

Pupil premium strategy statement – Melton Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	47 (30%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022-September 2025
Date this statement was published	January 2024
Date on which it will be reviewed	Midpoint reviews: April 2024 / July 2024
Statement authorised by	Caroline Richardson (Headteacher) & Emma Mann (Assistant Headteacher)
Pupil premium lead	Caroline Richardson
Governor	Chris Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,385
Recovery premium funding allocation this academic year Coronavirus (COVID-19) recovery premium funding: allocations and conditions of grant 2023/24 - GOV.UK (www.gov.uk)	£6,815 (4 instalments)
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£75,200

Part A: Pupil premium strategy plan

Statement of intent

At Melton Primary School, our aim is to ensure that the Pupil Premium Funding is spent ensuring that disadvantaged pupils gain the highest quality of education. Research has identified that disadvantaged children have been worst affected by the pandemic. We are fully aware of the barriers which children, and families, face. We work in collaboration with all stakeholders to give children a voice and to fully understand their needs. Our intent is not to make assumptions, but work alongside pupils to understand their specific needs and also drill down in school data. We are fully aware our pupil premium strategy must meet the needs of pupils within our own school context. As a result, key milestones are factored into the strategy to ensure that the impact of our provision is reviewed and reflected upon.

Our school context:

Melton Primary School has 157 pupils on roll, in a one-form entry primary school. Melton is a small primary school located in a semi-rural area. The number of pupils who are classified as disadvantaged (30%) is currently above the national average (approximately 23%).

27% of our PPF children have an identified Special Educational Need. 30% of our PPF children have 'In School Family Support' or support from Social Care. 5% of our PPF children have an identified SEND and Family Support. Only 38% of our funded children are PPF, without SEND or Family Support.

Our key objectives are:

- Ensure that social and economic deprivation does not impinge on pupils' academic and emotional progress within school.
- Understand and identify the barriers to pupils' learning.
- Foster independent learning skills and resilience required in future experiences, particularly a strong foundation within reading and the skills needed, resulting in all pupils being able to read fluently and access the curriculum.
- Ensure that the attainment gap between disadvantaged pupils and other learner groups is narrowed, moving in-line with national figures.
- Promote and foster the social and emotional wellbeing of all pupils to ensure basic needs are met and they are able to access the curriculum fully, through support from our Family Support Worker.
- Facilitate a broad and balanced curriculum which also enhances pupils' cultural capital, providing experiences which would not be possible at home.

How the key objectives will be achieved:

- ✓ Utilise pupil voice activities and reflect on in-house data to ensure that barriers to learning are identified.
- ✓ Training to be provided in school by subject leaders to enhance subject specific knowledge, providing a broad and balanced curriculum.
- ✓ External providers are used appropriately to support pupils' learning.

- ✓ Experiences and educational visits are timetabled into the curriculum to ensure that cultural capital is enhanced.
- ✓ 1:1 tuition and small group work targets pupils' specific needs and is reviewed regularly to ensure optimum progress.
- ✓ Provide a bespoke programme of support, led by trained professionals, to promote the social and emotional wellbeing of pupils.

Challenges

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

Challenge number	Detail of challenge
1	Disparity between disadvantaged and non-disadvantaged pupils (gaps in knowledge), particularly within English and Maths
2	Social, emotional and mental health
3	Parent engagement levels
4	Trips and experiences within the curriculum which result in enhanced cultural capital

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
Reduce disparity between disadvantaged and non-disadvantaged pupils (gaps in knowledge)	<ul style="list-style-type: none"> - Outcomes from termly assessments demonstrate the attainment gap between non-disadvantaged pupils is being narrowed. - 90% of PP pupils make at least expected progress the academic year between midpoint reviews. - Throughout the year, formative and summative data is used effectively to adapt in-class provision and interventions.
Support social, emotional and mental health	<ul style="list-style-type: none"> - All social, emotional and mental health needs are quickly identified and met for PP children. - Targeted interventions are run, and reviewed, which support the needs individual PP children. - Outcomes to be shared with all stakeholders and reviewed against benchmark assessments.

<p>Increase parent engagement levels</p>	<ul style="list-style-type: none"> - Where parents/carers are unable to support children at home academically, PP pupils are supported in school with additional 1:1/small group activities to consolidate their learning and support with homework activities. - Pupil, and parent, voice activities demonstrate positive communication links between all parties
<p>Provide trips and experiences within the curriculum which result in enhanced cultural capital</p>	<ul style="list-style-type: none"> - Trips are scheduled across the academic year, at least termly, which build on the curriculum content being taught in class. - Visits also build on the social and emotional wellbeing of pupils.

Activity in this academic year

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: £38,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote a love for reading and increase parental engagement.</p> <p>Support and increase pupils' reading fluency.</p> <ul style="list-style-type: none"> - Use of Accelerated Reader. - Sharing of Millionaire Word Readers and celebration of other AR readers. - Reading at Melton document to ensure consistency in the teaching of Reading across the school. - Greater opportunities to read in school (small group/whole class texts), particularly improving quantity and quality texts in the school library. - Reading materials and advice shared with parents/carers. - Individualised reading targets for pupils. - In-school CPD supporting teachers with the teaching and monitoring of reading. 	<p>The December 2022 data on Accelerated Reader shows PP pupils aren't reading regularly at home, or in school.</p> <p>Year 6 data in July 2023- 57% PP children reached the expected level in Reading.</p> <p><i>'The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing'</i></p> <p><i>EEF 'Improving Literacy in KS2' Guidance Report.</i></p> <p><i>Reading comprehension strategies (EEF)</i></p> <p><i>'It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.'</i></p> <p><i>'We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.'</i></p> <p><i>Closing the Disadvantage Gap (EEF)</i></p>	<p>1, 2, 3</p>
<p>Purposeful use of assessment</p>	<p><i>'Standardised tests can provide reliable insights into the specific strengths and weak-</i></p>	<p>1</p>

<ul style="list-style-type: none"> -Investment in the use of standardised assessments in Maths - Training for staff to ensure assessments are interpreted and administered correctly -Pupil Progress Meetings to analyse data in MARK to inform next steps in teaching. 	<p><i>nesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction’.</i></p> <p><i>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</i></p> <p>Year 6 data in July 2023- 57% PP children reached the expected level in Maths.</p> <p>Current Year 6 data: 50% of PP children in Yr6 are making expected progress or better in Maths from their EYFSP.</p>	SDP Priority 1
<p>Through ongoing CPD, staff have a growing understanding of subject leader roles to execute a broad and balanced curriculum. This includes quality first teaching, which includes robust assessment opportunities.</p> <ul style="list-style-type: none"> - Maths Lead & Year 5 teacher attending Maths Angles Hub Maths Mastery course (Year 2). - Use of Sonar Tracker to monitor pupil progress. - Subject leader release time. - Cover for Year 6 teacher to attend NPQSL face-to-face days. - Consolidating Voice21 training. 	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>https://educationendowmentfoundation.org.uk/</p> <p><i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</i></p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. Effective Professional Development (EEF)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2 SDP Priority 1
<p>Smaller class sizes to target PP pupils’ academic, social and emotional needs.</p> <p>Identified years of particular need: Year 6- 45% of PP pupils are working at ARE or above, in Maths.</p>	<p><i>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</i></p> <p><i>When a change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes (+ 2 months additional progress)</i></p>	1, 2

<p>Assistant HT to teach Maths, 4 days a week.</p> <p>Year 3- 40% of PP pupils are working at ARE or above, in Reading and Writing. This class has a high % of PP pupils (40%).</p> <p>Additional HLTA 5 mornings a week support.</p>	<p><i>Reducing Class Size (EEF)</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 840.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement 1:1 tutoring, partially funded through recovery funding, to close the attainment gap against non-disadvantaged pupils.</p> <p>-NTS Maths assessments identify areas of development.</p> <p>-Bespoke 1:1 support occurs with tracked data.</p> <p>- Number Stacks intervention (small group work).</p>	<p>Year 6 data in July 2023- 57% PP children reached the expected level in Maths. With 14% reaching Greater Depth.</p> <p>Pupil Premium Progress KS2 data 2023 was -0.26.</p> <p>Interventions supplement learning in class with pupils attending regular sessions to build upon prior knowledge. Number Stacks- Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through the Key Skills.</p> <p><i>Research has shown that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. (One-to-one Intervention, EEF)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2</p>

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

Budgeted cost: £ 44,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed effective whole school interventions to support the social, emotional and the mental wellbeing of pupils.</p> <ul style="list-style-type: none"> - ELSA sessions. - Family Support Worker 28 hours per week (4 days a week). - Focus of transition to secondary school for Year 6 pupils. - FareShare Boxes - Thrive Practitioner (3 days a week) 	<p>Post Lockdown, changes in pupils' social and emotional wellbeing were evident. Changes were made within school to support this. The cost-of-living crisis is putting additional strain on disadvantaged families and there is a rise in social care involvement.</p> <p>Safeguarding incidents have increased over the last year. This is having an impact on children's level of engagement in learning at school. We are investing further in this area of support during 2023-24.</p> <p>Pupil Voice, from in-school questionnaires (Summer 2022), shows that Wellbeing Support has a positive impact on children's stress levels in school and makes them feel more relaxed and ready for learning.</p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>(Social and Emotional Literacy, EEF)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3</p>
<p>Enhance pupils' cultural capital through experiences in school and visits to location outside the Local Area.</p> <ul style="list-style-type: none"> -Experiences in school and visits, which are subsidised, are scheduled in at least one per term for each year group. - Links are made to the broader curriculum to 	<p>Covid restrictions have limited PP pupil's experiences with in-school visitors and visits.</p> <p>Health and Safety Executive (HSE) fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence.</p> <p>https://www.hse.gov.uk/services/education/school-trips.pdf</p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they would otherwise might not be able to access. Through participation in these physical and emotional activities, outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p> <p><i>(Outdoor Learning, EEF)</i></p>	<p>1, 2, 3, 4</p>

<p>embed prior learning with carefully planned events.</p> <ul style="list-style-type: none"> - Fund Yr6 PPF children to attend residential. - Forest Schools sessions (3 classes a week, rotated termly) - Complete 'Poverty proofing the school day' audit tool. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Increase and enhance parental engagement</p> <ul style="list-style-type: none"> -Evaluate forms of communication (Seesaw, ParentPay, email etc) -Share curriculum content with parents/carers and how, if possible, they can support at home. -Opportunities to share learning – Celebration events. - Poverty proofing the school audit tool. 	<p><i>Parents/carers' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents/carers' aspirations will raise their children's aspirations and achievement over the longer term.</i></p> <p><i>It may be more effective to encourage parents/carers to redirect a struggling pupil to their teachers rather than to take on an instructional role.</i> (EEF, Parental Engagement)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Poverty Proofing the School Day BEEM</p> <p><i>Poverty Proofing the School Day is a project developed by Children North East.</i></p> <p><i>The project provides a toolkit to 'poverty proof' the school day, to reduce stigma and remove barriers to learning and to assist schools in exploring the most effective way to spend pupil premium allocation.</i></p>	<p>1, 2, 3</p> <p>SDP Priority 1</p>

Total budgeted cost: £84,406 (75,200 PPF- rest from school budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments (though these comparisons are to be considered with caution given ongoing pandemic impacts).

Reading

The end of Key Stage 2 2023 data demonstrates that the percentage pupils at Melton Primary, in receipt of pupil premium funding, **reached the Expected standard or higher** in Reading, was **higher** than other PP funded pupils in Suffolk (+0.7%), but lower than the average Nationally (-2.3%). This is 7% higher than the July 2022 results, which shows an upward trend.

Although pupils reaching **greater depth** in Reading at Melton was lower than other Suffolk schools (-2.6%) and National figures (-2.7%), the gap between Melton and National is **reducing** (2022 -4.3%, 2023 -2.7%).

Our pupils **progress** in Reading (from the end of Key Stage 1 results) is higher at Melton than other Suffolk schools (+0.66) and Nationally (+0.36).

Maths

The end of Key Stage 2 2023 data demonstrates that the percentage pupils at Melton Primary, in receipt of pupil premium funding, **reached the Expected standard or higher** in Maths, was **higher** than other PP funded pupils in Suffolk (+3.8%), but lower than the average Nationally (-1.2%). Again, this is 7% higher than the July 2022 results, which shows an upward trend.

PPF Pupils reaching **greater depth** in Maths at Melton was **higher** than other Suffolk schools (+4.3%) and **higher** than National figures (+1.7%).

Our pupils **progress** in Maths (from the end of Key Stage 1 results) is higher at Melton than other Suffolk schools (+0.31) but lower than National (-0.26). Maths is the key priority in 2023-24 working towards all teachers using the Maths Mastery approach.

Internal summative progress data is analysed termly and the pupil premium group is broken down into sub groups e.g. gender, ethnicity, FSM and trends are recorded and discussed at Senior Leadership team level. Class and individual progress data is discussed at termly pupil progress meetings.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that 54% of our pupils with attendance between 80%-90%, and 33% of pupils between 70%-80%, are eligible for pupil premium funding. This data is for the autumn term 2023 and majority of the attendance reasons are for illness. Pupils

with irregular attendance are discussed with the Educational Welfare Officer, school Family Support Worker and the strategies in 'Working Together to Improve School Attendance' May 2022 are implemented. Overall, our attendance is in line with National data and our Educational Welfare Officer has no concerns.

47% of our PPF families have some form of Family Support, either by Social Care, the local Early Help Team or by our own Family Support Worker. When analysing the in-year progress of pupils who are eligible for PP, the pupils who are making 'less than expected progress' are the within the families who are in receipt of this additional support. This is particularly evident in Key Stage 2. Because of this, we are increasing our Family Support Worker's working hours to 4 days a week from January 2024.

Based on all the information above, the performance of our disadvantaged pupils **met** expectations, and we are at present **on course** to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that:

- Reduced class size for current Year 6 has shown an improvement in learning attitudes.
- Accelerated Reader data shows Data from AR for pupil premium pupils shows (over the 9 months AR was in place) an average of:

	All pupils	PPF pupils
Year 2	+ 7 months	+ 3 months
Year 3	+ 11 months	+ 7 months
Year 4	+ 9 months	+ 11 months
Year 5	+ 6 months	+ 5 months

- Sir Linkalot had inconsistent impact due to level of teacher and cohort engagement. Reduced subscription in 2023-24. KS2 SATs Spelling showed a 6% increase in spelling (2022 50%- 2023 56%). National 63%
- Subject Leadership confidence has increased through CPD and regular release time.
- ELSA support has had positive impact by reducing the number of behavioural incidences due to dysregulation both in and outside the classroom.

Average minutes read per day (comparison of Autumn 2, 2022 with Summer 2, 2023)

	All children			Pupil Premium			Non Pupil Premium		
	Autumn 2 2022	Summer 2 2023	Increase	Autumn 2 2022	Summer 2 2023	Increase	Autumn 2 2022	Summer 2 2023	Increase
Eagles	2	9	+7	0	8	+8	2	9	+7
Woodpeckers	12	22	+10	10	20	+10	13	23	+10
Penguins	7	32	+25	10	8	-2	6	33	+27
Owls	7	31	+24	7	28	+21	7	33	+26

Average percentage quizzes correct per day (comparison of Autumn 2, 2022 with Summer 2, 2023)

	All children			Pupil Premium			Non Pupil Premium		
	Autumn 2 2022	Summer 2 2023	Increase	Autumn 2 2022	Summer 2 2023	Increase	Autumn 2 2022	Summer 2 2023	Increase
Eagles	63%	72%	+9%	25%	69%	+44%	69%	72%	+3%
Woodpeckers	74%	75%	+1%	57%	58%	+1%	80%	82%	+2%
Penguins	67%	79%	+12%	76%	60%	-16%	66%	79%	+13%
Owls	79%	87%	+8%	75%	85%	+10%	81%	88%	+7%