

Pupil premium strategy statement – Melling Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	30/12/2025
Date on which it will be reviewed	01/12/2026
Statement authorised by	Brian Lawlor Chair of Governors
Pupil premium lead	Viv Ainsworth & SLT
Governor	Rosie Binfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56 670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56 670

Part A: Pupil premium strategy plan

Statement of intent

Our vision for all children, (irrespective of their background or the challenges they face) is for them to be the best that they can be in regards to: their learning, behaviour, personal and social development, as a future citizen and also in terms of their health and well-being. We aim for all pupils to thrive, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support and encourage disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality 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 in our school. 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.

To do this we use a five step approach:

1. Diagnose Pupils' Needs

We begin with rigorous analysis of progress data, attendance patterns, wellbeing assessments, and pupil voice to identify the academic, social, and emotional barriers faced by disadvantaged pupils. This diagnostic process ensures funding is directed precisely where it can make the greatest impact.

2. Use Strong Evidence

Our approach is grounded in robust educational research. We draw on the EEF's evidence base to prioritise high-quality teaching, self-regulation, effective feedback, a firm focus on reading, and social-emotional learning. These strategies are proven to raise attainment and support sustained improvement

3. Develop a Strategic Plan

Our Pupil Premium priorities are fully integrated into the School Improvement Plan, ensuring coherence and shared accountability across leadership, teaching, and support teams. We set ambitious, measurable targets for progress and attainment, alongside broader outcomes for wellbeing, engagement, and aspiration.

4. Deliver and Monitor Implementation

High-quality teaching remains central to our approach. Investment in professional development strengthens classroom practice and ensures that interventions are

implemented consistently and effectively. We use ongoing monitoring to evaluate progress and make timely, evidence-informed adjustments.

5. Evaluate, Sustain, and Refine

We adopt a continuous improvement cycle: evaluating outcomes, refining strategies, and embedding what works into everyday practice. This ensures that successful approaches are sustained, resources are used efficiently, and the strategy evolves to meet emerging needs.

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

Challenge number	Detail of challenge
1	Low levels of spoken communication skills and oracy – this is identified annually by early assessments and is impacted by vocabulary lag. This also has an impact on writing and problem solving in Maths. Low level of communication skills also has a negative impact on building positive relationships.
2	Gaps in basic skills development – particularly in reading (fluency and comprehension), writing (transcription, spelling and sentence construction) identified through daily/weekly feedback in learning; statutory testing and NFER/Teacher judgements.
3	Through observation, pupil discussions, well-being questionnaires, a low level of resilience in learning, resilience in personal development and in the ability to manage self, self-regulate and secure positive relationships (including managing conflict) is in evidence leading to children being less able to deal with challenges in learning and school life in general.
4	34% of Pupil Premium children are also identified as SEND – all of whom are neurodivergent.
5	Lower levels of attendance and punctuality for some families with persistent absenteeism causing gaps in learning.
6	Some families experience difficulties supporting home learning and early language development. This can lead to reduced opportunities for home learning and curriculum enrichment.

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
Improved early diagnostic assessment of children's oral language skills and vocabulary that can be effectively tracked leading to improved oracy and language skills. Staff are well trained in use of these screening tools. In KS2 children are more able to reason in problem solving in Maths and can use a wider range of vocabulary in their writing. Parents are informed and engaged in supporting their child's speech and language development.	Full screening of all new starters (Reception and in year admissions) Assessments (Wellcomm, NELI, Elklan where appropriate) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil forum discussions, book scrutiny and ongoing formative assessment. Parents/carers are provided with information, opportunities in school to help them to support their child's speech and language skills.
Improved diagnostic assessment used to identify and make provision for the aspect of reading in which a child needs to make progress (decoding, fluency, vocabulary (comprehension screening to follow next year) Staff are well trained in use of these screening tools. Parents are informed and engaged in supporting their child's reading.	Increased number of children achieving the expected standard 2024 – 2025 Reading at expected standard: YR 50% word reading & 50% comprehension Y1 Phonics Screening 100% Reading Y2 20% Y3 50% Y4 60% Y5 50% Y6 55.6% (National – 63.2%) Increased number of children achieving higher level standard) 2024 – 2025 End of KS2 Higher level 0% National 21.3% More effective use made of existing reading assessment materials to identify aspects of reading that need to be addressed (NFER, NGRT, RWI) Research and source other, more effective reading assessments for accurate and efficient assessment and tracking of decoding, fluency, vocabulary knowledge and comprehension eg FFT Professional development for staff is focused on elements of reading and necessary provision for improvement. High quality teaching and intervention strategies reflect the needs of children and progress in relevant element of reading is closely tracked – leading to improvement. Parents/Carers are provided with information, opportunities in school to help them support their

	child's reading.
All children have high quality teaching that improves: handwriting, spelling and sentence construction. Assessment in the early years and for children of low ability in KS2 has a firm focus on these elements in order that children make good progress. Staff have access to high quality professional development in how to improve writing outcomes. Parents are informed and engaged in supporting their child's writing.	Increased number of children achieving expected standard 2024 – 2025 Writing at expected standard YR 50% Y1 20% Y2 25% Y3 0% Y4 20% Y5 17% Y6 22% (National 59.4%) 2024 – 2025 Higher standard 0% National 21.3% Standards expected in YR Y1 Y2 are agreed in terms of early transcription. RWI – Phonics and handwriting is used efficiently and effectively in EYFS & KS1 to drive improvement in handwriting, spelling and sentence construction. Standards of age related expectations in KS2 are agreed and used for standardisation & moderation. Ready Steady Write is consistently used to drive improvement in writing. Parents/Carers are provided with information, opportunities in school to help them support their child's reading.
Improvement in children's ability to take responsibility, be willing to face challenges and to know how to deal with their own emotions. All staff are trained in Trauma Informed Practice and Leaders have a better understanding of Inclusive Learning Culture. Parents are informed and engaged in supporting their child's social and emotional development.	Effective and relevant diagnostic/screening strategies are in place to identify support needed in aspects of personal development and well being. (Boxhall; Well-being questionnaires; My Happy Mind observations; Lego Therapy; Drawing & Talking therapy) Improved attendance and punctuality. Improved engagement in homework and home reading. Improved attendance in extra curricular activities (uptake in Children's University) Improvement in ability to take on responsibility (eg Playtime Crew; Buddy; Peer Mentor; Be the Best Team; Eco Warriors) Reduced behaviour issues recorded. Parents are provided with information, workshops, opportunities for support in helping their child's mental health & well-being.
To ensure all staff are effectively trained in how to ensure that children with a neurodiversity, make progress.	Children with a neurodiversity make progress in core subjects and are more able to deal with the challenges they face. Reduced behaviour incidents, increase in self-regulation skills and parents more engaged in supporting learning and self regulation.

To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils. Parents are informed and engaged in supporting their child's attendance and punctuality.	2024 – 2025 Pupil Premium 91.73% Non Pupil Premium 95.52%; FSM 92.1% Non FSM 95.3% Compared to similar schools FSM 92.1% Improve attendance and maintain at above 95% for all children. Bring Pupil Premium children's attendance in line with non Pupil Premium. Reduce the number of children classed as Persistent Absentees 2024 – 2025 11/24 PA 45.83%
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30 282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use existing diagnostic assessments to screen all children for speech and language on entry into Reception; for new starters and for children identified throughout the school. Train all staff in use of and analysis of the assessments. £1750 Purchase time with Speech & Language Consultant to train staff in analysis of the screening results. £1000 Purchase resources to support speech and language sessions.	EEF- Diagnostic Assessments Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: EEF focus on speech & language/oracy 1. On average, oral language approaches have a high impact on pupil outcomes	1 2 4

	(+6 months' additional progress). 2. Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. 3. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum. 4. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.	
£295 (2025-2026) Purchase standardised diagnostic assessments to screen identified children for reading in terms of decoding, fluency, vocabulary and comprehension (to follow in next academic year) . £500 Train all staff in use of and analysis of the assessments cover time to administer the assessments.	EEF Diagnostic assessment (see above) When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups EEF Focus on reading comprehension Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches) Reading comprehension strategies are high on impact (7+months) Alongside Phonics this is a crucial part of reading instruction	1 2 4 6

£2950 Purchase a writing scheme (and necessary resources) - Ready Steady Write and associated staff professional development package for leadership, class teachers and Teaching Assistants. Effective feedback plays a significant part in the teaching of writing £1200 Continue to fund RWI School Portal and Consultant development days for Phonics, early transcription staff development.	EEF High quality teaching Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). EEF High quality professional development High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1 2 4 6
£9687 Part funding for Teaching Assistants to support high quality teaching of reading and writing; deliver high quality interventions and work with children on a one to one basis as and when required. It will also enable the class teacher to work with focus groups whilst the TA oversees other children in the completion of tasks. This will ensure that every class has either a half day or full day of learning support for identified groups/children. £1000 DBE & additional hours Services Purchase training for Teaching Assistants to understand how they can support children in the most effective way. DBE training to focus on EEF strategies of adaptive teaching and scaffolding.	EEF: Small group tuition & deployment of TAs Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows teaching staff to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can	1 2 3 4

	support pupils to overcome barriers to learning and increase their access to the curriculum.	
£2400 High quality Level 3 training for EYFS Lead in Early Years SEND. 8 days of training plus study time in order to ensure that the needs of SEND children are met as early as possible. £2400 EYFS Lead access to EYFS high quality professional development with Sefton EYFS Team to review the EYFS curriculum, enabling it to match the needs of the children. Academic year project.	EEF Meeting the needs of disadvantaged pupils with SEND Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology linked to effective pedagogy. EEF Developing high quality teaching, assessment and curriculum (see above)	1 2 4
£2100 High quality professional development for Leadership on Inclusive Learning Cultures	EEF Improving Behaviour in Schools Evidence from psychology demonstrates a clear development pattern that affects behaviour in children and young people, which can support teacher understanding. Research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers' behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research and it appears that interventions can reduce the harmful effects, but more research is needed to understand the most useful ways of applying this knowledge to support children and young people in schools. There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment	1 2 3 4 5 6
£5000 High quality	National Institute of Teaching	1

professional development and release time to work with Mentor for ECT: ECT modules; NCETM Maths training programme; RWI principles and practice.	There is some evidence that mentoring can have small positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher-student interactions, and an improved classroom environment. EEF High quality professional development High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	2 3 4 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
£350 Purchase training and screening tool Boxall Profile for key staff to use to assess and make provision for aspects of social and emotional development. £600 (Purchase PASS Pupil Attitudes to Self and School (PASS) is a digital survey that identifies non-academic barriers that may affect learning and engagement in the wider school community, including motivation and confidence. It also provides interventions and guidance so you can start to address issues immediately. This will help identify the children who may require	EEF Focus on social and emotional well being Social and emotional skills support effective learning and are linked to positive outcomes later in life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.	1 3 4 6

targeted support for emotional health and well-being: self awareness; self management; social awareness; relationship skills; responsible decision making) £5650 Part funding of a Teaching Assistant to run ELSA groups.		
£5249 Teaching Assistants time (funded) to support guided reading sessions. Teaching Assistants time funded to support RWI group teaching Teaching Assistants part funded to support transcription skills in writing	EEF Focus on small group teaching 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. EEF focus on reading comprehension Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	1 2 4
£5921 Part funding time for an HLTA to deliver speech and language interventions with	EEF Focus on speech and language There is a strong evidence	1 2 3

small groups or on a one to one basis.	base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: 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.	4 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8360

Activity	Evidence that supports this approach	Challenge number(s) addressed
£960 Purchase SLA for additional time from the Attendance Officer, in order to support attendance and punctuality targets.	DfE Working Together to Improve School Attendance Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.	3 5 6
£3500 Part fund additional	EEF Focus on Social and	1

Lunchtime supervision to support behaviour, social and emotional skills of identified children. £350 Purchase equipment boxes for playtime use – to be looked after by Playtime Crew (children identified as needing support with resilience, motivation and organisation) £2000 (additional hours) High quality training for all staff in Trauma Informed Practice (all staff 4 sessions of training) Fund release time for Teaching Assistants to access online training for identified aspects of neurodiversity relevant to focus pupils. Continue to fund My Happy Mind Plus (Emotional well-being and full PSHE programme)	Emotional Learning There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Improving Behaviour in Schools (see above)	3 4
£1400 Purchase online homework and intervention resource. Mirodo will mark the children's work and provide feedback on strengths and areas for development We are aware that many of our children do not have an adult at home who can provide effective academic support – this platform will support with this. .	EEF Homework: Although studies are notably limited, the EEF's research summary suggests that homework can be a cost-effective way to help to bridge the gap. The quality of the task set appears to be more important than the quantity of work required from the pupil. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback.	2 6

£500 resources & release time - Provide opportunities for parents to attend workshops, online support, stay and learn sessions in school. Access support through other professionals eg Early Help workers; SPCF; INCO; ASD service. 2026 Consider purchasing of Team Teach My Family Coach – online support hub for parents/carers.	EEF Focus on Parental Engagement Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that three areas are particularly worth focusing on: • supporting parents to have high academic expectations for their children; • developing and maintaining communication with parents about school activities and schoolwork; and • promoting the development of good reading habits.	1 2 3 4 5 6
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Total budgeted cost: £56 412

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

By the end of Key Stage 2

The Reading data demonstrated that in 2025 by the end of KS2, Pupil Premium children performed slightly below Pupil Premium nationally. However on entry to KS2, this cohort was significantly below expected in Reading. Progress for these children has been good.

The Writing data demonstrated that in 2025 by the end of KS2, Pupil Premium performed below those nationally. However, on entry to KS2, this cohort was significantly below expected in writing. Writing has been identified as an area for development and a priority for the school improvement plan over the next three years.

The Mathematics data demonstrated that in 2025 by the end of KS2, Pupil Premium performed significantly higher than Pupil Premium nationally and higher than all pupils nationally.

The focus on Reading and Writing in the PP strategy and in the school improvement plan, is hoped to have impact on the number of pupils achieving at expected and higher across all subjects combined.

Greater depth and achievement at higher levels has been identified as an area for development in the school improvement plan (with significant focus on Reading and Writing)

Multiplication Check Y4

In analysis of data, the percentage of Pupil Premium children scoring 20+ is in line with all pupils nationally and the percentage of Pupil premium scoring full marks is just below all nationally.

Through targeted intervention and use of quality homework platforms, it is expected that the number of Pupil Premium children achieving 20+ and full marks will increase.

Phonics Y1

Due to high quality teaching and targeted intervention, using a recognised synthetic phonics scheme, 100% of Pupil Premium children passed the Phonics Screening at the end of Y1 – this is significantly higher than those nationally. This is higher than all nationally. All Pupil Premium children passed the Phonics Screening by the end of Y2 (and Y1) at the end of 2025

EYFS Good Level of Development

It has been identified that the percentage of Pupil Premium achieving GLD, was below National. In analysis of these results, Self-regulation and Communication and Language have been identified as areas for development. Hence the reason for both being identified in this three year

strategy.

Foundation Subjects

All children have accessed a broad, balanced and ambitious curriculum. The recently implemented schemes of work during the last academic year, have enabled all children to access and experience an engaging, knowledge-rich and progressive curriculum. Subject Leaders have reported that Pupil Premium children are achieving in line with all children.

Well-being

In end of the year questionnaires, with a focus on mental health and well being, it was evident that there has been a very positive impact on how children are able to recognise and manage their own mental health and well-being. The implementation of the My Happy Mind scheme of work, the work carried out by funded ELSA Lead and The 7 Steps to Well-Being Approach have enabled all children to learn strategies to help them deal with their own emotions and resilience. It has been identified that some children are still finding this challenging – hence the reason why this is included in the Pupil Premium Strategy and the school improvement plan.

Cultural Capital

100% of Pupil Premium children in Year 4, Year 5 and Year 6 went on residential with their class in the last school year. This had a positive impact on their level of independence and provided rich and varied experiences that took them out of their comfort zone. It was evident that it built their self-esteem and contributed to their level of resilience.

An increased number of Pupil Premium children have attended after school clubs.

Attendance & Punctuality

In analysis of the data, it has been identified that the attendance of Pupil Premium children is in line with those in similar schools nationally. However, the average attendance is lower than that of all children in school. In further analysis, the issue of taking holidays in term time is seen as a contributory factor.

Persistent Absence 2024 – 2025: 11 out of the 24 children were those on Pupil Premium (this was a slight increase from the previous year) However in the first term of 2025 – 2026, only 5 out of 29 children are Pupil Premium. Holidays during term time is also a contributing factor.

Attendance has been identified as priority in the school improvement plan, with a particular focus on those children who are on free school meals.

Externally provided programmes

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

Programme	Provider
ELSA (Emotional Literacy Support)	School based Teaching Assistant
My Happy Mind NHS supported PSHE & Emotional health and well being programme	Whole school approach delivered by class teachers

