Pupil premium strategy statement – Melton Primary School

This statement details our school's use of pupil premium 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	49 (31%)
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 2025**
Date on which it will be reviewed	Midpoint reviews: April 2025 / July 2025
Statement authorised by	Caroline Richardson (Headteacher)
Pupil premium lead	Caroline Richardson
Governor	Dennis Tattoo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,520
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£72,520

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 pupils have been worst affected by the pandemic. We are fully aware of the barriers which pupils, and families, face. We work in collaboration with all stakeholders to give pupils 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 (31%) is currently above the national average (24.6%). 31% of our PPF pupils have an identified Special Educational Need.

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 Pastoral Lead.
- 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)	- 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	- All social, emotional and mental health needs are quickly identified and met for PP pupils. - Targeted interventions are run, and reviewed, which support the needs individual PP pupils. - Outcomes to be shared with all stakeholders and reviewed against benchmark assessments.
Increase parent engagement levels	- Where parents/carers are unable to support pupils 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
Provide trips and experiences within the curriculum which result in enhanced cultural capital	- 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote a love for reading and increase parental engagement. **Support and increase pupils' reading fluency.** - Use of Accelerated Reader (AR). Including certificate incentives. - Purchase KS2 high interest, low difficulty fiction books to support AR scheme. - English Lead supporting Year 6 Reading group in the spring and summer terms. 2 hours per week. - Purchase and implement Little Wandle Phonics Scheme. - Little Wandle online training for all teachers and teaching assistants. PD day in January 2025. - New phonics lead release time (once a half term). - Greater opportunities to read in school (small group/whole class texts), particularly improving quantity and quality texts in the school library. Including improving quality of non-fiction texts. - Reading materials and advice shared with parents/carers.	The December 2022 data on Accelerated Reader shows PP pupils aren't reading regularly at home, or in school. Year 6 data in July 2024- 62.5% PP funded pupils reached the expected level, or above in Reading. This is an increase of 5.5% from July 2023, but is **17% below** non-PPF pupils' attainment 2024 (National 79.5%), *'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'* *EEF 'Improving Literacy in KS2' Guidance Report.* *Reading comprehension strategies (EEF)* *'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.'* *'We know that on average, disadvantaged pupils 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.'* *Closing the Disadvantage Gap (EEF)*	1, 2, 3

- Individualised reading targets for pupils. - In-school CPD supporting teachers with the teaching and monitoring of reading.		
Purposeful use of assessment -Investment in the use of standardised assessments in Maths (NTS) - 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. Moving to Boost Insights Feb 2025. - Purchase KS2 Language Link subscription to identify current and new pupils' barriers to learning. - Purchase YARC (York Assessment for Reading Comprehension) 5-11 years assessment package. - Purchase PIVATS Tracking to support progress of pupils with SEND working significantly below the expected standard.	*'Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction'.* *Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF* Year 6 data in July 2024- 62.5% PP funded pupils reached the expected level in Maths. This is an increase of 5.4% from July 2023, but is **14.7% below** non-PPF pupils' attainment 2024 (National 77.2%).	1 SDP Priority 1
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.** - Maths Lead & Year 5 teacher attending Maths	High quality staff CPD is essential to follow EEF principles. https://educationendowmentfoundation.org.uk/ *Supporting high quality teaching is pivotal in improving pupils' 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*	1, 2 SDP Priority 1

Angles Hub Maths Mastery course (Year 3). - Use of Sonar Tracker to monitor pupil progress. - Subject leader release time. - Consolidating Voice21 training. - SLT visits to primary schools with high PP funding % to see how to close the gap between PPF and non-PPF pupils. - KS1 Maths Lead attends Mastery Number (Embedding) courses each term.	*Career Framework and the new National Professional Qualifications.* *High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance pupils' outcomes in the classroom. Effective Professional Development (EEF)* https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Smaller class sizes to target PP pupils' academic, social and emotional needs. Identified year of particular need: Year 4- Only 40% of PP funded pupils are working at EXP+ in Reading. Only 30% EXP+ in Maths. This class has a high % of PP pupils (50%). Additional HLTA 5 mornings a week support.	*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.* *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)* *Reducing Class Size (EEF)*	1, 2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement 1:1 and small group tutoring to close the attainment gap against non-disadvantaged pupils.	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.	1, 2

- NTS Maths assessments identify areas of development. - Bespoke 1:1 support occurs with tracked data. - Number Stacks intervention (small group work). - WellComm individual Assessments and I 1 to 1 or small group intervention in Nursery. - Train and implement Nuffield Early Language Intervention (NELI) in Reception class. 3 afternoons a week in small groups delivered by TA.	'The language gap is the disadvantaged gap' Marc Rowland. Focus on closing the gap in Communication and Language in EYFS between PP funded and non- PP funded pupils. *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)* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition* *And in small groups:* Small group tuition | EEF	

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

Budgeted cost: £46,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed effective whole school interventions to support the social, emotional and the mental wellbeing of pupils. - ELSA sessions, twice a week. - Pastoral Lead – 5 days a week.	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. Safeguarding incidents have increased over the last year. This is having an impact on pupils' level of engagement in learning at school. We are investing further in this area of support during 2024-25.	1, 2, 3

- ELSA training for new Pastoral Lead. - Thrive Practitioner- 3 days a week	Pupil Voice, from in-school questionnaires (Summer 2022), shows that Wellbeing Support has a positive impact on pupils' stress levels in school and makes them feel more relaxed and ready for learning. Summer term ELSA training: Emotional literacy support assistant (ELSA) training - Suffolk County Council *Evidence suggests that pupils 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.* *(Social and Emotional Literacy, EEF)* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Enhance pupils' cultural capital through experiences in school and visits to location outside the Local Area. -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 embed prior learning with carefully planned events. - Fund Yr6 PPF pupils to attend residential. - Forest Schools sessions (3 classes a week, rotated termly) - Complete 'Poverty proofing the school day' audit tool.	Covid restrictions have limited PP pupil's experiences with in-school visitors and visits. 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. https://www.hse.gov.uk/services/education/school-trips.pdf *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.* *(Outdoor Learning, EEF)* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3, 4

Increase and enhance parental engagement -Evaluate forms of communication -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. - Reception parents phonics workshop.	*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.* *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.* *(EEF, Parental Engagement)* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Poverty Proofing the School Day | BEEM *Poverty Proofing the School Day is a project developed by Pupils North East.* *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.*	1, 2, 3 SDP Priority 1

Total budgeted cost: £94,664 (72,520 PP funding- 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 2024 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 (+1.6%), and only marginally lower than the average Nationally (-0.3%). This is 5.5% higher than the July 2023 results, which shows a continued upward trend from 2022-2024 since this strategy has been in place.

It is a similar positive outcome for pupils reaching **greater depth** in Reading at Melton. Pupils in receipt of funding were significantly **higher** than other PP funded pupils in Suffolk (+20.3%), and higher than the average Nationally (+19.3%). This is a vast improvement from the previous year, when levels were below Suffolk and National levels.

The end of Key Stage 1 2024 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 (+4.3%), and only marginally lower than the average Nationally (-1.1%). This is 17.1% **higher** than the July 2023 results, which shows a continued upward trend from 2022-2024 since this strategy has been in place.

Since 2022, phonics scores in at the end of Year 1 continue to be on a downward trend for both non-PP and PP funded pupils. Phonics is the key priority in 2024-25 working towards reaching the National attainment level by July 2026.

Maths

The end of Key Stage 2 2024 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 (+7.8%), and higher than the average Nationally (+3.1%).

Again, this is 5.4% higher than the July 2023 results, which shows a continued upward trend.

PPF Pupils reaching **greater depth** in Maths at Melton was **higher** than other Suffolk schools (+13.9%) and **higher** than National figures (+12%).

The end of Key Stage 1 2024 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 (+6%), but lower than the average Nationally (-1.7%). Again, this is 17.1% **higher** than the July 2023 results, which shows a continued upward trend from 2022-2024 since this strategy has been in place.

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.

Overall attendance of PP funded pupils last year was 91.2%. Compared to non-PP funded pupils at 96%. This will be an area of focus during 2024-2025 in line with our new Pupil Attendance Policy (Sept 2024). The new Pastoral Lead will liaise with the School Business Manager, Office Staff, Education Welfare Officer, visit parents, and make sure parents understand their responsibilities regarding their child's education and their child's regular attendance. Because of the strong link between attendance and pupil outcomes, we are increasing our Pastoral Lead employment to 5 days a week from January 2025.

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 Sept 2025, as stated in the Intended Outcomes section above.