

Pupil premium strategy statement – Melbourne Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024-2027 3 years
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	<i>Local Governing Body</i>
Pupil premium lead	<i>Vicky Burdett</i>
Governor / Trustee lead	<i>Martin Braidley</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,910
Recovery premium funding allocation this academic year	£3,799
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£19,709

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil at Melbourne Primary, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed, and the resources and/or interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for our PP children are significantly lower than their counterparts in reading, writing and maths .
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Lack of cultural capital /fewer enriching life experiences that results in a lack of stimulus for learning and difficulties in making links in learning across the curriculum.

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
1. Secure and embed quality first teaching in all classes.	Provision of high quality CPD linked to reading writing and maths. Individual coaching and modelling in phonics and reading, writing and maths. Ensure teaching and learning is prioritising PP children and building positive relationships, for example verbal feedback, pre-teach where needed, making them a priority for reading and high-quality interactions.
2. Improved Reading attainment for disadvantaged pupils	EYFS – disadvantaged children achieving ELG for Reading is above the national average (for PP pupils) Children are achieving in line with national (disadvantaged pupils) for Phonics Screening. Children are achieving in line with national (disadvantaged pupils) for GLD, EXS Key Stage One and Two

3. Improved writing attainment for disadvantaged pupils	Children are achieving in line with national (disadvantaged pupils) for GLD, EXS and GDS at EYFS, Key Stage One and Two
4. Improved maths attainment for disadvantaged pupils	Children are achieving in line with national (disadvantaged pupils) for GLD, EXS and GDS at EYFS, Key Stage One and Two
5.Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p> <p>ELG in communication and language is in line with national disadvantaged.</p> <p>Evidence from reading QLAs show increased scores in vocabulary questions for disadvantaged pupils each term.</p>
6.Children from disadvantaged backgrounds will have access to rich experiences through trips, visitors and enrichment.	Children from disadvantaged backgrounds take part in a rich experiences through trips, visitors and enrichment. Pupil and parent voice mirrors the value the school places in these experiences.

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: £19,709

£12,500 additional teaching assistant support

£5,400 tuition and keep up support in Y6

£1,200 additional resources to support phonics, spelling and reading.

£609 Subsidy for enrichment activities

Total - £19,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2,5
Development of FS curriculum	Preparing for Literacy EEF	1,2,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,4
1:1 Pupil progress meetings with teachers and the headteacher & the assistant headteacher	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs	1, 2, 3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and maths interventions are in place throughout the school and are closing the gap.	One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2,4

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2.3
High quality CPD linked to reading, writing, maths and adaptive teaching	Effective Professional Development EEF	1
Tuition led by class teachers	One to one tuition EEF Small group tuition EEF	2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Ordinarily Available Provision is embedded in every classroom.	Ordinarily Available Provision	1, 2, 3, 4, 5
There is a minimum of three trips/ in school visitors/experiences for every class every year.	Pupil Voice/Questionnaire	6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In-Key Stage 2 assessments

According to Analysing Key Stage 2 Performance there were no disadvantaged children in that cohort.

Phonics-96.4% pass rate (All PP pupils obtained Phonics testing score)

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.