

# Pupil premium strategy statement

1. Summary information					
School	MelbourneCommunity Primary School				
Academic Year	2020-21	Total PP budget	£14 441	Date of most recent PP Review	N/A
Total number of pupils	170 (including nursery)	Number of pupils eligible for PP	10	Date for next internal review of this strategy	

*\*The previous performance data noted below is from the 2019 statutory assessment. The 2020 and 2021 statutory assessment expectations have been suspended due to COVID-19 therefore this is the latest verified data available.*

Previous performance of pupils eligible for Pupil Premium – 2018-19	
<b>EYFS 2018-19 (22 pupils)</b>	<b>EYFS</b>
Proportion of pupils achieving a good level of development (GLD)	PP: 0 Non PP: 72.7% (22 pupils)
Proportion of pupils achieving at least the expected standard in Reading	PP: 0 Non PP: 76.9% (22 pupils)
Proportion of pupils achieving at least the expected standard in Writing	PP: 0 Non PP: 73.8 (22 pupils)
Proportion of pupils achieving at least the expected standard in Number	PP: 0 Non PP: 79.7% (22 pupils)
<b>Year 1 2018-19 Phonics ( 26 pupils)</b>	<b>Phonics screening</b>
Proportion achieving at least the expected standard in Year 1 phonics	PP: 12% (3 pupils) 8% achieved Non PP: 88%(23 pupils) 96.2% achieved
<b>Key stage 1 2018-19 (26 pupils)</b>	<b>Key Stage 1</b>
Proportion of pupils achieving at least the expected standard in Reading	PP: 8% (2 pupils) 0% achieved Non PP: 92% (24 pupils) 62.2% achieved
Proportion of pupils achieving at least the expected standard in Writing	PP: 8% (2 pupils) 0% achieved Non PP: 94% (24 pupils) 65.4% achieved
Proportion of pupils achieving at least the expected standard in Maths	PP: 8% (2 pupils) 0% achieved Non PP: 94% (24 pupils) 69.2% achieved

Key Stage 2 2018-19 (27 pupils)	Key Stage 2
Proportion of pupils achieving at least the expected standard in Reading	PP: 3% (1 pupils) 0% achieved Non PP: 97% (27 pupils) 70% achieved
Proportion of pupils achieving at least the expected standard in Writing	PP: 3% (1 pupils) 0% achieved Non PP: 97% (27 pupils) 74% achieved
Proportion of pupils achieving at least the expected standard in Maths	PP: 3% (1 pupils) 100% achieved Non PP: 97% (27 pupils) 74% achieved
Proportion achieving at least the expected standard in RWM combined	PP: 3% (1 pupils) 0% achieved Non PP: 97% (27 pupils) 63% achieved

### **Tackling Barriers**

Melbourne Primary School works on the principle that consistently great teaching is the best way to overcome the barriers to learning our pupils face. Our school is beginning to explore a range of strategies that are underpinned by a strong evidence base:

- Frequent, evidence based CPD focused on the needs of the pupils, particularly those from disadvantaged backgrounds.
- Ensuring disadvantaged pupils access very high early years provision
  - The development of a language-rich curriculum
- Cultural enrichment opportunities, e.g. making the most of our locality, residential trips to Kingswood, religious visitors and trips, regular outdoor learning opportunities, visits to a range of places linked to our current themes and sporting opportunities
- The school actively engages with parents through Early Years stay and play sessions, celebration assemblies, parental helpers in school and offering information sharing events.

### **EYFS**

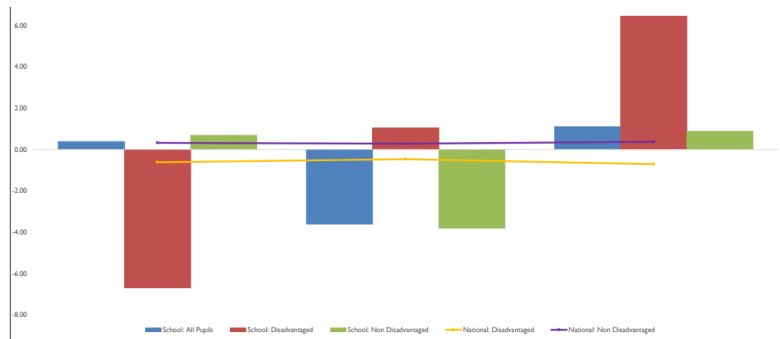
There were not any children in receipt of PP last year.

### **Key Stage 1**

There were 2 PP children within the Y2 cohort last year. Both children are also on the SEND cause for concern list. Despite strong teaching and appropriate intervention these children were not able to meet age related expectations by the end of the year. However, evidence (book scrutiny etc.) suggests they made visible progress across the core subjects.

Estab. No.	Establishment No.	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
-	<b>NCER National</b>	666,766	24.8%	74.9%	25.0%	30.5%	69.2%	14.8%	24.1%	75.6%	21.7%	64.9%	11.2%	64.6%
	Disadvantaged	127,057	37.6%	62.1%	13.9%	44.8%	54.9%	7.3%	37.2%	62.5%	11.8%	50.1%	5.2%	49.7%
	Not Disadvantaged	471,474	21.5%	78.3%	27.9%	26.8%	73.0%	16.7%	20.6%	79.1%	24.2%	68.8%	12.7%	68.5%
	Unknown	68,235	24.3%	75.4%	26.4%	30.0%	69.7%	15.7%	24.0%	75.8%	23.0%	65.3%	11.9%	65.1%
2755	<b>Melbourne Community Primary School</b>	26	30.8%	69.2%	30.8%	34.6%	65.4%	15.4%	30.8%	69.2%	11.5%	61.5%	7.7%	61.5%
	Disadvantaged	2	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Not Disadvantaged	24	25.0%	75.0%	33.3%	29.2%	70.8%	16.7%	25.0%	75.0%	12.5%	66.7%	8.3%	66.7%

Key Stage 2



The graph demonstrates progress measures for the Y6 PP and non PP children's progress. The data provided demonstrates that progress in reading was poorer than non PP children but progress in maths and writing was better than non PP children.

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> which some of our eligible pupils face:	
<b>A.</b>	Language deficit (speech and language barriers) - both a gap in vocabulary and a lack of ability to manipulate language for effect
<b>B.</b>	Social, emotional and behavioural problems impact well-being and progress. Some children have support from external agencies due to a range of complex needs
<b>C.</b>	Limited cultural capital and enrichment which limits language and understanding
<b>D.</b>	Special educational needs in relation to reading comprehension, maths and writing (dyslexic tendencies – these existing barriers to learning impact further on rates of progress and therefore attainment.
<b>E.</b>	Lack of metacognitive strategies
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Pupil attendance, although generally good is weaker for PP eligible pupils compared to non Pupil Premium children.
<b>G.</b>	Home environment and/or lack of routine means that PP children arrive less prepared or resourced for learning e.g. incomplete home learning, missing uniform, disrupted evening/ morning routine, emotional difficulties.
<b>3. Desired outcomes</b>	
<b>1</b>	Progress of all learners will be at least expected or better than expected in reading, writing and maths.
<b>2</b>	Children eligible for PP funding, who have identified gaps in learning, will make rapid progress compared with their non-eligible peers. (at least 0.0)
<b>3</b>	Attendance rates for PP children will improve and align with the whole school target of 98%.
<b>4</b>	90+% of PP children will be at age-related expectations when assessed against the learner characteristics at the end of the academic year.
<b>5</b>	To further develop effective leadership and management strategies to build a sustainable approach to reviewing and monitoring interventions.

4. Planned expenditure					
Academic year	2020 – 2021				
Desired outcomes					
1. Progress of all learners will be at least expected or better in core subjects. 2. Attendance rates for PP children will improve and align with the whole school target. 3. PP children will be have the skills to manage their emotions and be happy during school.					
Desired outcome	Chosen action / approach including cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Address lost learning by increasing progress and attainment in <b>reading</b> , including phonics, whilst instilling the love of reading.	Small group and 1-1 tutoring and intervention session – run by teachers and teaching assistants that focus’ on phonics and reading comprehension. <b>£2767.37</b>  Purchase additional home reading material. <b>£2000</b>  Purchase ‘Reading Explorer’ as an intervention source. <b>£350</b>  Additional phonics resources to be used as part of intervention sessions. <b>£750</b>  Use of Lexia for specific targeted children. <b>£1540</b>	<p><i>‘Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.’</i>  <b>EEF</b></p> <p>Lexia programs are research-proven to improve learning outcomes required by federal mandates under the Every Student Succeeds Act (ESSA).</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.  <b>EEF</b></p>	<p>Obtain pupil voice to ascertain if children demonstrate increased engagement with reading.</p> <p>Analyse STARS data to ensure that the children make progress from their starting points.</p>	KF	<p>Half termly data drops.</p> <p>SENDCo to monitor progress being made by those children accessing Lexia (half termly).</p>

<p>Pupils will be resilient learners who persevere when they find things challenging.</p>	<p>Support provided through ELSA sessions and in class to help pupils develop their learning behaviour/resilience. <b>£3196.40</b></p> <ul style="list-style-type: none"> <li>• Outdoor visits and access to the Forest school environment.</li> <li>• Scarf PSHE to be rolled out across school. <b>£395</b></li> </ul>	<p>Social skills, self esteem and perseverance are developed through participation with activities led by the ELSA.</p> <p>SCARF is now fully embedded and pupils have raised self esteem.</p> <p>Pastoral support will ensure that pupils' wellbeing is paramount.</p>	<p>Daily check in charts.</p> <p>Observations made by key members of staff.</p> <p>Lesson observations/book scrutiny to monitor engagement within lessons.</p>	<p>SK</p>	<p>On an ongoing basis.</p> <p>Daily checks will be monitored by class teachers – concerns shared with SENDCo.</p> <p>PHSE Lead to monitor implementation of new scheme on a termly basis.</p>
<p>To offer vulnerable children targeted maths intervention which addresses gaps in learning.</p>	<p>Use of TT Rockstars to develop children mathematical progress. <b>£245.83</b></p> <p>Purchase support materials – numicon. <b>£500</b></p> <p>Target teaching support by accurately assessing pupil needs and providing increased opportunities for providing pupils with same day intervention, including pre teaching. <b>£2696.40</b></p>	<p><i>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective.</i></p> <p>Teaching Learning Toolkit EEF 2019</p> <p><b>Evidence: EEF identified approaches Individualised instruction: +3 months</b></p>	<p>The maths lead will devise an intervention scheme using the 'Hands on' approach to ensure that children's mathematic conceptual understanding is developed.</p> <p>Once the intervention scheme is developed appropriate staff training will be delivered to ensure that the intervention is delivered effectively.</p> <p>Each class teacher will highlight and track children who require this intervention.</p>	<p>MH/KF</p>	<p>Half termly data drops.</p> <p>Class teachers to monitor TTRockstars on an ongoing basis.</p>

**TOTAL COST: £14411** (PLUS additional cost built in to teacher and teaching assistant salaries)

**5. Review of expenditure 2020/21**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>