



Melbourne Primary School 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	Melbourne Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (3 years)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kelly Foxtton
Pupil premium lead	Kelly Foxtton
Governor / Trustee lead	Joanna Whelan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17070
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19070

Part A: Pupil premium strategy plan

Statement of intent

At Melbourne Primary school we value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school.

We have planned to spend our Pupil Premium funding to give children the support that they need to reach their own personal potential. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and /or additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality, first class 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported but challenged in the work that they're set. Be proactive in identifying areas of need and potential ways in which to support.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As

such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the resources and/or interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	PP pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).
2	Social and emotional difficulties, often including resilience, has a negative impact on well-being and learning.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery/Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Lack of cultural capital limits experience and inhibits access to and engagement with the curriculum.
5	Widening gaps (due to Covid-19 closures) in academic performance/attainment in particular in reading.

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 <i>What will success look like?</i>
1 - That those identified children with gaps in learning, and below expected rates of progress, will close gaps and make expected progress.	<ul style="list-style-type: none"> Children's gaps in learning will be identified quickly and relevant targets created. Appropriate support and intervention will be put into place. Progress during intervention will be monitored closely and reviewed as necessary. Children will make pleasing progress from their starting points.

<p>2 – That children with social and emotional difficulties are identified rapidly. Relevant support put in place to ensure that children feel secure and supported and ‘ready to learn’.</p>	<ul style="list-style-type: none"> • Identified of difficulties happens quickly and a relevant plan made and shared with key staff. • Children develop skills to manage emotions which increases engagement with learning. • Children’s confidence will increase. • Children will be more willing to take risks, make mistakes and challenge themselves. • Identified children make expected progress from individual starting points.
<p>3 - Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. • The following of our broad, balanced, challenging and enriched curriculum enables the pupils to be exposed to and learn new vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book trawls and ongoing formative assessment.
<p>4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Melbourne Primary School.</p>	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children’s passions and interests. • Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms. • Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc • Children are able to learn a new skill or continue playing an instrument they had been learning.
<p>5 - Improved Phonics/ Reading attainment for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Y1 Phonics Screening Check outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard. • KS2 reading outcomes in 2024/25 show that more than 80% of

	<p>disadvantaged pupils meet the expected standard.</p> <ul style="list-style-type: none"> Standardised tests results show sustained improvement in comprehension and inference.
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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: **£4756**

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET/Staff meeting time to complete progress meetings to identify those children who require additional support.	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children. Appropriate and relevant intervention and support can be planned from here to address the specific gaps in learning.	1, 2 and 3
SENDCo to work with PP lead to monitor intervention for those children who are PP and SEND. Support provided to staff as necessary to ensure that support is relevant and appropriate. The SENDCo will be released weekly to complete this.	When professionals adopt a joint up approach expertise and information can be shared to support children most effectively. In turn support and guidance can be provided to staff members to ensure that intervention provided is relevant, effective and meaningful.	1, 2 and 3
Purchase a new phonics catch up materials and provide staff training for staff members to use this to support those children who require additional support.	Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results. The catch-up programme used has been created by the same company as the phonics scheme used across school. The consistency between teaching input and intervention will ensure strong progress. What's more – all staff will have	1

	received the same training within the same time period.	
Purchase of standardised diagnostic assessment (STARs) and Accelerated Reader Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF <u>AR produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University.</u>	5, 1

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

Budgeted cost: £12118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions will take place regularly.	Higher attainment in reading indicates better life chances and allows greater access to the wider curriculum. Reading a wide variety of genres will support vocabulary acquisition and comprehension.	1, 5
Phonics catch up. Reading Lead to coach and monitor intervention tutors on the ‘Keep up not catch up’ element of the SSP programme.	‘Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.’ EEF 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. EEF	1, 5
Maths intervention and catch up will take place regularly.	Basic number skills addressed alongside conceptual misconceptions allows children to apply their understanding to reasoning	1

	<p>and problems solving – contributing to positive progress.</p> <p>‘Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.’ EEF</p>	
1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 2, 3, 5,
Tutoring led by class teachers.	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. 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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p><i>‘Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.’</i></p>	1, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6196

Activity	Evidence that supports this approach	Challenge number (s) addressed
Exciting trips and visits will be planned to enhance the curriculum including residential for years 6	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.</p> <p><i>By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes'</i></p> <p>Life Skills and Enrichment - EEF</p>	4
Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	4
The library will be revamped to make it an exciting and fun place to read.	Children who enjoy reading are motivated to read more frequently and make better progress	1, 4
Children will have access to ELSA sessions to address any social, emotional or behavioural difficulties.	<p>Children who feel happy, safe and secure are more likely to thrive and learn and reach their potential.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2

Total budgeted cost: £23070

Externally provided programmes

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
Little Wandle	Little Wandle Phonics
Lexia	Lexia Learning Systems LLC
STAR Reading / Early Literacy	Renaissance Learning
Accelerated Reader	Renaissance Learning
TT Rockstars	ttrackstars.com
Seesaw online platform	https://web.seesaw.me
Tapestry online learning journal	https://tapestryjournal.com
Purple Mash	2simple

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

- Like schools across the country, Melbourne Primary School closed during the Spring term of 2021, for all children other than those of essential workers and those deemed vulnerable in some way. This meant a valid review of the 2020-21 strategy and its impact couldn't be made, however:
- Support staff were instrumental in supporting Pupil Premium pupils in their home setting, keeping regular contact and providing high quality feedback to support learning.
- The school identified those who had previously underperformed during home learning and made every effort to host them in school. This included a wider group of pupils who had been disadvantaged by the pandemic.

5. Review of expenditure 2020/21							
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost			
Address lost learning by increasing progress and attainment in reading , 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. £2767.37 Purchase additional home reading material. £2000	Due to the Coronavirus 19 pandemic the statutory assessments did not take place. Therefore, there is no available progress data. As a school we started to use STARs assessment. The results for PP children are below:	It is difficult to secure the exact impact of Lexia – children have not engaged as well with this as they have previously. We will therefore monitor this closely and review the necessity to extend the license agreement. We will continue to use the small group and 1-1 tutoring sessions as intervention data	TOTAL: £7407.37			
		<table border="1"> <tr> <td>Current NRSS</td> <td>106</td> <td>↑</td> </tr> </table>	Current NRSS	106	↑		
Current NRSS	106	↑					

	<p>Purchase 'Reading Explorer' as an intervention source.</p> <p>£350</p> <p>Additional phonics resources to be used as part of intervention sessions.</p> <p>£750</p> <p>Use of Lexia for specific targeted children.</p> <p>£1540</p>	<table border="1"> <tr> <td>Current Percentile</td> <td>89 ↑</td> </tr> <tr> <td>NRSS Change</td> <td>+17</td> </tr> <tr> <td>PR Change</td> <td>+103</td> </tr> </table>	Current Percentile	89 ↑	NRSS Change	+17	PR Change	+103	demonstrated strong progress.	
Current Percentile	89 ↑									
NRSS Change	+17									
PR Change	+103									
<p>Pupils will be resilient learners who persevere when they find things challenge.</p>	<p>Support provided through ELSA sessions and in class to help pupils develop their learning behaviour/resilience.</p> <p>£3196.40</p> <p>Outdoor visits and access to the Forest school environment.</p>	<p>Although data for this target is not tangible soft data indicates that the majority of the children responded well to ELSA sessions provided and a round of a 6 week intervention block worked well. Only one PP child needed further follow up support.</p> <p>Scarf was used effectively support all children, including PP children effectively. The national curriculum requirement for the</p>	<p>We will continue to adopt outdoor learning activities as feedback from staff have indicated that resilience has improved along side stamina.</p> <p>Due to the success of this year we will continue to use the SCARF programme moving forward.</p>	<p>TOTAL:</p> <p>£3591.40</p>						

	<p>Scarf PSHE to be rolled out across school.</p> <p>£395</p>	<p>PHSE curriculum was delivered effectively. Internal teacher assessment data indicated that 80% of PP children were working at the expected standard for PHSE.</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.</p> <p>£245.83</p> <p>Purchase support materials – numicon.</p> <p>£500</p> <p>Target teaching support by accurately assessing pupil needs and providing increased opportunities for providing pupils with same day intervention, including pre teaching.</p> <p>£2696.40</p>	<p>As a school we started to use STARs assessment. The results for PP children are below:</p> <table border="1" data-bbox="683 862 986 1424"> <tr> <td>Current NRSS</td> <td>103 ↑</td> </tr> <tr> <td>Current Percentile</td> <td>54 ↑</td> </tr> <tr> <td>NRSS Change</td> <td>+13</td> </tr> <tr> <td>PR Change</td> <td>+25</td> </tr> </table>	Current NRSS	103 ↑	Current Percentile	54 ↑	NRSS Change	+13	PR Change	+25	<p>We will continue to use TTRockstars but will purchase the additional bolt on so that individual homework can be set – a function not currently covered in the existing package.</p>	<p>TOTAL:</p> <p>£3442.23</p>
Current NRSS	103 ↑											
Current Percentile	54 ↑											
NRSS Change	+13											
PR Change	+25											

TOTAL: £14,441

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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?	Paid for private dyslexia screening.
What was the impact of that spending on service pupil premium eligible pupils?	Strategies to support the child have been identified. Official diagnosis now allows additional time to be given in standardised tests.