
Disadvantaged pupils' attendance is more in line with non-disadvantaged	The overall absence rate for all pupils being no more than 5%, and the attendance gap is in line with non-disadvantaged peers. All pupils arrive at school on time.
Develop a collaborative attendance policy/procedures with cluster schools to ensure a consistent approach for all families.	Close liaison and working collaboratively with other feeder schools to improve communication with families and supporting pupil attendance.
Establish consistent attendance procedures.	Attendance clinics with parents and where necessary outside agencies. Regular communication with parents via letters, phone calls home visits.
Pupils have strong peer relationships and are able to cope with emotions that support them in becoming independent and ready for Secondary School	Pupils are using their peer relationships and independent strategies to regulate emotions with less reliance on other provision. This will be demonstrated by tracking of use of chill out, peer mentors and CAL. Observations of peer relationships and pupil voice.

Disadvantaged pupils access more extra-curricular activities	Tracking of attendance to clubs to develop emotional well-being and increase attendance in school.
An increased number of parents will be engaged in face-to-face conversations more regularly.	Parents evening attendance for disadvantaged pupils will improve. Parents will attend workshops and events in 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)

<b>Activity</b> What are you actually doing?	<b>Evidence that supports this approach</b> Use EEF guidance/exemplars or school experience of success	<b>Challenge number(s) addressed</b>
English lead to continue to liaise with feeder infant school, and monitor the delivery of phonics intervention and continue to disseminate training to staff. Improve knowledge of Little Wandle scheme to allow a consistent approach.	<i>EEF 1.2 High Quality Teaching – Professional development on evidence based approaches</i> <a href="#">See link: Effective Pupil Development</a>	1
English lead to research, lead training and monitor progress of the 'teaching of reading'.	<i>EEF 1.1 High Quality Teaching Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i> <a href="#">See link to the Great Teaching Toolkit: Section 4 page 6</a>	1
Attendance leads – work with other schools and in-house to develop policy and procedures in a united front. Attendance lead to attend regular training and updates from county.	<a href="#">See link</a> to the EEF Wider Strategies 3.2	3,5

PP Lead – attend training 0.5 day each term – run by HIAS	Professional development on evidence-based approaches;	All
-----------------------------------------------------------	--------------------------------------------------------	-----

- EEF document referred to as reference points is the [EEF Pupil Premium Menu](#) EEF Evidence Brief.
- All sub points are linked to this too.

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

Activity	Evidence that supports this approach Use EEF guidance/exemplars or school experience of success	Challenge number(s) addressed
Running a Book club	Raising the profile of reading for pleasure. Introduce children to a variety of texts and books. <a href="#">Link to 2.1 Targeted Academic Support EEF</a>	1
<i>1:1 small group reading tuition</i>	<a href="#">Link to 2.4</a> Targeted Academic Support	1
<i>Lexia Reading and Spelling Intervention Programme</i>	<a href="#">Link to 2.1</a> Targeted Academic Support	1 and 2
<i>Lower School Pre-teaching of reading</i>	<a href="#">Link to 2.4</a> Targeted Academic Support	2
<i>Upper school Pre-Teaching of maths</i>	<a href="#">Link to 2.4</a> Targeted Academic Support	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the accessibility of the school library.	<a href="#">Link to 3.3</a> (EEF) Wider Strategies	1
Canine Assisted Learning	Supporting pupils' social, emotional and behavioural needs. <a href="#">Link to 3.1</a>	4

Pay for clubs/residential	Outside clubs run by coaches. Residential subsidised <a href="#">Link to 3.3</a>	4
Emotional Literacy Support Assistant and Therapeutic Active Listening Assistant	Supporting pupils' social, emotional and behavioural needs. <a href="#">Link to 3.1</a>	4
Events to showcase learning outcomes & Curriculum workshops to increase positive engagement of parents with school and the impact on their supporting pupils.	<a href="#">Link to EEF 3.6</a> Wider Strategies: Communicating with and supporting parents.	5

**Total budgeted cost: £ 72,519**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Strand	Evaluate
Vocabulary and phonics outcomes to improve.	Across the school 95% disadvantaged pupils (based on 40 pupils) have made expected or better than expected progress in reading over the academic year. New timetable and approach for the teaching of guided reading implemented and interventions for phonics planned for and staff have completed training. The impact of the new schemes and interventions suggest an upward trend but further embedding of this is needed to close the gap between disadvantaged and non-disadvantaged pupils in reading outcomes.
Improve attendance of disadvantaged children	New attendance monitoring system in place – new attendance lead in post. Individual children's attendance being monitored and continually reviewed and tracked. Parents and school link much improved – more regular face to face meetings; phone calls and letters between school and parents. The average % for FSM children across 2022-23 was 90.1% compared to non-FSM at 95.9%. This indicates that this work needs to continue to lower the gap between Disadvantaged and non-disadvantaged children
Raise children's resilience, independence and self esteem	The school have spent the school year developing a new behaviour policy and researching a well – being programme, both of which will be implemented from September 2023 – so have not yet seen the impact of these changes. However, school continue to support children with ELSA/TALA/CAL which was an invaluable resource supporting many children with their emotional well-being. In particular the older children in preparation for summative assessments and transition. The interventions listed above worked in liaison with the attendance officer to improve late arrivals and getting children ready for learning. School will now track the number of children who have accessed any of the above interventions and compare disadvantaged to no disadvantaged pupils. School have identified that FSM children are not accessing many of the extra-curricular activities. A focus for 23-24 is to identify with families why this is and encourage a rise in access.
Improve home school links with families of disadvantaged children	Safeguarding leads worked as key workers with families who were vulnerable. 22 families representing 26 pupils out of 44 disadvantaged pupils had a key worker. Regular contact between school and home developed positive relationships and more open communication. However, parents evening consultations continue to show a need to increase engagement and attendance. Parents survey indicated that parents do know who to speak to with regards to any concerns and a high % stated they now felt comfortable in approaching a senior member of staff.

### Externally provided programmes

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

Programme	Provider



## Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:
<b>How our service pupil premium allocation was spent last academic year 2022-2023</b>
Please see Service premium strategy and the review below.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Please see Service premium strategy and the review below. Green achieved

Use of funding	Aims (Green if achieved)
To offer emotional and social support through either our individual ELSA support sessions, TALA, CAL or lunchtime Chill Out club.	Daily emotional and social support, including lunchtimes, for children affected by being in a service family. These might include: • Supporting deployment (primary reason) • Improved friendships in class, particularly for those new to the school • Building resilience and concentration in class • Home behaviour The support is also extended to non-service pupils affected through service pupils leaving the school. Lunchtime club is funded and resourced to help facilitate new friendships.
Mayhill Heroes Deployment Club: Annual Resource Costs	Continue to provide an extra-curricular activity club with someone who understands the demands on living in a military family, providing support and fun before, during and after deployment. Staff military committee – overseeing parent/school/pupil liaison and improving communication with military families. Run social events such as coffee mornings for military families to come into school to meet staff.
Improve communication systems in schools – increasing the use of media to inform parents of what's happening in school.	Families have strong communication about in-school activities during periods of separation. School have developed website – page dedicated to Mayhill Heroes. Children have been able to send emails to deployed parents via school system – send letters, evidence of school work, parents have then replied.
Helping to maintain single aged class sizes despite rising and falling NOR. Maintaining LSA provision during times when numbers fluctuate.	Maintain stable staffing, despite turbulence. By doing this, staff are more highly trained, understand the needs of the children at Mayhill and we have capacity to respond to further turbulence should numbers increase. LSAs will support teachers in offering 'gap filling' interventions for children who have moved and missed a vital part of the curriculum entitlement.
Camo Day	Enabled all pupils to understand the special dynamic here at Mayhill and value the work of our service personnel.
Welcome and leaving cards for all service children coming and going from Mayhill	A clear positive welcome to new Armed Forces families

## Service pupil premium funding 2023-2024

£20,100

Planned expenditure for service pupil premium academic year 2023-2024	
Please see Service premium strategy below:	
Use of funding	Aims (Green if achieved)
To offer emotional and social support through either our individual ELSA support sessions, TALA, CAL or lunchtime Chill Out club.	Daily emotional and social support, including lunchtimes, for children affected by being in a service family. These might include: • Supporting deployment (primary reason) • Improved friendships in class, particularly for those new to the school • Building resilience and concentration in class • Home behaviour. The support is also extended to non-service pupils affected through service pupils leaving the school. Lunchtime club is funded and resourced to help facilitate new friendships.
Continue to ensure good communication systems in place—increasing the use of school website to inform parents of what's happening in school. In addition, increase opportunities for children to communicate with deployed parents.	Families have strong communication about in-school activities during periods of separation. School have developed new website – page dedicated to Mayhill Heroes. This will be monitored and regularly updated. Children have been able to send emails to deployed parents via school system – send letters, evidence of school work, parents have then replied.
Mayhill Heroes Club: Staff military committee meetings half termly at least, to update and improve experience for military children and families. Also, to subsidise resources for club and events held in school.	Liaison between school and home will be clear and communication will improve. Families will feel welcomed into the school community and feel able to come into school and feel supported. New families will be able to meet others to establish friendships within the community.
Helping to maintain single aged class sizes despite rising and falling NOR. Maintaining LSA provision during times when numbers fluctuate	Maintain stable staffing, despite turbulence. By doing this, staff are more highly trained, understand the needs of the children at Mayhill and we have capacity to respond to further turbulence should pupil numbers increase. LSAs will support teachers in offering 'gap filling' interventions for children who have moved and missed a vital part of the curriculum entitlement.
Welcome and leaving cards/books for all service children coming and going from Mayhill.	A clear positive welcome to new Armed Forces families. Also, inline with school vision 'Making memories' children will have memories to take with them as they move to new areas.
Camo Day	Enable all pupils to understand the special dynamic here at Mayhill and value the work of our service personnel.