

Pupil premium strategy statement

School overview

Metric	Data
School name	Mellers Primary
Pupils in school	460
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£288,405
Academic year or years covered by statement	2023-2024
Publish date	September 2023
Review date	July 2024
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 2023

Measure	Score % of children achieving ARE
Reading	60%
Writing	48%
Maths	57%

Strategy aims for disadvantaged pupils

Measure	Score (combined reading, writing and maths at ARE)
Meeting expected standard at KS2	60%
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
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	£282,943

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 2023 - 2024

Targets for children with pupil premium 2023-2024									
	Reading			Writing			Maths		
	EXP + ATT	GD		EXP + ATT	GD		EXP + ATT	GD	
F2	76%			76%			76%		
Ch 21	16	N/A		16	N/A		16	N/A	
Y1	62%	7%		55%	7%		52%	7%	
Ch 29	18	2		16	2		15	2	
Y2	65%	19%		54%	8%		58%	13%	
Ch 26	17	5		14	2		15	3	
Y3	48%	3%		36%	0%		51%	6%	
Ch 33	16	1		12	0		17	2	
Y4	61%	17%		52%	13%		57%	7%	
Ch 23	14	4		12	3		13	2	
Y5	50%	18%		50%	4%		57%	18%	
ch 28	14	5		14	1		16	5	
Y6	66%	13%		59%	9%		75%	16%	
ch	21	4		19	3		24	5	

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
<p>Priority One: To further improve and refine the English curriculum, particularly writing and phonics</p>	<ul style="list-style-type: none"> To consolidate teacher assessment of writing To build on the work from last year on the teaching sequence for writing To develop the classroom environment to support children's writing To raise teacher expectations of children's writing To ensure all children make good or better progress in writing To nurture children's love for writing To embed our phonics programme (Little Wandle) To develop the role of phonics lead To work alongside the English Hub to further improve our delivery of Little Wandle
<p>Priority two: To ensure that everyone's safety</p>	<ul style="list-style-type: none"> To embed the relationships and behaviour policy

and wellbeing continue to be a priority	<ul style="list-style-type: none"> • To be able to identify prejudice (including racism, misogyny, sexism, homophobia) • To develop ways to address prejudice • To understand the impact of prejudice • To feel confident that situations involving prejudice are dealt with effectively • To develop awareness of online risks to children
To develop the outdoor play and learning environment	<ul style="list-style-type: none"> • To create an allotment for the school community
To review leadership across the Federation	<ul style="list-style-type: none"> • Establish secure leadership structure

Targeted academic support for current academic year

Inter-vention	Cost	Impact
Place 2 Be counselling service	£37,000	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
1 Teacher (Dom Dixon 5 mths)	£17,262	Accelerates progress of children who have gaps in learning identified, working in small groups and 1:1 across KS2.
1 PE Teacher	£40,528	High quality PE lessons are delivered by a PE specialist to all year groups.
Reading volunteers	£2,000	Reading resources and payment for volunteers to support and help accelerate reading progress.
1 Learning mentor & 1 TA support	£74,698	Working with pupils identified as having emotional and behavioural difficulties to support them back into the classroom and enable them to make progress.
In Harmony music project & Music Teacher 1 day per week (Catrin)	£24,930	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	£12,462	School supports the most vulnerable FSM pupils to access whole school residential visits, topic-related visits, theatre and musical performance visits.
Staff Training	£10,000	Staff regularly access training, including leadership, phonics, safeguarding, core subjects.
Total expenditure	£218, 880	

Wider strategies for current academic year

Family support worker	£36,325	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 (contribution to new mini bus)	£14,200	Our minibus is used for local visits to enrich the cultural experiences of our pupils.
School Trips, including Pantomime	£15,000	We enrich the curriculum through experiencing a range of school trips and visiting the pantomime; this develops our children's cultural capital.
Total expenditure	£69,525	

Monitoring and Impact

Area	Monitoring	Impact
Teaching	Appraisal Cycle Observations (termly) CPD TA observations Ongoing monitoring linked to action plan	Teaching will be at least 'good' Teaching support and interventions will be effective and progress noted Children meet targets (see above)
Wider strategies	Data analysis of Pupil Premium children. Monthly monitoring of attendance Pupil premium 'Meet the teacher' meetings, and pupil interviews.	Pupil Premium children are achieving targets set. Pupil Premium attendance is at least 93%+ Full parental engagement in children's learning. Pupil premium children accessing the

		same opportunities as their peers.
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Review: July 2024

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	
All Pupil Premium pupils to grow in their resilience, confidence, and wellbeing and be able to communicate their excitement about/interest in learning	