

Pupil Premium Review 2018/19

School's pupil premium statement

All members of staff, governors and teaching assistants accept responsibility for socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Melton is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

The aims of Pupil Premium Spending at Melton;

- Raise pupil's aspirations.
- Enrich children's learning experiences.
- Promote a positive attitude to learning.
- Improve attendance.

Pupil Premium Profile 2019/20			
Total number of pupils in the school	168 (Autumn Census 2018)		
Number of eligible pupils:	Pupil premium = 39 Post CiC = 1 Services = 3	Amount per pupil:	Pupil Premium = £1320 Post CiC = £2300 CLA = £600 per term Services = £300
		Total pupil premium budget:	£54680

Summary of school's performance data 2017/18
<p>Achievement of PPF pupils is below that of non-PPF in GLD at the end of EYFS.</p> <p>Achievement of PPF pupils is below that of non-PPF in Year 1 Phonics screening.</p> <p>Achievement of PPF pupils is below that of non-PPF in all subjects at the end of Key Stage 1 and Key Stage 2.</p> <p>Progress for PPF pupils is below non-PPF pupils for reading and maths but above in writing.</p> <p>The gap between achievement of PPF pupils is below that of non-PPF in all subjects at the end of Key Stage 2 is greater than the national average.</p>

OUTCOMES IN 2017/18

2018 attainment in EYFS	SCHOOL		NATIONAL	
	<i>Pupils eligible for FSM</i>	<i>Pupils not eligible for FSM</i>	<i>Pupils eligible for FSM</i>	<i>Pupils not eligible for FSM</i>
% achieving a Good Level of Development	40%	63%	74%	74%

2018 attainment in Year 1 Phonics Screening	SCHOOL		NATIONAL	
	<i>Pupils eligible for PPF</i>	<i>Pupils not eligible for PPF</i>	<i>Pupils eligible for PPF</i>	<i>Pupils not eligible for PPF</i>
% achieving the pass mark	50%	94%	85%	85%

2018 attainment in Key Stage 1	SCHOOL		NATIONAL	
	<i>Pupils eligible for PPF</i>	<i>Pupils not eligible for PPF</i>	<i>Pupils eligible for PPF</i>	<i>Pupils not eligible for PPF</i>
% achieving expected standard or above in reading	25%	67%	63%	79%
% achieving expected standard or above in writing	25%	67%	55%	74%
% achieving expected standard or above in maths	50%	53%	63%	80%
% achieving expected standard or above in reading, writing & maths equivalent	25%	53%	50%	69%

2018 attainment in Key Stage 2	SCHOOL		NATIONAL	
	<i>Pupils eligible for PPF</i>	<i>Pupils not eligible for PPF</i>	<i>Pupils eligible for PPF</i>	<i>Pupils not eligible for PPF</i>
% achieving expected standard or above in reading, writing & maths equivalent	44%	50%	51%	70%
progress in reading	-3.8	-1.0	-0.6	0.3
progress in writing	2.3	0.1	-0.5	0.2
progress in maths	-2.1	0.4	-0.6	0.3

Evaluation of School's pupil premium statement (pupil premium strategy statement from 2018-19):

Desired outcomes	Success criteria	Evaluation of Impact																																																						
<p>To increase progress and attainment rates in mathematics across the school. Internal and external data to be used to measure impact</p>	<p>To close gap to national and to achieve positive progress scores for disadvantaged groups at end of KS2</p>	<p>Positive progress score achieved in writing Negative scores in reading and maths</p> <table border="1" data-bbox="1491 416 2101 555"> <thead> <tr> <th rowspan="3">KS2 Disadvantaged</th> <th colspan="7">Melton Outcomes</th> </tr> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th>RWM</th> </tr> <tr> <th>EXS+</th> <th>Progress</th> <th>EXS+</th> <th>Progress</th> <th>EXS+</th> <th>Progress</th> <th>EXS+</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>33%</td> <td>-3.8</td> <td>44%</td> <td>2.3</td> <td>44%</td> <td>-2.1</td> <td>44%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>64%</td> <td>-1.0</td> <td>71%</td> <td>0.1</td> <td>71%</td> <td>0.4</td> <td>50%</td> </tr> <tr> <td>Gap</td> <td>-31</td> <td>-2.8</td> <td>-27</td> <td>+2.2</td> <td>-27</td> <td>-2.5</td> <td>-6</td> </tr> <tr> <td>National Gap</td> <td>16</td> <td>-0.9</td> <td>-16</td> <td>-0.7</td> <td>-17</td> <td>-0.9</td> <td>-19</td> </tr> </tbody> </table>	KS2 Disadvantaged	Melton Outcomes							Reading		Writing		Maths		RWM	EXS+	Progress	EXS+	Progress	EXS+	Progress	EXS+	Disadvantaged	33%	-3.8	44%	2.3	44%	-2.1	44%	Non-disadvantaged	64%	-1.0	71%	0.1	71%	0.4	50%	Gap	-31	-2.8	-27	+2.2	-27	-2.5	-6	National Gap	16	-0.9	-16	-0.7	-17	-0.9	-19
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<p>To provide 1-1 academic and lifeskills high quality feedback opportunities to children, through coaching and mentoring. This will allow them to access high quality support and challenge both academically and pastorally. To be measured through case studies and forensic analysis of available data, including mindfulness and emotional wellbeing</p>	<p>As above To increase attendance rates in disadvantaged children</p>	<p>Positive progress score achieved in writing Negative scores in reading and maths</p> <p>School Attendance 2016 = 95.9% 2017 = 95.3% 2018 = 96.1%</p> <p>Persistent absence 2016 = 9.3% 2017 = 12.6% 2018 = 13.0%</p>																																																						
<p>To enhance the opportunities that all parents have to engage directly with the school to support their children's learning. To be measured through attendance registers, review of home/school logs/reading records etc. Analysis of data over time</p>	<p>To increase attendance rates at key school events (such as parent evenings, learning cafes) Evidence through case studies of wider interaction with external agencies where appropriate</p>	<p>Attendance at parents' evening November 2018 = 84% March 2019 = 91%</p>																																																						
<p>Make wider use of baseline information and early intervention to accelerate language and phonics acquisition</p>	<p>For children to acquire the expected language and phonics skills earlier (increasing evidence of improving GLD trend at EYFS)</p>	<p>Expected+ in C&L 2018 = 75%</p>																																																						

1. Barriers to future attainment (for pupils eligible for PPF)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A	Poor communication and language on entry	
B	Lack of engagement with reading and books	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C	Limited 'wider' experiences which would stimulate learning	
D	Poor attendance	
E	Low aspirations	
F	Poor home learning environments	
2. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
1	All pupils to make at least expected progress.	The gap between the attainment of disadvantaged pupils and all pupils is closing.
2	Improve attendance rates of ALL pupils with an attendance rate below 90% using school attendance improvement strategies	ALL pupils will have an attendance rate of 90% or greater
3	Boost pupils' self-esteem, confidence and aspirations which results in raised attainment.	Pupils will display resilience in their learning and improved confidence will be applied to everyday schooling. As a result attainment in Reading, writing and maths is improving.

3. Planned expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Improved provision for all children. Improved tracking of vulnerable groups.	Part-fund a non-class based SENCo role with specific responsibility for inclusion, attainment of children with Pupil Premium funding and CiC pupils.	Pupils that receive a good level of support at home and in school – achieve well. We intend to eliminate any gaps in support ‘at home,’ through responsive and effective in school intervention	SLT & Governing Body regularly monitor the performance of all pupils	HT + Resources committee
	Increased support for disadvantaged pupils in Year 5 (Year 6 from Sept 2019) Employment of HLTA Small group and 1:1 support by Senior Leaders	Improved confidence and support to overcome barriers to learning improve progress and achievement.		HT + SENCo
Total budgeted cost				£24,000

ii. Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Overcome poor speech and communication skills	On-going staff training for delivering language support programmes.	Reducing communication barriers will promote improved learning outcomes.	SLT & Governing Body regularly monitor the performance of all pupils	HT + SENCO
	Employ additional support staff to deliver speech support programmes for disadvantaged pupils.			
Improved working with outside agencies. Better communication with parents.	Part-fund employment of a Family Support Worker	Effective team work by all agencies involved with the child leads to improved outcomes.	Evaluate how the needs of children are being met through termly pupil progress meetings.	HT + Resources Committee
ALL pupils will have an attendance rate above 90%	Part-fund employment of a Family Support Worker	Persistent absence has a significant impact on attainment.	Regular monitoring of attendance rates.	HT + Resources Committee
Improve learning environment and opportunities.	Free on-site holiday clubs.	Increases the confidence of disadvantaged and vulnerable pupils which leads to improved progress in learning.	Regular monitoring of attendance rates and impact on learning outcomes.	HT + FSW
Total budgeted cost				£20,000

iii. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
ALL pupils will have an attendance rate above 90% Improving late arrival of disadvantaged pupils	Subsidised Breakfast and After School Club places	Gets pupils into school before the start of the day. This means pupils are 'ready to learn,' and have had breakfast.	Breakfast club register & attendance monitored by SLT	HT + FSW
Parent income will not jeopardise or advantage pupil curriculum accessibility	Children eligible for Free School Meals receive a £100 voucher to spend on school costs (eg; uniform)	PP pupils are not disadvantaged by their household income	All children participate in school activities.	HT + FSW + Bursar
Parent income will not jeopardise or advantage pupil curriculum accessibility	Subsidise residential trips.	PP pupils are not disadvantaged by their household income	All children participate in school activities.	HT + FSW + Bursar
Pupils will display resilience in their learning and improved confidence will be applied to everyday schooling.	Specialist nurture provision delivered in a well-resourced and specialist nurture environment.	Provides pupils, vulnerable to under – achievement, with bespoke support packages, matched to not only their academic needs but also their pastoral requirements.	Attainment and progress for all children is 'good'.	HT + SENCo
Raise self-esteem, confidence and aspirations	Free activity clubs for disadvantaged pupils.	Increases the confidence of disadvantaged and vulnerable pupils which leads to improved progress in learning.	Monitor impact on progress through termly progress meetings.	HT + SENCo
Total budgeted cost				£10,000

4. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The SLT and governing body recognise the value and impact of employing a Family Support Worker.

The SLT and governing body is committed to spending PPG in a way which has an impact on progress and achievement of current pupils, but which also builds a legacy for advantage of pupils in the future.

In-year provision may be adjusted in response to on-going evaluation of impact. This will be agreed by the SLT and the governing body.