

Pupil premium strategy statement – Melbury Primary School 2023/24 and review 2022/23

This statement details our school's use of pupil premium (and recovery 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	220
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Louise Maltby
Pupil premium lead	Judith Kemplay
Governor / Trustee lead	Linda Case

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-2022 - £136800.00 2022-2023 - £139470.00 2023-2024 - £142145.00
Recovery premium funding allocation this academic year	2021-2022 - £14175.00 2022-2023 - £13956.00 2023-2024 - £6816.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to</i>	0

<p><i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>2021-2022 - £150975.00 2022-2023 - £153426.00 2023-2024 - £148961.00</p>

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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. Quality first 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Principles to our approach

- Ensure all disadvantaged children are challenged in the work they are set
- Act early to intervene at the point need is identified
- Use assessments to measure impact of teaching, learning and interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>English – Phonics, early reading and writing</p> <p>Internal and external data analysis, work sampling and lesson observations highlight those disadvantaged pupils who have lower attainment in their English work. Areas of particular difficulty for disadvantaged pupils include spelling, vocabulary gaps, phonics understanding and poorly developed oral language skills. Lack of fluency in these areas mean that disadvantaged pupils have attainment that is lower than pupils not eligible for pupil premium support.</p> <p>The average attainment gap between disadvantaged pupils and other pupils at the end of the 2021/22 academic year was: Reading 23% Writing 20%</p> <p>The average progress score between disadvantaged and other pupils at the end of the 2021/22 academic year were: Reading 2.9 v 3.1 Writing 1.8 v -0.6 (however attainment much lower)</p>

	Lack of engagement in home learning from disadvantaged pupils and the impact of covid have meant children lack stamina and ideas through lack of opportunities.
2	<p>Maths fluency</p> <p>Internal and external data analysis, work sampling and lesson observations highlight that disadvantaged pupils are less able and confident in maths fluency. This has been highlighted in end of key stage tests as well as MTC.</p> <p>The average attainment gap between disadvantaged pupils and other pupils at the end of the 2021/22 academic year was: Maths 24%</p> <p>The average progress score between disadvantaged and other pupils at the end of the 2021/22 academic year was: Maths 0.41 v 1.35</p>
3	<p>Attainment at higher standard</p> <p>Internal and external data highlights that there are significant differences between the % of disadvantaged and other pupils working at the higher standards across the school.</p> <p>The average %attainment gap between disadvantaged pupils and other pupils attaining higher standard in 2021/22 was: Reading 5.4% Maths 5.4%</p> <p>No pupils achieved higher standard in writing or combined at higher standard.</p>
4	The cultural capital of our disadvantaged pupils is known to be significantly less developed than that of other pupils nationally. Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. It is likely that cost-of-living pressures will disproportionately affect families classified as disadvantaged.
5	<p>Attendance and persistent absenteeism</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. Persistent absenteeism has been the highest it has ever been in 21/22 (28%). In the academic year 23/24 (13.5%)</p>

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 writing attainment and progress score for all disadvantaged pupils at the end of KS1 and KS2	Improve the % of disadvantaged pupils achieving the expected standard or

	better at the end of KS2 in writing to 65% or better by the end of 2023/24
Improved, phonics and reading attainment and progress score for all disadvantaged pupils at the end of KS1 and KS2	Improve the % of disadvantaged pupils achieving the expected standard or better at the end of KS2 in reading to 70% by the end of 2023/24 Improve the % of disadvantaged pupils completing the phonics screening successfully by the end of KS1 to 85%
Improved maths attainment and progress score for all disadvantaged pupils at the end of KS1 and KS2	Improve the % of disadvantaged pupils achieving the expected standard or better at the end of KS2 in maths to 75% by the end of 2023/24
Increase the % of disadvantaged pupils who are achieving the combined higher standards in reading, writing and maths by the end of KS2	Increase the % of disadvantaged pupils achieving the combined high standards by 2023/24 to 10%
To achieve and sustain improved attendance for all pupils but especially for disadvantaged pupils and to lower the % of disadvantaged pupils classified as persistently absent	Increased attendance over the next 3 years and sustained high attendance from 2023/24 demonstrated by: Attendance being 95%+ and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no less than 1% The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 12%

Activity in this academic year 2023/24

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: £ 10432.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will fund KS1 phonics lead teacher to support in ensuring consistent approach	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	1, 3

and fidelity to SSP (Little Wandle). This will fund cover to release teachers/support staff to observe phonics lead as well as CPD. This will include purchase and implementation and CPD of additional features such as spelling programme, catch up and SEND interventions.	word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
<i>Cover to release teachers to access support through the Literacy hub and 0.5 day release for Phonics and early reading leads to drive forward improvements</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3
<i>0.5 day release for maths lead to implement and drive improvements in maths fluency across KS1 and specifically times tables in KS2</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS.1 and 2.pdf (publishing.service.gov.uk)	2,3
Release time for phase leaders (0.5/phase) across school to drive forwards standard in teaching and learning for all pupils within their phases	The EEF Guide for Pupil Premium 2019 Page 3 Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on those in receipt of pupil premium funding	1,2,3
Membership of Nottingham School's Trust (NST) to deliver and support improvements in teaching and learning in all subjects and	Effective Teacher CPD: How To Enable Career-long Learning (irisconnect.com)	1,2,3

<p>to support subject leaders in driving forwards standards in their subject area</p>	<ul style="list-style-type: none"> • Teachers learn naturally over the course of a career. How-ever, learning from experience alone will ultimately limit devel-opment. Continuing professional development enables them to become the best teachers they can be and allows their pupils to achieve better learning out-comes. • It ensures teachers keep pace with the current standards of others working in education. • It keeps their knowledge and skills current so they can deliver high-quality teaching and impact positively on pupil outcomes. • It makes sure that they become more effective in the workplace. This helps them to advance in their career and move into new positions where they can lead, manage, influence, coach and mentor others. • It opens them up to new possi-bilities, new knowledge and new skills. • It leads to increased confidence in themselves, others and the profession as a whole. <p>Improves quality first teaching where the quality of teaching is single most important factor determining the success of disadvantaged pupils</p>	
<p>To fund wider CPD opportunities for staff across school that link with whole school priorities</p>	<p>Effective Teacher CPD: How To Enable Career-long Learning (irisconnect.com)</p> <ul style="list-style-type: none"> • Teachers learn naturally over the course of a career. How-ever, learning from experience alone will ultimately limit development. Continuing professional development enables them to become the best teachers they can be and allows their pupils to achieve better learning out-comes. • It ensures teachers keep pace with the current standards of others working in education. • It keeps their knowledge and skills current so they can deliver high- 	<p>1,2,3</p>

	<p>quality teaching and impact positively on pupil outcomes.</p> <ul style="list-style-type: none"> • It makes sure that they become more effective in the workplace. This helps them to advance in their career and move into new positions where they can lead, manage, influence, coach and mentor others. • It opens them up to new possibilities, new knowledge and new skills. • It leads to increased confidence in themselves, others and the profession as a whole. • Improves quality first teaching where the quality of teaching is single most important factor determining the success of disadvantaged pupils 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 62994.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver after school tuition for targeted pupils in Y6	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Additional support in Y3 and Y4 to support additional teacher led interventions	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,
Targeted phonics interventions for disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1,3

Targeted maths interventions for disadvantaged pupils using 'Shine'	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3
Release time for teachers to feedback 1:1 with pupils to conference and improve writing	The EEF teaching and learning toolkit demonstrates that feedback can lead to 6 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3

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

Budgeted cost: £ 22765.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Develop cultural capital of all pupils but especially disadvantaged pupils through offering a wide range of enrichment opportunities including: <ul style="list-style-type: none"> • after-school clubs • Music hub package • School trips and residentials • Visitors into school • Forest schools • Outdoor learning 	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk) EEF Toolkit "At the EEF we think enriching education has intrinsic benefits. We think all children, including disadvantaged pupils, deserve a well-rounded, culturally rich, education Research document DfE Research to understand successful approaches to supporting the most academically able disadvantaged pupils November 2018	1,4,5
Drive forward improvements in the well being of all pupils through the:	Mentoring EEF (educationendowmentfoundation.org.uk) When children feel that they belong- not just to their school but also to their teacher- and where they	1,2,3,4,5

Employment of a learning mentor to help identified pupils, largely disadvantaged, to overcome barriers to learning and to provide emotional literacy (ELSA support)	<p>feel that their teacher belongs to them, they learn'.</p> <p>(N. Gedge: Removing Barriers to improving behaviour, 2019)</p> <p>Data from the NHS shows that issues with mental health between 6 to 16 year olds rose from 1 in 9 to 1 in 6 during lockdown. It also found that children with mental health issues are twice as likely to miss school than those without, making post covid catch up much more difficult</p> <p>https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey</p>	
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Total budgeted cost: £ 96191.00

Review Activity in this academic year 2022/23

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: £23547.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to ensure a consistent approach to phonics is taken across school We will fund KS1 phonics lead teacher to support in implementing this new scheme and leading staff CPD.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
Fund support for LA maths consultant to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence	2,3

<p>train teachers and support staff in school with fluency in KS1</p> <p>Fund maths lead release time to lead fluency of times tables in KS2 .</p>	<p>in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf <p>(publish-ing.service.gov.uk)</p> <p>Pre-covid internal data shows that this fluency approach had positive impact – however we now have new staff.</p> </p>	
<p>Funding towards lead practitioner to drive improvements in teaching and learning, to co-ordinate CPD opportunities for all staff and lead on development of ECTs and ECTs+1 and deliver staff CPD</p>	<p>The EEF Guide for Pupil Premium 2019 Page 3 Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on those in receipt of pupil premium funding Research suggests that the progress and attainment of disadvantaged pupils is impacted hugely by the quality of teaching they experience Sutton Trust report (2021) Improving the impact of teachers on pupil achievement Evidence from Toolkit Strand Education Endowment Foundation EEF; metacognition +7 months modelling +6 months</p>	1,2,3
<p>Release time for phase leaders (0.5/ phase) across school to drive forwards standard in teaching and learning for all pupils within their phases</p>	<p>The EEF Guide for Pupil Premium 2019 Page 3 Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on those in receipt of pupil premium funding</p>	1,2,3
<p>Membership of Nottingham School's Trust (NST) to deliver and support</p>	<p>Effective Teacher CPD: How To Enable Career-long Learning (irisconnect.com)</p>	1,2,3

<p>improvements in teaching and learning in all subjects and to support subject leaders in driving forwards standards in their subject area</p>	<ul style="list-style-type: none"> • Teachers learn naturally over the course of a career. However, learning from experience alone will ultimately limit development. Continuing professional development enables them to become the best teachers they can be and allows their pupils to achieve better learning outcomes. • It ensures teachers keep pace with the current standards of others working in education. • It keeps their knowledge and skills current so they can deliver high-quality teaching and impact positively on pupil outcomes. • It makes sure that they become more effective in the workplace. This helps them to advance in their career and move into new positions where they can lead, manage, influence, coach and mentor others. • It opens them up to new possibilities, new knowledge and new skills. • It leads to increased confidence in themselves, others and the profession as a whole. <p>Improves quality first teaching where the quality of teaching is single most important factor determining the success of disadvantaged pupils</p>	
<p>Purchase of standardised diagnostic assessments and intervention programme for maths (Shine) Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>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</p>	2,3
<p>To fund wider CPD opportunities for staff across school that link with whole school priorities</p>	<p>Effective Teacher CPD: How To Enable Career-long Learning (irisconnect.com)</p> <ul style="list-style-type: none"> • Teachers learn naturally over the course of a career. However, learning from experience alone will ultimately limit development. Continu- 	1,2,3

	<p>ing professional development enables them to become the best teachers they can be and allows their pupils to achieve better learning out-comes.</p> <ul style="list-style-type: none"> • It ensures teachers keep pace with the current standards of others working in education. • It keeps their knowledge and skills current so they can deliver high-quality teaching and impact positively on pupil outcomes. • It makes sure that they become more effective in the workplace. This helps them to advance in their career and move into new positions where they can lead, manage, influence, coach and mentor others. • It opens them up to new possibilities, new knowledge and new skills. • It leads to increased confidence in themselves, others and the profession as a whole. • Improves quality first teaching where the quality of teaching is single most important factor determining the success of disadvantaged pupils 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 54278.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver after school tuition for targeted pupils in Y6	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Additional support in Y5 and Y6 to support additional teacher led interventions	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress	1,2,3,

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Use of NTP mentor and school led tutoring (Ranstead) to work with groups in KS2	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,
Targeted phonics interventions for disadvantaged pupils in	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1,3
Additional support in Y2 1 day per week to support additional teacher led interventions	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,
Additional support in Y3 3 mornings week to support additional teacher led interventions (June-July 23)	The EEF teaching and learning toolkit demonstrates that small group tuition can lead to 4 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,

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

Budgeted cost: £ 18955.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Develop cultural capital of all pupils but es-	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1,4,5

<p>pecially disadvantaged pupils through offering a wide range of enrichment opportunities including:</p> <ul style="list-style-type: none"> • after-school clubs • Music hub package • School trips and residentials • Visitors into school • Forest schools • Outdoor learning <p>CPD to train new Forest schools practitioner</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk) EEF Toolkit "At the EEF we think enriching education has intrinsic benefits. We think all children, including disadvantaged pupils, deserve a well-rounded, culturally rich, education Research document DFE Research to understand successful approaches to supporting the most academically able disadvantaged pupils November 2018</p>	
<p>Drive forward improvements in the well being of all pupils through the: Employment of a learning mentor to help identified pupils, largely disadvantaged, to overcome barriers to learning and to provide emotional literacy (ELSA support)</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk) When children feel that they belong- not just to their school but also to their teacher- and where they feel that their teacher belongs to them, they learn'. (N. Gedge: Removing Barriers to improving behaviour, 2019) Data from the NHS shows that issues with mental health between 6 to 16year olds rose from 1 in 9 to 1 in 6 during lockdown. It also found that children with mental health issues are twice as likely to miss school than those without, making post covid catch up much more difficult https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 96780.00

Part B: Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

Challenge	Impact 2022-23
Improved writing attainment and progress score for all disadvantaged pupils at the end of KS1 and KS2	End of KS2 test for academic year 2022/23 show: Increase in number of disadvantaged pupils achieving expected + standard in writing is 56.3%(+13.4% from previous year) Gap between disadvantaged and non-disadvantaged is 30%
Improved, phonics and reading attainment and progress score for all disadvantaged pupils at the end of KS1 and KS2	End of KS2 test for academic year 2022/23 show: Number of disadvantaged pupils achieving expected + standard in reading is 50% Gap between disadvantaged and non-disadvantaged is 30% Phonics 2022/23 Year 1 disadvantaged pupils passing phonics screening is 53.8% (up 8.3% from previous year) Gap between disadvantaged and non-disadvantaged is 33.7% Year 2 disadvantaged pupils passing phonics re- screening is 26.8% (up 6.4% from previous year) By end of Key stage 1 2022/23 53.8% of disadvantaged pupils passed phonics screening.
Improved maths attainment and progress score for all disadvantaged pupils at the end of KS1 and KS2	End of KS2 test for academic year 2022/23 show: Increase in number of disadvantaged pupils achieving expected + standard in maths Maths 75%(+17.9% from previous year) Gap between disadvantaged and non-disadvantaged is closing 11.7% Progress of disadvantaged pupils against non disadvantaged pupils in maths is
Increase the % of disadvantaged pupils who are achieving the combined higher standards in reading, writing and maths by the end of KS2	End of KS2 test for academic year 2022/23 show: Increase in number of disadvantaged pupils achieving higher standard. Reading 12.5% (+5.4%) Maths 12.5% (+5.4%)

	Gap between disadvantaged and non-disadvantaged in maths and reading at end of Key stage 2 is 13.6%
To achieve and sustain improved attendance for all pupils but especially for disadvantaged pupils and to lower the % of disadvantaged pupils classified as persistently absent	Attendance at end of 2022/23 was: All pupils 94.1% Disadvantaged pupils 93.2 % Non disadvantaged pupils 94.9 % PA all pupils 13.6 %