

# 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			
<b>Total number of pupils in the school</b>	176 (Sumer 2019)		
<b>Number of eligible pupils:</b>	Pupil premium = 39 Post CiC = 1 Services = 3	<b>Amount per pupil:</b>	Pupil Premium = £1320 Post CiC = £2300 CLA = £600 per term Services = £300
		<b>Total pupil premium budget:</b>	£54680

Summary of school's performance data 2018/19
<p>There were no PPG funded pupils in EYFS</p> <p>Achievement of PPG funded pupils (5) is above that of non-PPG in Year 1 Phonics screening and in-line with the national average for all pupils.</p> <p>Achievement of PPG funded pupils (2) is below that of non-PPG in all subjects at the end of Key Stage 1 and Key Stage 2.</p> <p>The achievement of PPG funded pupils (9) is above that of non-PPG in all subjects at the end of Key Stage 2.</p> <p>The achievement off PPG funded pupils is above the national average for all pupils in Writing (88%) and Maths (100%)</p>

## OUTCOMES IN 2018/19

2019 attainment in EYFS	SCHOOL		NATIONAL	
	<i>Pupils eligible for FSM</i>	<i>Pupils <b>not</b> eligible for FSM</i>	<i>Pupils eligible for FSM</i>	<i>Pupils <b>not</b> eligible for FSM</i>
<b>% achieving a Good Level of Development</b>	N/A	57%	72%	72%

2019 attainment in Year 1 Phonics Screening	SCHOOL		NATIONAL	
	<i>Pupils eligible for PPG (5)</i>	<i>Pupils <b>not</b> eligible for PPG (19)</i>	<i>Pupils eligible for PPG</i>	<i>Pupils <b>not</b> eligible for PPG</i>
<b>% achieving the pass mark</b>	80%	47%	83%	83%

2019 attainment in Key Stage 1	SCHOOL		NATIONAL	
	<i>Pupils eligible for PPG (2)</i>	<i>Pupils <b>not</b> eligible for PPG</i>	<i>Pupils eligible for PPG</i>	<i>Pupils <b>not</b> eligible for PPG</i>
<b>% achieving expected standard or above in reading</b>	0%	61%	62%	78%
<b>% achieving expected standard or above in writing</b>	0%	70%	55%	73%
<b>% achieving expected standard or above in maths</b>	0%	70%	62%	79%
<b>% achieving expected standard or above in reading, writing &amp; maths equivalent</b>	0%	57%	50%	69%

2019 attainment in Key Stage 2	SCHOOL		NATIONAL	
	<i>Pupils eligible for PPG (9)</i>	<i>Pupils <b>not</b> eligible for PG (21)</i>	<i>Pupils eligible for PPG</i>	<i>Pupils <b>not</b> eligible for PPG</i>
<b>% achieving expected standard or above in reading, writing &amp; maths equivalent</b>	67%	59%	51%	71%
<b>% achieving expected standard or above in reading</b>	67%	59%	62%	78%

<b>% achieving expected standard or above in writing</b>	88%	68%	68%	83%
<b>% achieving expected standard or above in maths</b>	100%	82%	67%	84%
<b>progress in reading</b>	0.2	-2.3	-0.6	0.4
<b>progress in writing</b>	0.7	-2.1	-0.5	0.3
<b>progress in maths</b>	1.1	-0.4	-0.7	0.5

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

<b>Desired outcomes</b>	<b>Success criteria</b>	<b>Evaluation of Impact</b>
To increase progress and attainment rates in mathematics across the school. Internal and external data to be used to measure impact	To close gap to national and to achieve positive progress scores for disadvantaged groups at end of KS2	Positive progress score for PPG funded pupils in all subjects at the end of Key Stage 2
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	As above To increase attendance rates in disadvantaged children	Positive progress score for PPG funded pupils in all subjects at the end of Key Stage 2  School Attendance 2016 = 95.9% 2017 = 95.3% 2018 = 96.1% 2019 = 96.3%  Persistent absence 2016 = 9.3% 2017 = 12.6% 2018 = 8.5% 2019 = 9.1%
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	To increase attendance rates at key school events (such as parent evenings, learning cafes) Evidence through case studies of wider	Attendance at parents' evening November 2018 = 84% March 2019 = 91%

	interaction with external agencies where appropriate	
Make wider use of baseline information and early intervention to accelerate language and phonics acquisition	For children to acquire the expected language and phonics skills earlier (increasing evidence of improving GLD trend at EYFS)	Expected+ in C&L 2018 = 75% 2019 = 67%

