

Pupil premium strategy statement

School overview

Metric	Data
School name	Mellers Primary
Pupils in school	421
Proportion of disadvantaged pupils	48%.
Pupil premium allocation this academic year	£210,775
Academic year or years covered by statement	2020-2021
Publish date	September 2021
Review date	July 2022
Statement authorised by	Amanda Dawson (HT) Lesley Lyon (Chair of Governors)
Pupil premium lead	Joy Buttress
Governor lead	Sue Blakeway

Disadvantaged pupil progress scores for last academic year 2021

Measure	Score % of children achieving ARE
Reading	84%
Writing	74%
Maths	81%

Strategy aims for disadvantaged pupils

Measure	Score (combined reading, writing and maths at ARE)
Meeting expected standard at KS2	88%
Achieving high standard at KS2	6%

Strategy aims for disadvantaged pupils

Measure	Activity
Aim 1	Improve the Pupil Premium attainment in reading, writing, phonics and maths so that they attain closer to their peers – Year groups targets set will be tightly aligned to the specific needs, sizes and multi-vulnerabilities in each Year group.
Aim 2	A group of Pupil Premium pupils to be identified to maintain or make accelerated progress to the higher level
Aim 3	Identify gaps in learning and put measures in place following COVID 19 absence – these will be identified on individual Intervention forms
Aim 4	Improve attendance percentages for our Pupil Premium families (Action Plan 2020-2021 Priority 2, Action 2 and 3)
Aim 5	All Pupil Premium pupils to grow in their resilience, confidence, and wellbeing and be able to communicate their excitement about/interest in learning
Barriers to learning these priorities address	A, B, C, D, E, F, G, H (see below)
Projected spending	£212,561

Identified Barriers to Learning

Measure	Score
A	EAL Pupil Premium pupils make less progress in their language skills than their peers
B	Higher attaining Pupil Premium pupils make less progress in reading, writing and maths than their peers
C	Lower attaining Pupil Premium pupils require additional support to ensure they attain as well as their peers and make expected progress, they are vulnerable learners
D	A number of Pupil Premium pupils require support due to lack of self-belief and confidence in their abilities
E	Children are not exposed to a wide variety of life experiences that allow them to experience in context, the vocabulary required to access all aspects of the curriculum
F	Attendance of specific Pupil Premium families is poor and requires continuous support and challenge
G	Pastoral issues for a number of our Pupil Premium pupils
H	LAC or Post LAC Pupils can present as vulnerable learners

Targets set for Pupil Premium pupils 2020-2021

Targets for children with pupil premium 2021-2022									
	Reading			Writing			Maths		
	EXP + ATT	GD	ACC PRG	EXP + ATT	GD	ACC PRG	EXP + ATT	GD	ACC PRG
N2									
F2									
Y1 29 ch	13 (45%)	1 (3%)	7 (24%)	12 (41%)	1 (3%)	12 (41%)	14 (48%)	2 (6%)	12 (41%)
Y2 25 ch	14 (56%)	3 (12%)	13 (52%)	13 (52%)	2 (8%)	11 (44%)	16 (64%)	3 (12%)	9 (36%)
Y3 27 ch	15 (56%)	4 (15%)	9 (33%)	15 (56%)	4 (15%)	10 (37%)	15 (56%)	4 (15%)	11 (41%)
Y4 33 ch	21 (64%)	4 (12%)	10 (30%)	19 (58%)	3 (9%)	12 (36%)	19 (58%)	3 (9%)	10 (30%)
Y5 27 ch	17 (63%)	5 (19%)	11 (5.%)	18 (17%)	3 (11%)	14 (52%)	18 ^7%	3 (6.6%)	11 (41%)
Y6 36 ch	25 (70%)	4 (11%)	20 (69%)	23 (64%)	4 (11%)	25 (70%)	25 (70%)	5 14%	18 50%

EYFS targets are not yet in SIMS.

Y1 progress has four steps as expected if still within the EYFS due to cross over of curriculum.

Teaching priorities for current academic year

Measure	Activity
To ensure each child makes accelerated progress this year, meeting and achieving aspirational end of year targets.	<ul style="list-style-type: none"> Children resume learning the curriculum in line with DfE guidance, including the blend of classroom teaching and, where necessary, remote education Set aspirational end of key stage/cohort/class/group targets for children at the expected standard and greater depth for reading, writing and maths Access coaching and/or coach others to impact on high quality teaching Evaluate catch up provision to ensure it is meeting the needs of children and for impact Support children to settle back into expected routines and re-establish positive learning behaviours and attitudes Address identified and specific issues related to special educational needs, disabilities, health, care and well-being for particular groups of children.

	<ul style="list-style-type: none"> Establish and follow appropriate systems for CPD/communications
To integrate the deaf provision into Mellers Primary School.	Whole school training in deaf provision, training in British sign language.
To ensure own welfare and wellbeing are being supported.	<ul style="list-style-type: none"> Prioritise self-care Identify own pattern of working so can be “at your best” more of the time Contribute to school’s vision for welfare and well-being for adults Be clear on what is meant by welfare and well-being Support colleagues to reflect on their wellbeing and make changes if needed Support development of and attend supervision

Targeted academic support for current academic year

Inter-vention	Cost	Impact
Place 2 Be counselling service	£29,578	Place 2 Be impact report shows that counselling, when part of a wider support package for vulnerable pupils (often in conjunction with parent counselling), enables pupils to access the curriculum and make progress
Reading recovery x 2 teachers	£66,807	Accelerates reading progress of Y1 and Y2 pupils, see Reading Recovery impact report
Reading recovery resources and reading volunteers	£2,000	Reading resources and support to help accelerate reading progress
1 Learning mentor & 1 TA support	£55,441	Working with pupils identified as having emotional and behavioural difficulties to reintegrate them back into the classroom and support them to make progress
In Harmony music project	£12,320	Every child in Key Stage Two learns to play a trumpet or trombone, and by the time our pupils leave us at the end of Year 6, every child has gained an accredited music qualification. Most children have gained either a grade 1,2 or 3 ABRSM certificate
Subsidised enrichment activities	£5000	School supports the most vulnerable FSM pupils to access whole school residential visits, topic-related visits, theatre and musical performance visits

Staff Training	£4000	Staff regularly access training, including leadership, phonics, safeguarding, core subjects
Total expenditure	£ 175,146	

Wider strategies for current academic year

Family support worker	£31,415	Works with multiple agencies, through safeguarding and SEND to support parents, with a particular focus on: attendance, parenting courses to raise aspiration, SEND, FSM, home visits. She has supported some of our most 'hard to reach' parents and this has had a significant impact on particular pupils' attendance and therefore, attainment and progress.
Subsidised breakfast club	£4,000	We offer free breakfast club places to our most vulnerable pupils and families in order to guarantee a good start to the day. Breakfast each day includes hot food options (beans, sausages, hash browns) in addition to toast, cereal, fruit etc.
Minibus	£2000	Our minibus is used for local visits to enrich the cultural experiences of our pupils.
Total expenditure	£37,415	

Monitoring and Impact

Area	Monitoring	Impact
Teaching	<p>Appraisal Cycle Observations (Oct 2020/Feb 2021)</p> <p>CPD TA observations (Feb 2021)</p> <p>Ongoing monitoring linked to action plan</p>	<p>Teaching will be at least 'good'</p> <p>Teaching support and interventions will be effective and progress noted</p> <p>Children meet targets (see above)</p>
Wider strategies	<p>Monthly monitoring of attendance</p> <p>Pupil premium structured conversations, and pupil interviews.</p>	<p>Pupil Premium attendance is at least 96%+</p> <p>Full parental engagement in children's learning.</p> <p>Pupil premium children accessing the same opportunities as their peers.</p>

Review: July 2022

Aim	Outcome
Improve the Pupil Premium attainment in reading, writing, phonics and maths so that they attain closer to their peers – Year groups targets set will be tightly aligned to the specific needs, sizes and multi-vulnerabilities in each Year group.	
A group of Pupil Premium pupils to be identified to maintain or make accelerated progress to the higher level	
Identify gaps in learning and put measures in place following COVID 19 absence – these will be identified on individual Intervention forms	
Improve attendance percentages for our Pupil Premium families (Action Plan 2020-2021 Priority 2, Action 2 and 3)	
All Pupil Premium pupils to grow in their resilience, confidence, and wellbeing and be able to communicate their excitement about/interest in learning	