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	156
Proportion (%) of pupil premium eligible pupils	54 (34.6%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/26- 2027/28
Date this statement was published	**January 2026**
Date on which it will be reviewed	October 2026
Statement authorised by	Caroline Richardson & Emma Mann (Co-Headteachers)
Pupil premium lead	Caroline Richardson
Governor	Dennis Tattoo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,810
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£81,810

Part A: Pupil premium strategy plan

Statement of intent

At Melton Primary School, we strive for our children to develop as well-rounded, kind and happy people, who build positive relationships and look after themselves and each other. We strive for our children to be excellent learners capable of thinking independently, articulating their thoughts clearly, being able to demonstrate courage, reflection, perseverance and responsibility, using what they have learnt now and in the future. We always strive for improvement, keeping the highest of expectations of all and for all, because this is the least our children and families deserve.

Accordingly, we all strive to ensure that every teaching and learning opportunity meets the needs of every pupil, especially those pupils that we consider to be disadvantaged (which includes those pupils eligible for Pupil Premium) and as a result, we are all striving towards every child reaching the very best standards that they are capable of in every area of the curriculum. We want every child to be the best that they can be, including those pupils who are already greater depth attainers. The strategy we have created addresses areas of vulnerability that our children may face and aims to support these pupils as fully as possible.

We take great pride in our relationships with our children and their families, and use this knowledge, understanding and compassion to create, deliver and assess an exciting and rich curriculum which enables children to learn new things, develop new skills and experience new activities, whilst building on their previous knowledge, skills and strengths. As a whole staff, we strive daily to ensure that all pupils are given the support, provision, challenge and consolidation that they require and deserve. This provision therefore benefits every pupil at Melton Primary School, and the expectation is that, through the strategy, the progress and attainment of all our pupils will improve alongside the progress and attainment of our disadvantaged pupils.

As a school, we promote high expectations and outcomes for all pupils at all times. Staff make sure that disadvantaged pupils have a high profile throughout the school and the progress and attainment of each of our disadvantaged pupils is monitored rigorously and frequently. Results of monitoring feed directly back into the planning, teaching and additional support as required for each child and into the carefully planned and adapted high quality teaching that is at the heart of everything we aim to provide throughout our school.

We have regular pupil progress meetings, data analysis, book looks, learning walks and discussions with children which benefit all staff and pupils, with a focus specifically on our disadvantaged pupils.

All of the work undertaken through the Pupil Premium funding has 4 main aims, all of which work together to ensure that pupils are able to appropriately access an outstanding curriculum and make accelerated progress: to enrich all forms of language and communication from an early age; to provide high quality pastoral, practical and emotional support for pupils and families; to increase attendance rates and to provide varied, rich and frequent hands-on practical wider experiences.

We promote learning environments to stimulate and inspire the best work from the pupils, to encourage independence. Our recently updated feedback marking policy works to ensure immediate, effective and purposeful feedback for all pupils, enabling misconceptions, additional needs or further challenges to be addressed / implemented immediately and certainly prior to the next session.

Quality first teaching needs to underpin all that the children experience. The children here deserve the very best from everyone and from every aspect of their educational experience in their years with us. As such, our approach is one which is responsive and proactive to individual needs, rooted in robust diagnostic assessment and not in assumptions about disadvantage, and adapted as necessary to reflect challenges and change in situations and circumstances in teaching, learning and everyday pupil well-being.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments show that pupils start our school with lower communication, language and general oracy skills than nationally expected. This is particularly evident when completing speech and language assessments of our disadvantaged pupils but is not restricted to this cohort.
2	Attendance rates for disadvantaged pupils are below the national average which is 96%. The impact of this is huge in terms of missed hours in school and therefore the missed learning in real time. This reduces the opportunities and ability to embed new learning and knowledge. Missed schooling also negatively impacts pupils' well-being and social development and can affect already underdeveloped communication skills. Being in school every day is incredibly important – everyday counts.
3	Our initial and ongoing assessments show that many of our pupils lack wider experiences and therefore their vocabulary, knowledge and understanding of the world is limited and this in turn can restrict many areas of progress and development. Increasing the wider experiences that all pupils have at Melton Primary School is paramount in developing our children as articulate, knowledgeable, inquisitive and confident learners.
4	Our assessments (including entry assessments), observations and discussions with pupils, their families and outside agencies, have identified that there are many social and emotional issues which need support and time to both enable pupils to fully access every aspect of their learning, and for families to engage with the school and support their child in their educational journey. These findings are supported by national studies.

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
Disadvantaged pupils will make accelerated progress in reading	By 2028, data for disadvantaged pupils will exceed the national average in reading
Disadvantaged pupils will make accelerated progress in mathematics	By 2028, data for disadvantaged pupils will exceed the national average in mathematics
Disadvantaged pupils will make accelerated progress in writing	By 2028, data for disadvantaged pupils will exceed the national average in writing
Disadvantaged pupils will meet the expected phonic standard by the end of year 1	By the end of 2028, the proportion of disadvantaged pupils passing the phonics screening check will exceed the national average for all children.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged pupils will rise to above national (96%)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	We will observe sustained high levels of wellbeing in our disadvantaged pupils. Evidence will be gathered from a variety of sources such as: qualitative data from pupil voice, pupil and parent surveys and teacher observation, from pupils attending nurture, Hamish and Milo and ELSA groups. We will notice a significant increase in participation in enrichment activities, particularly those which are designed to support and enhance social and mental wellbeing.
Wider opportunities will have increased and able to be accessed by all	Increased wider opportunities being offered throughout the academic year – raising from 51% which was the uptake of disadvantaged pupils in 2024/25 to 63% which was the uptake for all pupils in the same year.

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: £14,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key staff- subject leaders, curriculum lead, SENCo - are released to ensure that there is quality first teaching and consistent implementation of practice and expectations across the school. This includes aspects such as planning, discussions, coaching, modelling,	Quality first teaching and consistent implementation of practice and expectations throughout and across the school will benefit every pupil. There are varied aspects of this activity which have a high impact outcome: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	Challenge 1, 2 and 3

moderation, assessment and bespoke support as requested / needed. This includes the WalkThrus 3-year subscription to support staff professional development.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Morabe Music teachers have been employed to teach music throughout the school to develop each pupil as a whole learner, giving them key skills to transfer to other subjects.	There is evidence that providing children with high quality arts teaching supports progress and attainment in other curriculum areas and also boosts self-esteem and well-being: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	Challenge 1, 2 and 3
Caroline Richardson to participate in "Leading Effective Disadvantaged Provision for Primary" CPD with marc Rowland.	This programme will be delivered for ASCL by Marc Rowland. Marc has published numerous articles and books on addressing educational disadvantage. He has carried out a number of area-based studies focused on improving educational disadvantage and has helped over a thousand schools. Marc has provided support to the DfE on the use and impact of the pupil premium grant and led the introduction of Jersey pupil premium. As part of the programme, we have the opportunity for Marc Rowland to review our PP strategy and send us feedback.	Challenge 1-4

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

Budgeted cost: £59,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using non-teaching staff to deliver specific, structured, consistent, sustained and targeted intervention programmes across the school that they have been specifically trained to deliver. Subject leads ensure these are high-quality	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or any pupils that are falling behind or in danger of falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups:	Challenge 1, 2 and 3

and lead to accelerated progress.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions When these structured interventions are carried out by LSAs, the benefits are worth noting: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Trained LSAs to assess, target through 1:1 sessions or small group sessions and provide in class support.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	Challenge 1, 2 and 3
Specific and targeted intervention for all pupils identified in line with school assessment procedures. This will take the form of small groups boosters during the school day activity to be delivered by teaching staff or trained LSAs. These sessions will focus on pre- teaching, recaps or targeted intervention resulting from individual need analysis.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind or at risk of falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition And through extending the school day: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	Challenge 1, 2 and 3

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

Budgeted cost: £39,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support (5 days a week)	Knowing the needs of our pupils and their families is key to a successful strategy. To this end we know that pastoral support is key and the impact of such high-quality provision is detailed here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Challenge 2 and 4
Specific and targeted attendance support from our Pastoral Lead (strategically overseen by a Co-Headteacher) Senior Leaders engage in the RISE Attendance and Behaviour Hub support from Woods Loke Primary School.	Building relationships that both support and challenge our families is key to success in attendance. We have facilitated this through the role of our Pastoral Lead. The aim here is to reduce persistent absence, reduce sporadic absence and reduce lateness through a system of first day calling, face to face greeting at the start of every day, check in calls with families and a system of support but also no excuse. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Challenge 1 and 2
Specific and targeted support from our Play Therapist (one day a week)	Supporting children with their emotional well-being and providing them with safe, trained adults in a low threat environment where they are able to offload and learn strategies for developing resilience, coping mechanisms and positivity. The aim of this provision is to increase personal well-being and pupil's cognitive load so that they can learn, retain and engage in classroom activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	Challenge 2 and 4

Subsidise educational visits and extra-curricular clubs	Enabling pupils to participate in wider educational opportunities to enrich their experiences and understanding of the world is of great importance to us and we know that when pupils can see and experience things for themselves, the benefits are clear. Being able to offer these opportunities at a subsidised level enables more families to contribute to visits and clubs which in turn, allows more visits and experiences to take place: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	Challenge 2 and 3
Subsidise Yr2 musical instrument lessons, after the introduction of whole class teaching of strings.	There is evidence that providing children with high quality arts teaching supports progress and attainment in other curriculum areas and also boosts self-esteem and well-being: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	Challenge 2 and 3

Total budgeted cost: ££112,861 (£81,810 PP funding- rest from school budget)