

Pupil premium strategy statement

School overview

Metric	Data
School name	Mellers Primary
Pupils in school	444
Proportion of disadvantaged pupils	44%
Pupil premium allocation this academic year	£292,185.00
Academic year or years covered by statement	2024-2025
Publish date	September 2024
Review date	July 2024
Statement authorised by	Joy Buttress and Lorna Dermody (Heads of Federation) Sue Blakeway (Chair of Governors)
Pupil premium lead	Laura Patel
Governor lead	Sue Blakeway

Disadvantaged pupil progress scores for last academic year 2024

Measure	Score % of children achieving ARE
Reading	77%
Writing	77%
Maths	70%

Strategy aims for disadvantaged pupils

Measure	Score (combined reading, writing and maths at ARE)
Meeting expected standard at KS2	64%
Achieving high standard at KS2	4%

Strategy aims for disadvantaged pupils

Measure	Activity
Aim 1	Improve the Pupil Premium attainment in reading, writing, phonics and maths, as individual subjects and as a combined result, 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	Improve attendance percentages for our Pupil Premium families
Aim 4	All Pupil Premium pupils to grow in their resilience, confidence, and wellbeing and be able to communicate their excitement about/interest in learning
Aim 5	Children in receipt of pupil premium to access our full curriculum offer, with visits / residentials and extra-curricular activities supported financially as required.
Barriers to learning these priorities address	A, B, C, D, E, F, G, H (see below)
Projected spending	£292,185.00

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 2024 - 2025

Targets for children with pupil premium 2024-2025									
	Reading			Writing			Maths		
	EXP + ATT	GD		EXP + ATT	GD		EXP + ATT	GD	
F2 14 Ch	29% 4	N/A		43% 6	N/A		71% 10	N/A	
Y1 22 Ch	77% 17	18% 4		64% 14	0%		77% 17	9% 2	
Y2 31 Ch	69% 11 (15 no data)	25% 4 (15 no data)		56% 9 (15 no data)	6% 1 (15 no data)		56% 9 (15 no data)	6% 1 (15 no data)	
Y3 27 Ch	64% 16 (2 ch no data)	12% 3 (2 ch no data)		56% 14 (2 ch no data)	4% 1 (2 ch no data)		63% 15 (3 ch no data)	8% 2 (3 ch no data)	
Y4 31 Ch	61% 19	13% 4		58% 18	7% 2		65% 20	13% 4	
Y5 24 ch	75% 18	17% 4		71% (10 no data) 10	14% (10 no data) 2		75% 18	17% 4	
Y6 29 ch	71% 19 (1 no data)	56% 5 (1 no data)		59% 17	0%		79% 23	10% 3	

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
Priority One: School improvement plan To increase combined attainment in all year groups Target 5 - To ensure the curriculum meets the needs of all pupils, especially disadvantaged and SEND children	<ul style="list-style-type: none"> • Ensure Quality First Teaching meets the needs of all learners • Appoint new SENDCo • All teachers to plan curriculum areas for children in Enhanced Provision • Adaptations are made within mainstream classes with the intention to enable all children to attain • R2I used effectively to identify and meet needs of pupils vulnerable to under-attaining • Support for Early Years to ensure the environment is accessible for all learners • Work alongside professionals to learn from their expertise
Priority two: School improvement plan To improve behaviour and attendance	<ul style="list-style-type: none"> • Policy and procedures updated in line with DfE and LA changes • Shift philosophy on attendance, so in

Target 2 – To maintain high levels of attendance and continue to reduce persistent absence (extended holidays)	<p>line with safeguarding and “the Mellers way”</p> <ul style="list-style-type: none"> • Building capacity for attendance, within strategic team, admin work and wider staff groups • Letters /correspondence / documentation with parents updated according to DfE and LA changes and for Arbor • Three weekly data analysis, using FFT and Wonde, responding to information on any vulnerable groups • Weekly register check, particular focus on reason for absence and missing marks. • Half termly meetings with EWO, pre- set LA agendas • Regular updates for parents on attendance and punctuality
<p>Priority three: School improvement plan To embed the Early Years’ Curriculum</p> <p>Target 4– ensure assessment show progress for all children</p>	<ul style="list-style-type: none"> • Complete baseline assessments for all children • Research methods of assessment to find the best one for the setting • Implement assessment procedure • Track pupil progress • Analyse data and use intervention • Moderate assessments across the Federation • Attend Agreement Trialing

Targeted academic support for current academic year

Intervention	Cost	Impact
Place 2 Be counselling service	£43,000	Place 2 Be impact report shows that counselling, when part of a wider support pack- age for vulnerable pupils (often in conjunction with parent counselling), enables pupils to access the curriculum and make progress
1 PE Teacher Nathan Walters	£43,000	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 & 2 TA support (BW, AL, AW)	£58,000	Working with pupils identified as having emotional and behavioral difficulties to support them back into the classroom and enable them to make progress.
In Harmony project / Nottingham Music Service 2 ½ day a week (Jovi Chung, Rajae Wright and Nathan Gregory) & Music Teacher 1 day per fortnight (Catrin Jones)	£26,000	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 the opportunity to gain an accredited music qualification. Most children have gained either a grade 1,2 or 3 ABRSM certificate. Our inclusive choir performs at city events and models the highest standard of singing during school events.

Subsidised enrichment activities	£24,000	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.
Intervention and assessment	£5,000	NTU assessments and SHINE interventions used to accurately identify gaps in learning. High quality materials are provided to deliver interventions, to accelerate progress.
Total expenditure	£211,000	

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 (2 assistants)	£10,275	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.
Minibuses	£13,585	Our minibus is used for local visits to enrich the cultural experiences of our pupils.

School Trips, including Pantomime	£16,000	We enrich the curriculum through experiencing a range of school trips and visiting the pantomime; this develops our children's cultural capital.
Essential equipment / resources for school	£5,000	We have assisted families with coats, shoes, uniforms and other basic equipment. This prevents absence from school and allows access to the wider curriculum.
Total expenditure	£81,185	

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.

Review: July 2025

Aim	Outcome
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A group of Pupil Premium pupils to be identified to maintain or make accelerated progress to the higher level	
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	
Children in receipt of pupil premium to access our full curriculum offer, with visits / residentials and extra-curricular activities supported financially as required.	