

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	214
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (CURRENT) 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£49,730
Recovery premium funding allocation this academic year	£7,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£39,124
Total budget for this academic year	£92,634

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 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 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.
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.
Achieve and sustain	Attendance figures improve and the gap between

improved attendance with a target of 97%	disadvantaged pupils and all others is narrowed. Percentage of persistent absentees is reduced – measured by analysis of attendance information.
Culture capital developed by access to school trips and enrichment activities	School contributes to cost of trips and enrichment activities – measured by cost centre. Children access these experiences – measured by attendance register.
Families who are facing challenges are engaged with	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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38, 310

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	'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 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
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	'There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.' (The Education Endowment Foundation)	3, 5
High quality lessons across the curriculum; teacher and subject leader training	'Supporting the attainment of disadvantaged pupils suggests high quality teaching as a key aspect of successful schools' (DFE 2015)	2, 3, 5

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
NCETM – Mastery in Number Developing secure early number & calculation (KS1)	'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.' (The Education Endowment Foundation)	1, 2, 3, 5
Maths Basic Skills teaching across the school	'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)	3, 5
High quality CPD for all staff – INSET on reading, metacognition, subject leadership	'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: £32,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention in UKS2; use of TAs	'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	1, 2, 3, 4, 5

	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)	
NELI	'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, 5
Working Memory & Maths (Y3)	'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 (Tuition funding will be targeted at 8 children identified in Y3 as needing a high quality recovery curriculum including 1:1 tuition)	'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 a 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
Birmingham Toolkit – targeted 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

<p>Mental health & well-being –Emotional support 1:1 TA</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 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) 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>4, 5, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring; communication with parents, link with attendance team, governor panel</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</p>	<p>4, 5, 6</p>

	of making friends and feeling included, boosting social skills, confidence and self-esteem.' (Strategies for Schools to Improve Attendance and Manage Lateness)	
Breakfast & after school club staffing and attendance costs	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)	4, 5, 6
Uniform provision	Reduction in cost or provision by the school enables money to be spent elsewhere for those families who qualify.	5
Mental health & well-being – outdoor learning & physical well-being Forest Schools;	'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 have a high impact on pupil outcomes of 6 months' additional progress. (The Education Endowment Foundation) Social and emotional learning approaches have a positive impact, on average, of 4 months'	4, 5, 6

	additional progress in academic outcomes over the course of an academic year. (The Education Endowment Foundation)	
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.’ (The Education Endowment Foundation)	1, 2, 3, 5, 6

Total budgeted cost: £92, 634

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.

<i>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.</i>	
AIM	OUTCOME
Teaching Priorities	
Ensure all children transition well back into school after lockdown due to COVID-19 – ROAR training	Children did generally transition well back into school and adjusted to the changes (bubbles, new procedures etc.). The initial days of school opening were focused on well-being and re-adjusting back into school life. Those who found any difficulties were well supported by staff. ROAR strategies worked well in every class and children were given opportunities to discuss and explore their feelings. Some families had anxiety over their children returning to school and they were also supported through open lines of communication, work and remote learning set for children.
Ensure positive attendance of all children when school re-opens – Assistant Head, Attendance & Welfare service	Attendance was encouraged and procedures were followed, but understanding was shown to those families who were anxious about sending children in. SIMS data did not include COVID related absence and gave a picture of attendance disregarding COVID to enable school to focus on attendance or lack of for other reasons. Attendance visits were carried out by the attendance and welfare service. Attendance panels with the governors were held. This contributed to increased attendance figures.
Focus class teaching on filling gaps – Recovery Curriculum; CGP books; NFER testing baseline previous year group	All classes focused on recovery curriculum using previous year objectives to fill gaps in learning through: use of CGP books to fill gaps

	in English and maths basic skills. Bridging units were used for literacy. NFER/national tests from previous year group were used to baseline assess where children were at and data from these informed teaching. All classes taught current year group objectives whilst backfilling to catch children up. .
Targeted academic support	
Improve teaching of phonics: TA RWI training, Phonics/Spelling Intervention across YR-4; Spelling intervention in UKS2	TA time was increased, in agreement with the governors, to run intervention/catch up sessions for phonics/spelling in the school day. All children were working within year objectives as a result. Phonics screening test results for Y1 & Y2 showed an increase in scores for all children.
Improve teaching of reading: Early Fluency Project (SENIS); Reading intervention across the school – increased TA hours; Oxford Owl Online	The project was started but had to be abandoned due to lack of staff, class closures and lockdown. This will be taken up again next academic year.
Improve spoken language – Nuffield Language Programme (NELI)	Children who took part in the intervention programme did increase spoken language. Class teacher and TA had training and assessed the children at the start of the programme. The children started the programme but were unable to complete it due to lockdown. All of the children taking part made improvements in their listening, understanding and speaking skills.
Wider strategies	
Support parents to engage with school - access to staff; telephone & video parents meetings;	Parents were supported through phone calls, emails and where appropriate and in line with government guidelines, face to face. Parent meetings were held over the phone in the autumn term and online in the spring. These systems worked well and the online system will be used again next academic year.
Ensure all children engage in remote learning in the event of a lockdown - close consistent contact with vulnerable pupils by SLT; Purchase technology to improve teaching in school	Parents felt supported to access online learning. Laptops were provided via a tiered eligibility system to those who had no access to a device. All children who were eligible, took up the offer apart from 2 families. Paper copies were provided to those families who preferred access

	in this way. Close contact with vulnerable families was upheld throughout lockdown and children who were classed as vulnerable were encouraged to come into school.
Support parents with costs of: meals through food parcels and FSM vouchers; after school clubs, educational visits	All families who were eligible made use of the voucher scheme. Where educational visits, enrichment opportunities were able to take place, these were contributed to by the school and all families who were eligible, took this up.

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.