

## Pupil premium strategy statement

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	Melling Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	19.7% (inc LAC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 (CURRENT) 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Viv Ainsworth-Brown, Head teacher
Pupil premium lead	Louise Jones, Assistant Head teacher
Governor	Andrew Kyle, Pupil Premium Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£41,200
<b>Total budget for this academic year</b>	<b>£98,250</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
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1	Gaps in vocabulary, oral language skills 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 and maths –exacerbated by partial school closures due to the pandemic. This has been identified by standardised assessments – NFER and national tests.
4	Attendance and punctuality is lower than that of non-disadvantaged pupils. This has been identified by analysis of attendance data.
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	End of KS2 data shows above national average progress scores – in-school data measured by termly NFER analysis.
Good or better progress in writing	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	End of KS2 data shows above national average progress scores – 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
Narrow the attainment gap between disadvantaged pupils and all others	Disadvantaged pupils achieve expectations at a similar percentage of non-disadvantaged in school and nationally - measured by termly NFER analysis.
Improved attainment in phonics	Pupils achieve in line with or above national standards for phonics in Y1 and Y2 screening check – measured by phonics screening.
Improved oral language skills and vocabulary	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	High levels of well-being evident in pupil voice, parent voice (surveys), teacher observations, participation in learning and attendance - measured by QDP analysis.

<p>Achieve and sustain improved attendance with a target of 97%</p>	<p>Attendance figures improve and the gap between disadvantaged pupils and all others is narrowed. Percentage of persistent absentees is reduced – measured by analysis of attendance information.</p>
<p>Culture capital developed by access to school trips and enrichment activities</p>	<p>School contributes to cost of trips and enrichment activities – measured by cost centre. Children access these experiences – measured by attendance register.</p>
<p>Further develop resilience and motivation of children and parents in terms of learning, behaviour, self-study, attendance and citizenship</p>	<p>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.</p>

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

Budgeted cost: £18 835 (plus £9273 additional teaching commitment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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; improvement of school library & class reading areas	'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 (specific focus on Reading, Writing & SpaG, Problem Solving, non-core 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 selection of high-quality curriculum materials, or investment in the use of standardised assessments.' (The Education Endowment Foundation). 'Supporting the attainment of disadvantaged pupils suggests high	1, 2, 3, 5

	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	'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)	'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). '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: £18 201 + £3020 Ed Recovery fund

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 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)	1, 2, 3, 4, 5

NELI (Nuffield Early Language Intervention)	'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)	1, 2, 3, 5
Use of TAs for specific, targeted interventions	'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)  '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)	1, 2, 3, 5
1:1 support - Targeted personalised interventions; writing conferencing & feedback	'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)  '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)	1, 2, 3, 5, 6
Activities and resources to meet the specific needs of disadvantaged pupils with SEND	'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.' (The Education Endowment Foundation)	1, 2, 3, 5

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
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**Wider strategies (ELSA TA 4 hrs per week, Attendance monitoring by Assistant Head, Attendance Welfare Officer SLA buy in, Breakfast & After school provision/extra curricular)**

Budgeted cost: £19 713

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop resilience and motivation for all in learning, behaviour, well-being, attitude to school life. Supporting mental health & well-being – Emotional support 1:1 TA	‘Social and emotional skills support effective learning and are linked to positive outcomes later in life’. (The Education Endowment Foundation) ‘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 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	4, 5, 6

	<p>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>Significantly improve the percentage attendance 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
<p>Uniform provision</p>	<p>Reduction in cost or provision by the school enables money to be spent elsewhere for those families who qualify.</p>	5
<p>Wider curriculum – extra-curricular; working</p>	<p>'A bespoke curriculum package needs to be established for some learners to</p>	1, 2, 3, 5, 6

with the community; PP represented in subject champions; school trips	engage them back into learning and to give aspirations for future success.' (The Education Endowment Foundation)	
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**Total budgeted cost: £68 590**

## 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 2021 to 2022 academic year.

<p><i>Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.</i></p>	
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. New reading reward system was implemented. Monitoring of home reading continued to take place. CLPE subscription was bought and teachers access training on poetry. Further reading training to take place in Jan 23. Y5 &amp; 6 attended Kingsley &amp; Co book shop and took part in reading activities to inspire a love of reading and were able to take home 1-2 books each. Reading for pleasure pupil questionnaire resulted in 66% positive responses.</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 22:</p> <p>Reading YR 83 80            Reading Y1 72%            Reading Y2 77%            Reading Y3 56%            Reading Y4 83%            Reading Y5 88%            Reading Y6 75%</p>
<p>Children's learning at home is supported when required (e.g. self-isolation) to ensure key aspects of the curriculum can continue to be taught; equipment to support this</p>	<p>Learning at home was supported by staff setting work for children who needed to isolated/class closures. Laptops were provided to those who met the criteria. Paper copies of work were set for those families that requested them. The need to isolate/class closure was abolished as the year progressed, reducing the need for this support.</p>
<p>High quality lessons across the curriculum; teacher and subject leader training</p>	<p>The launch of the new curriculum took place and subject leaders were given time to deep</p>

	<p>dive their subject. SLT deep dives took place for every subject across the school. A successful curriculum health check was held by an external person 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.</p>
<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. Staff who required training, attended training in RWI – new staff and new to year group staff. Successful phonics health check took place by external person from Sefton (EYFS &amp; Phonics specialist teacher).</p> <p>Results at the end of summer 2022:</p> <p>Phonics YR 67%</p> <p>Phonics Y1 78%</p> <p>Phonics Y2 90%</p>
<p>NCETM – Mastery in Number Developing secure early number &amp; calculation (KS1)</p>	<p>The course was completed and lessons followed the format successfully. Results at the end of summer 2022:</p> <p>Maths YR 83 83</p> <p>Maths Y1 78%</p> <p>Maths Y2 77%</p>
<p>Maths Basic Skills teaching across the school</p>	<p>This took place in KS2 at the start of the year and then reduced due to staffing requirements (absence, changes in circumstances). However, maths is and continues to be strong across the school. Results at the end of summer 2022:</p> <p>Maths YR 83 83</p> <p>Maths Y1 78%</p> <p>Maths Y2 77%</p> <p>Maths Y3 63%</p> <p>Maths Y4 93%</p> <p>Maths Y5 78%</p> <p>Maths Y6 86%</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 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)</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 (Tuition funding will be targeted at 8 children identified in Y3 as needing a high-quality recovery curriculum including 1:1 tuition)</p>	<p>Y5 &amp; Y6 were split 3 mornings to enable those children in need of catch up to be taught in small groups by highly skilled UPS teachers. This took place at the start of the year and then reduced due to staffing requirements (as above) and an extremely poor cohort in Y3 whose learning and resilience had suffered from the effects of COVID as well as staff absence. The</p>

	resource was invested in those children as the UKS2 children were coping with the demands of the curriculum. TAs were used across the classes to maximise 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).
Working Memory & Maths (Y3)	The course was completed and lessons followed the format successfully. Results at the end of summer 2022: Maths Y3 63%
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.
<b>Wider strategies</b>	
Attendance monitoring; communication with parents, link with attendance team, governor panel	Attendance continues to be a major issue in school with a significant number of persistent absences – some holidays, some COVID related and some specific cases of recurring persistent absence. New protocol has been actioned and further resources have been put in place – office staff tasked with daily routine, attendance officer involvement, governor involvement.
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.
Uniform provision	Support has been offered to those families who need it. School has also changed uniform for KS2 and has funded a tie for every child.
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. Forest Schools training is continuing. EYFS children access FS every week. The rest of the school provision is planned for when the training and qualification is complete. After school provision will be offered to each class in turn.

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	