



April 2020 – March 2023 (reviewed October 2021)

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

Improving teaching

Targeted academic support

Wider strategies

The aims of Pupil Premium Spending at Melton;

1. Raise pupil's aspirations.
2. Enrich children's learning experiences and raise their aspirations.
3. Promote a positive attitude to learning and improve their readiness to learn
4. Improve attendance.
5. Improve outcomes for all learners.
6. Ensure that all children have good physical and mental health.
7. Provide the children with opportunities to be well-prepared for life.

School overview

School name	Melton Primary School
Pupils in school	155 + 9 nursery (updated October 2021)
Proportion of disadvantaged pupils	Eligible for deprivation PPG = 48 Eligible for Service Child PPG = 6 Eligible for Adopted from Care PPG = 0 Eligible for Looked After PPG = 0 Total eligible for PPG funding = 54 (33%)
Pupil premium allocation 2021/22 academic year	£56970
Academic year or years covered by statement	2020/21 & 2021/22

Publish date	Updated October 2021
Next Review date	March 2022
Statement authorised by	Alun Davies (Headteacher)
Pupil premium lead	Alun Davies
Governor lead	Hayley Bloss

Disadvantaged pupil progress scores for 2020/21 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 2020/21 academic year

Measure	Score
Meeting expected standard in RWM at KS2	2021 = 66% 2020 = 27% 2019 = 63%
Achieving high standard in RWM at KS2	2021 = 50% 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.
Priority 3	To identify children in year 6 that need targeted and frequent intervention for reading and allocate them daily sessions with member of teaching staff.
Priority 4	To identify children in year 6 that need targeted and frequent intervention for maths and allocate them daily sessions with member of teaching staff.
Barriers to learning these priorities address	<p>Period of 'remote learning' has reduced impact of support programmes.</p> <p>Two years of interrupted curriculums.</p> <p>New teacher in Year 6</p> <p>Reduced additional provision due to Covid restrictions on cross-phase support</p> <p>Increased pupil and staff absence due to pandemic.</p>
Projected spending	<p>Allocate and addition 0.5 teaching commitment to Year 6 (Sept 2021 – August 2022) = £23000</p> <p>Support resources = £5000</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	To identify children in years 1 & 2 that need targeted and frequent intervention for early reading and allocate them daily sessions with member of HLTA.
Priority 2	To identify children in years 1 & 2 that need targeted and frequent intervention for maths and allocate them daily sessions with member of HLTA.
Priority 3	To identify children in year 4 that need targeted and frequent intervention for phonics and allocate them daily sessions with trained support staff.
Barriers to learning these priorities address	<p>Limited reading support at home.</p> <p>Low aspirations.</p> <p>Parents poor literacy skills.</p> <p>Baseline assessments show that pupils start school lower than pupils nationally. Pupils need to make accelerated progress.</p> <p>Period of 'remote learning' has reduced impact of support</p>

	<p>programmes.</p> <p>Two years of interrupted phonics progression</p> <p>Reduced additional provision due to Covid restrictions on cross-phase support</p> <p>Increased pupil and staff absence due to pandemic.</p>
Projected spending	Additional HLTA to support Key Stage 1 = £18000

Wider strategies for current academic year

Measure	Activity
Priority 1	Re-establish Volunteer Team
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	<p>Volunteer coordinator = £3700</p> <p>Part time LSA leading well-being support = £5400</p> <p>Fund educational trips = £2000</p> <p>Subsidise uniform = £1000</p> <p>Food box scheme = £1500</p> <p>Library investment = £1000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Continuing to raise standards whilst managing teacher workload.</p> <p>Being consistent across the school but working on phase or teacher specific next steps.</p>	<p>Ongoing support for middle leaders in their roles</p> <p>Ensure phase teachers are released together at times for additional support</p> <p>Bi-Weekly ELT meetings</p> <p>Bi-weekly phase meetings</p> <p>In-class support by SLT</p>
Targeted support	Supporting all staff to ensure there is required impact of specific individual	<p>SLT led support for HLTAs/LSAs</p> <p>Bi-weekly ESLT meetings</p>

	interventions	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.