

# 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   | Melling Primary School                       |
| Number of pupils in school  | 213  |
| Proportion (%) of pupil premium eligible pupils   | 17.8% (inc LAC)                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2024(CURRENT)<br>2024-2025<br>2025-2026 |
| Date this statement was published   | December 2023                                |
| Date on which it will be reviewed   | December 2024                                |
| Statement authorised by   | Viv Ainsworth, Head teacher                  |
| Pupil premium lead  | Joanne Hargreaves,<br>Assistant Head teacher |
| Governor  | Lianne Greenall,<br>Pupil Premium Governor   |

## Funding overview

| Detail   | Amount                   |
|--|--------------------------|
| Pupil premium funding allocation this academic year                                    | £54 105                  |
| Recovery premium funding allocation this academic year                                 | £0                       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £38 483                  |
| <b>Total budget for this academic year</b>   | <b>£93 788 (inc LAC)</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background, make expected or above progress and achieve their potential to achieve good or better attainment across all subjects. The focus of our strategy for Pupil Premium is to support vulnerable pupils to achieve this goal, including progress for those who are already higher attainers - underpinning our school value of 'Be The Best That You Can Be – Be Proud'.

This statement considers and supports the needs and challenges of all pupils such as those who are disadvantaged; those who have social workers or have previously been Looked After by the local authority, as well as those who come from military backgrounds.

At the heart of our approach is high quality teaching with a focus on areas in which pupils and their families need the most support. This is proven to have the most impact on closing the attainment gap between those who are deemed to be disadvantaged and those who are not. It is our intention that attainment of 'non-disadvantaged' pupils will be sustained and improved alongside progress for their 'disadvantaged' peers.

Our strategy is to be responsive to common barriers and challenges as well as individual needs through robust diagnostic assessment coupled with knowledge of the children and families. We will ensure all pupils are challenged in their work; employ early intervention and adopt a whole school approach to ensure all staff take responsibility for raising attainment by having high expectations.

We will follow evidence-based actions using research by the Education Endowment Foundation (EEF) and Ofsted to guide our planning.

The key principles underpinning our planning include:

- Alignment with all other relevant strategic planning including SIP, Sports Premium, SEND, CPD and SEF.
- All staff and governors will be involved in the implementation of the plan.
- Robust monitoring and evaluation procedures will be in place.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Gaps in vocabulary, oral language skills, speech & language on entry and throughout the school up to the end of KS2. This has been identified by screening processes and staff analysis.  |
| 2                | Lower attainment of children on entry to school and a number of Pupil Premium children are also SEND, affecting attainment. This has been identified by screening processes and staff analysis.   |
| 3                | Low confidence and gaps in basic skills lead to underachievement in reading, writing, phonics/spelling, punctuation & grammar. This has been identified by standardised assessments – NFER and national tests.  |
| 4                | Attendance and punctuality is seen to be a key factor in children’s ability to learn. Therefore, attendance of all children (especially Pupil Premium children) will be monitored. This will be identified by analysis of attendance data on a half termly basis. |
| 5                | Motivation and engagement in learning at school and at home is poor in some cases, and a lack of enrichment opportunities lead to a need to build cultural capital. This has been identified by staff analysis.   |
| 6                | Social and emotional issues leading to the need for support with emotional well-being. This has been identified by staff analysis.  |

## 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   |
|---|--|
| Good or better progress in reading & phonics. Narrow the attainment gap between disadvantaged pupils and all others | Y1 & Y2 Phonic screening and RWI assessments show improvements for all children (with a focus on Pupil Premium); end of KS2 data in reading shows above national average progress scores; in-school data measured by termly NFER analysis. |
| Good or better progress in writing. Narrow the attainment gap between disadvantaged pupils and all others           | End of KS2 data shows above national average progress scores; in-school data measured by teacher moderated assessments against national expectations.  |

|   |   |
|---|---|
| Good or better progress in maths. Narrow the attainment gap between disadvantaged pupils and all others                                   | End of KS2 data shows above national average progress scores for Pupil Premium; in-school data measured by termly NFER analysis.  |
| Enhance achievement across all foundation subjects  | Curriculum overview has led to all subjects being developed across the school. Monitoring process – book looks, pupil interviews by SL & SLT showing how pupils know more and remember more   |
| Improved oral language skills and vocabulary  | Speech & Language tracking using Wellcom & NELI; evident in engagement in learning, pupil discussions, books, learning walks and feeds into writing – measured by language screening, learning walks and book scrutiny.   |
| Achieve and sustain well-being for all  | Evaluations from ELSA & Play Therapy professionals. High levels of well-being evident in pupil voice, parent voice (surveys), teacher observations, participation in learning and attendance - measured by QDP analysis.  |
| Sustain improved attendance with a target of 97% for all children.  | Attendance figures improve and the gap between disadvantaged pupils and all others continues to narrow. Percentage of persistent absentees is reduced – measured by analysis of attendance information.<br>Attendance SLA – monitoring by Early Help Attendance Officer – supporting identified children. |
| Culture capital developed by access to school trips and enrichment activities   | School contributes to cost of trips, residential and enrichment activities – measured by cost centre. Children access these experiences – measured by attendance register.<br>Evaluation of Forest School intervention by Forest School Lead for identified children.                                     |
| Further develop resilience and motivation of children and parents in terms of learning, behaviour, self-study, attendance and citizenship | School keeps an open line of communication with families by regular spoken/email contact. Families are supported with anything they may need – attendance, breakfast/after school club, emotional support – measure by staff analysis and records kept.   |

## 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 (CPD, high quality teaching resources, reading enhancement including phonics, scheme, class novels, recommended reads, enhancing IT resources)

Budgeted cost: £30 000 (additional teaching; Teaching Assistants learning support; resources and assessment; computing hardware and support)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Continue to increase engagement with reading: reading for pleasure in class; investment in more quality books and reading rewards; monitoring of home reading; teacher training to improve knowledge of reading; improvement of school library & class reading areas and use them more. Reading area outdoors. Class reading focus for each year group. | 'Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others.' (The Reading Agency 2015)   | 1, 2, 3, 5, 6                 |
| Increase attainment in reading: daily whole class reading sessions; investment in quality resources for comprehension; individual reads with an adult in school to be centred around comprehension; teacher training to improve teaching of reading   | 'The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.' (The Education Endowment Foundation) | 1, 2, 3, 5                    |
| High quality lessons across the curriculum; teacher and subject leader training; particular focus on embedding learning in long term memory and promotion of The Melling Learner across all subjects  | 'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the   | 1, 2, 3, 5                    |

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| (specific focus on Reading, Writing & SpaG, Problem Solving, non-core subjects) Staff subject CPD is a focus for staff meetings throughout the year.   | selection of high-quality curriculum materials, or investment in the use of standardised assessments.’ (The Education Endowment Foundation).<br>‘Supporting the attainment of disadvantaged pupils suggests high quality teaching as a key aspect of successful schools’ (DFE 2015)  |            |
| Consistent approach to the daily delivery of phonics in EYFS, KS1 and to those in KS2 still in need of support; teacher and TA training used effectively and RWI scheme followed consistently by all staff. Children streamed across year groups according to ability.                   | ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.’ (The Education Endowment Foundation)  | 1, 2, 3, 5 |
| High quality CPD for all staff – INSET on reading, metacognition, subject leadership, SEND, teacher subject knowledge (through foundation subject association memberships) Focus on staff deepening own knowledge of subjects and teaching approaches through weekly staff meeting time. | ‘Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice’. (The Education Endowment Foundation).<br>‘High quality staff CPD is essential. This is followed up during staff meetings and INSET.’ (The Education Endowment Foundation) | 1, 2, 3, 5 |

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

Budgeted cost: £17 000 (Upper Key Stage 2 booster/intervention; Speech & Language sessions for YR Y1 Y2; emotional well-being structured intervention and training)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Intervention groups to support language development, literacy, and numeracy | ‘Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be | 1, 2, 3, 4, 5                 |

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|   | <p>effective if it is targeted at pupils' specific needs. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.' (The Education Endowment Foundation)</p>  |                      |
| <p>NELI (Nuffield Early Language Intervention)<br/>WELLCOMM</p>   | <p>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.' (The Education Endowment Foundation)</p>   | <p>1, 2, 3, 5</p>    |
| <p>Use of TAs for specific, targeted interventions</p>  | <p>'Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.' (The Education Endowment Foundation)</p> <p>'Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.' (The Education Endowment Foundation)</p> | <p>1, 2, 3, 5</p>    |
| <p>1:1 support - Targeted personalised interventions; writing conferencing &amp; feedback and speech and language programmes.</p> | <p>'Individualised or small group instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement given the increased requirements on the teacher to organise and monitor individual activities' (The Education Endowment Foundation)</p> <p>'Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.' (The Education Endowment Foundation)</p>   | <p>1, 2, 3, 5, 6</p> |
| <p>Activities and resources to meet the specific needs of disadvantaged</p>   | <p>'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to</p>   | <p>1, 2, 3, 5</p>    |

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| pupils with SEND. Staff support throughout the day for children with SEND.    | support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.’ (The Education Endowment Foundation)  |            |
| Birmingham Toolkit, AET – targeted assessment, intervention and learning plan | ‘Build an ongoing and holistic understanding of your pupils and their needs. Schools should aim to understand individual pupil’s learning needs using the graduated approach of ‘assess, plan, do review’ approach. Assessment should be regular and purposeful rather than a one-off event... Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.’ (The Education Endowment Foundation) | 1, 2, 3, 5 |

**Wider strategies Attendance monitoring by Head, Attendance Welfare Officer SLA buy in, Attendance rewards, Breakfast & After school provision/extra curricular, Cultural Capital wider opportunities and experiences including forest school; subsidies for trips & residential)**

Budgeted cost: £22 500

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <p>Develop resilience and motivation for all in learning, behaviour, well-being, attitude to school life.</p> <p>Supporting mental health &amp; well-being – Emotional support 1:1 TA</p> <p>Lego therapy support for small groups of children.</p> <p>Training in drawing and talking therapy.</p> <p>Parent coffee afternoons with ELSA lead.</p> | <p>‘Social and emotional skills support effective learning and are linked to positive outcomes later in life’. (The Education Endowment Foundation)</p> <p>‘The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year.’ (Mind) Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. COVID-19 has also had a negative impact – 54% of children and young people with a mental disorder said that lockdown had made their life worse. Ensure parents of disadvantaged students feel safe and</p> | 4, 5, 6                              |

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|--|---|---------|
|  | <p>confident engaging with school. 'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.' On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (The Education Endowment Foundation)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (The Education Endowment Foundation)</p>  |         |
| <p>Continue to improve the percentage attendance and punctuality for all children and reduce the number of children who are classed as persistent absence – involve and engage parents in attendance. Attendance monitoring; communication with parents, link with attendance team, governor panel</p> | <p>'There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.' (The Education Endowment Foundation)</p> <p>'When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Children who miss school frequently can fall behind with their work and do less well in exams. The more time a child spends around other children, whether in the classroom or as part of a school team or club, the more chance they have of making friends and feeling included, boosting social skills, confidence and self-esteem.' (Strategies for Schools to Improve Attendance and Manage Lateness)</p> | 4, 5, 6 |
| <p>Breakfast &amp; after school club staffing and attendance costs</p>   | <p>Re Magic Breakfast study: 'Where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club...Breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments...Activities thought to increase take-up of breakfast club provision included promoting it to parents and encouraging all children to attend while sensitively targeting pupils most likely to benefit.' (The Education Endowment Foundation)</p>   | 4, 5, 6 |

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| Uniform provision  | Reduction in cost or provision by the school enables money to be spent elsewhere for those families who qualify.   | 5             |
| Wider curriculum – extra-curricular; working with the community; PP represented in subject champions; school trips | 'A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.'<br>(The Education Endowment Foundation) | 1, 2, 3, 5, 6 |

**Total budgeted cost: £69 500**

## 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 2022 to 2023 academic year.

| AIM  | OUTCOME   |
|--|---|
| <b>Teaching Priorities</b>   |   |
| <p>Increase engagement with reading: reading for pleasure in class; investment in quality books and reading rewards; monitoring of home reading; teacher training to improve knowledge of reading</p>                              | <p>All classes created a reading area. Lists of recommended reads were devised and shared with stakeholders. Copies of the rec. reads were ordered for each class to have access to them. Monitoring of home reading continued to take place. CLPE subscription was bought and teachers access training on the Power of Reading for Pleasure. Reading for pleasure pupil questionnaire resulted in 80% positive responses – up by 14% on previous year.</p>   |
| <p>Increase attainment in reading: daily whole class reading sessions; investment in quality resources for comprehension; individual reads to be centred around comprehension; teacher training to improve teaching of reading</p> | <p>Daily whole class reading sessions took place across the school. Resources were purchased and used. Individual reads to adults in school were focused on comprehension (making use of age-related comprehension cards). Reading results at end of summer 23:</p> <p>Reading YR ALL (Comp) 77% (Word reading) 71%; PP (comp) 75% (Word reading)</p> <p>Reading Y1 ALL 65% PP 40%</p> <p>Reading Y2 ALL 77% PP 100%</p> <p>Reading Y3 ALL 77% PP 80%</p> <p>Reading Y4 ALL 81% PP 78%</p> <p>Reading Y5 ALL 94% PP 100%</p> <p>Reading Y6 ALL 81% PP 57%</p>   |
| <p>High quality lessons across the curriculum; teacher and subject leader training</p>   | <p>SLT deep dives took place for every subject across the school. A successful curriculum health check was held by an external consultant from Sefton (Head &amp; Ofsted inspector). SLs continue to monitor their subject every half term. Staff meeting time has been allocated for this as well as a focus for each monitoring session. Ofsted Report March 23 commented on strong curriculum opportunities.</p> <p><i>‘Leaders have created an aspirational curriculum. Leaders and teachers work together to ensure that the curriculum is relevant and meaningful to pupils’</i></p> <p><i>‘Leaders have high expectations for every pupil, including those with special education needs and/or disabilities (SEND). This contributes to pupils’ strong achievement.’</i></p> |

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|--|--|
| <p>Consistent approach to the daily delivery of phonics in EYFS, KS1 and to those in KS2 still in need of support; teacher and TA training</p> | <p>All classes – EYFS, KS1 &amp; those in KS2 who still needed support with phonics – had a consistent approach to phonics. All classroom based staff attended training in RWI – new approach and changes implemented. New phonics area developed and resourced and phonics lead attended in depth training. RWI portal and online resources purchased. Daily phonics sessions streamed according to the ability of the children. Regular assessments carried out by phonics lead and drop in sessions weekly to support staff in the delivery of phonics sessions. All staff delivering phonics have own training schedule, overseen by phonics lead. Results at the end of summer 2023:<br/>Phonics YR ALL 71% PP 75%<br/>Phonics Y1 ALL 78% PP 67%<br/>Phonics Y2 ALL 90% PP 100%</p> |
| <p>NCETM – Mastery in Number<br/>Developing secure early number &amp; calculation (KS1)</p>  | <p>NCETM lessons followed the format successfully and all EYFS and KS1 classes deliver NCETM throughout the year. Results at the end of summer 2023:<br/>Maths YR ALL 67% PP 50%<br/>Maths Y1 ALL 65% PP 40%<br/>Maths Y2 ALL 84% PP 67%</p>   |
| <p>Maths Basic Skills teaching across the school and implementation of White Rose maths for EYFS.</p>  | <p>EYFS staff attended training in white rose maths and the scheme is now delivered in EYFS alongside NCETM. Maths is and continues to be strong across the school. Results at the end of summer 2023:<br/>Maths YR ALL 67% PP 50%<br/>Maths Y1 ALL 65% PP 40%<br/>Maths Y2 ALL 84% PP 67%<br/>Maths Y3 ALL 86% PP 80%<br/>Maths Y4 ALL 63% PP 44%<br/>Maths Y5 ALL 95% PP 100%<br/>Maths Y6 ALL 90% PP 71%</p>  |
| <p>High quality CPD for all staff – INSET on reading, metacognition, subject leadership</p>  | <p>INSET on reading and subject leadership took place. Metacognition with regards to retrieval and interspaced learning took place. Subject associations were subscribed to for science, art, DT, Geography and History so that staff could further enhance their own subject knowledge and curriculum provision (other subscriptions include White Rose Maths, Oxford Reading Buddy, CLPED, Literacy Shed, Hamilton Trust) Staff given CPD journal and encouraged to deepen own knowledge of subject and own class teaching.</p>  |
| <p><b>Targeted academic support</b></p>  |  |
| <p>Intervention in UKS2; use of TAs; 1:1 support - Targeted personalised interventions; writing conferencing &amp; feedback</p>                | <p>Y6 early morning intervention groups took place every day for identified children throughout Y6. TAs were used across the classes to maximise</p>   |

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|  | teaching time – small groups, targeted 1:1 support, conferencing.  |
| NELI   | The group who took part in the NELI programme all made good progress. All of them had their own individual SALT programme to complete which was completed alongside NELI. (See NELI records for results).  |
| Birmingham Toolkit – targeted intervention and learning plan                                 | Used and implemented with children with EHCPs. ILPs were easy to formulate using the toolkit and next steps for learning. Pupils made good progress which was clearly identified. Chn with ASD still needed other elements of development to be assessed which BTK did not provide. SEND health check successfully carried out by Sefton Inclusion Consultants identified the need for more targets on ILP for a half term. This has now been actioned.              |
| Mental health & well-being –Emotional support 1:1 TA   | TA was employed and spent time working with pupils who needed it. Improvements were made in attitudes, behaviour, confidence and engagement with most children (anecdotal evidence and record keeping show progress for pupils). This support is continuing throughout this academic year.<br>Play Therapy was bought in for 2 children who had experienced trauma – this has had a positive impact on the children themselves and on other children in their class. |
| <b>Wider strategies</b>  |  |
| Attendance monitoring; communication with parents, link with attendance team, governor panel | Attendance has improved and is back on track holidays appear to be the main cause of PA, with some cases specific medical issues. New protocol has been actioned and further resources have been put in place – office staff tasked with daily routine, attendance officer involvement, governor involvement. Head teacher now taken on roll of attendance lead. 95% end of year attendance<br>10% Persistent Absence – reduced from 15%                             |
| Breakfast & after school club staffing and attendance costs                                  | Breakfast and after school club continues to be funded. Children with attendance issues have been offered places, as well as children considered to be vulnerable.   |
| Uniform provision  | Support has been offered to those families who need it. School has also provided a uniform swap between parents. Parents donate items when no longer needed and families can take what they need.  |
| Mental health & well-being – outdoor learning & physical well-being Forest Schools;          | Outdoor sports equipment was purchased to enable all children to access exercise equipment at playtimes and lunchtimes and this is used daily on a rota basis so all children have access. Forest Schools training is complete and resources have been purchased. EYFS children access FS every week. Forest school club provided after school for KS2 children. All   |

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|   | classes will access forest school provision either during school time or as an after school activity. Sheds have been bought to provide a kit store and resources storage. Damaged trees removed and area being developed by forest school team. Summer house in woods used for quiet time and woodland sessions. |
| Additional PE sessions for identified children aimed at increasing physical health and mental well being, as well as building resilience. | A significant difference was seen in several children – who consequently joined after school sports and school teams.   |

## 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 (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?    | See above   |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupil achieved expected and higher across all subjects. |