



## April 2020 – March 2023

All members of staff and governors 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;

1. Raise pupil’s aspirations.
2. Enrich children’s learning experiences.
3. Promote a positive attitude to learning.
4. Improve attendance.

### School overview

School name	Melton Primary School
Pupils in school	162 (updated October 2020)
Proportion of disadvantaged pupils	Eligible for deprivation PPG = 40 Eligible for Service Child PPG = 7 Eligible for Adopted from Care PPG = 1 Eligible for Looked After PPG = 0 Total eligible for PPG funding = 48 (30%)
Pupil premium allocation 2020/21 academic year	£49625
Academic year or years covered by statement	2020/21 & 2021/22
Publish date	Updated October 2020
Next Review date	March 2021
Statement authorised by	Alun Davies (Headteacher)
Pupil premium lead	Alun Davies
Governor lead	Hayley Bloss

### Disadvantaged pupil progress scores for 2019/20 academic year

Measure	Score
Reading	N/A (2019 = 0.2)
Writing	N/A (2019 = 0.6)
Maths	N/A (2019 = 1.1)

### Disadvantaged pupil performance overview for 2019/20 academic year

Measure	Score
Meeting expected standard in RWM at KS2	2020 = 27%    2019 = 63%
Achieving high standard in RWM at KS2	2020 = 0%    2019 = 11%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	To consistently achieve / exceed national progress scores in reading	July 2022
Progress in Writing	To consistently achieve / exceed national progress scores in writing	July 2022
Progress in Mathematics	To consistently achieve / exceed national progress scores in maths	July 2022
Meeting expected standard at KS2	To consistently achieve / exceed national RWM combined Target: 70%	July 2022
Achieving high standard at KS2	To consistently achieve / exceed national RWM combined Target: 12%	July 2022
Phonics	To consistently achieve / exceed national Target: 85%	July 2022
Other	To maintain / exceed national average for attendance which is currently 96%	July 2022

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure that there is quality first teaching and consistent implementation of practice and expectations within each phase. Leaders will identify the individual needs of teachers, provide direct action, and follow up support as appropriate - team teaching, lesson modelling, team planning and frequent monitoring of planning, teaching and outcomes.
Priority 2	Implementation of a broad and balanced curriculum that meets the needs of all learners.
Barriers to learning these priorities address	Period of 'lockdown' has reduced impact of support programmes. NQT missed term 3 of induction year. New AHT and Y4 teacher Covid restrictions on cross-phase support
Projected spending	Appointment of full-time teacher instead of part-time (Sept 2020 – August 2021) = £23000 Support resources = £3000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To identify children in year 3 that need targeted and frequent intervention for reading and allocate them daily sessions with member of HLTA.
Priority 2	To identify children in year 3 that need targeted and frequent intervention for maths and allocate them daily sessions with member of HLTA.
Priority 3	To identify children in year 3 that need targeted and frequent intervention for phonics and allocate them daily sessions with trained support staff.
Priority 4	To identify children in year 5 that need targeted and frequent intervention for reading and allocate them daily sessions with member of HLTA.
Priority 5	To identify children in year 5 that need targeted and frequent intervention for maths and allocate them daily sessions with member of HLTA.
Barriers to learning these priorities address	Limited reading support at home. Low aspirations. Parents poor literacy skills. Baseline assessments show that pupils start school lower than pupils nationally. Pupils need to make accelerated progress.
Projected spending	Appointment of additional (0.5) HLTA = £9000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Re-establish Volunteer Team successfully implemented in 2019/20
Priority 2	To subsidise educational visits
Priority 3	To subsidise uniform costs
Priority 4	Provide regular pastoral support for disadvantaged pupils
Priority 5	Support disadvantaged families through Food Box scheme
Priority 6	Investment in the school library and computer suite to enable family access.
Barriers to learning these priorities address	Attendance rates for disadvantaged pupils are below the national average which is 96%. This reduces their school hours and causes them to fall behind. Pupils lack wider experiences. This restricts their knowledge and understanding of the world. Many pupils require pastoral support and care in order to fully access their learning
Projected spending	Volunteer coordinator = £3700 Part time LSA leading well-being support = £5400 Fund educational trips = £2000 Subsidise uniform = £1000 Food box scheme = £1500 Library investment = £1000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Continuing to raise standards whilst managing teacher workload. Being consistent across the school but working on phase or teacher specific next steps.	Ongoing support for middle leaders in their roles Ensure phase teachers are released together at times for additional support Bi-Weekly ELT meetings In-class support by SLT
Targeted support	Supporting all staff to ensure there is required impact of specific individual interventions	SLT led support for HLTAs/LSAs Bi-weekly ELT meetings CPD Trained SaL intervention lead.
Wider strategies	Ensuring that data needed for impact analysis is correct and provided when requested	Work closely with the teachers, allocating time to analyse the data provided, making suggestions for improvements and supporting the implementation of these changes / checking in throughout the year to ensure changes are sustained.

