

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

Metric	Data
School name	<b>Meltham Moor Primary School</b>
Pupils in school	250
Proportion of disadvantaged pupils	28%
Academic year or years covered by statement	2021-24
Publish date	6th October 2021
Review date	01 October 2022
Statement authorised by	Liz Woodfield
Pupil premium lead	Liz Woodfield
Governor lead	Jo Koroma

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,536
Recovery premium funding allocation this academic year	£15,728 (£7,830 recovery and £7,898 school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,264

# Part A: Pupil premium strategy plan

## Statement of intent

At Meltham Moor Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of Contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:3/4 tuition.

- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate mental health & well-being support to enable pupils to access learning within and beyond the classroom.

Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adult

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional, and mental health. Observations and discussions indicate that the well-being and emotional development of a proportion of our disadvantage pupils has been impacted by the partial closure of school as well as a lack of enrichment opportunities outside of school environment.
2	Speech, language and communication – Assessment, observations and discussions indicate a proportion of pupils have under-developed oral language skills and vocabulary gaps. These under-developed skills are evident from nursery through to KS2
3	Gaps in reading, writing, maths and phonics. Internal assessment information indicates that there are gaps in reading, writing, maths and phonics and that the partial closure of school has led to this gap widening.
4	Access to wider opportunities – Lack of enrichment opportunities for a large proportion of our pupil premium children.

## 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
To accelerate the progress of children who are working below age-related expectations or who are not on track to achieve their potential	Achieve national average progress scores by the end of KS2
To develop the school curriculum so that it further meets the needs of the children, school and community	Monitoring shows that children know and remember more.
To enhance the learning of all pupils by providing access to extra-curricular clubs and trips	Disadvantaged pupils access clubs and other extra-curricular opportunities
To improve phonics attainment amongst disadvantaged pupils	Achieve outcomes in-line with or above national average in the Y1 PSC
Improve oral language skills and vocabulary among disadvantage pupils	Assessments and observations indicate improvements in oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including deep dives of books.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teaching assistants across Early Years, Key Stage 1 and Key Stage 2.	Use of EEF Making best use of Teaching Assistants document used to support the deployment and expectations of teaching assistants. <a href="#">making the best use of teaching assistants</a>	2,3
Training for staff to ensure reading and language links are made.	The is a strong evidence base that oral language is a basis for strong guided reading. Oral language interventions <a href="#">oral-language-interventions</a>	2,3
QFT training for staff, particularly relating to the development of the school curriculum	Aspects of FT teaching such as cognitive science, metacognition, and feedback have a very high impact on learning <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Cognitive science approaches in the classroom   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
Training for staff on delivering a validate synthetic phonics scheme	There is very extensive evidence to say that the teaching of phonics in an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	2,3

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

Budgeted cost: £18,813 plus cost of phonics programme

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DFE validated synthetic phonics programme to continue to secure phonics teaching for all pupils.	Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children. Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1,2,3
Engaging with the National Tutoring Programme and additional tutoring for those affected by the pandemic and those higher attaining pupils in both KS1 and 2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF – One to one tuition.	1,2,3
Use of language programmes (NELI, Nessy) to improve listening, narrative and vocabulary skills for disadvantaged pupils	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. (Oral language intervention EEF)	2,3
Outdoor Learning opportunities for Year 1	There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning. <a href="#">Education Endowment Foundation   EEF</a>	1,2,3

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior mental health training	The Government Green paper 'Transforming Children and Young People's Mental Health Provision' recommends a mental health lead in every school.	1

	School work with a team of Mental Health practitioners who use evidence based techniques to support pupils' mental health ( <a href="https://www.northorpehall.co.uk">https://www.northorpehall.co.uk</a> )	
Whole-school CPD on wellbeing	Evidence from the EEF Toolkit suggest that Social and Emotional Learning can lead to positive gains in learning <a href="https://www.eef.org.uk/evidence/primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	Evidence from the EEF Toolkit suggest that Social and Emotional Learning can lead to positive gains in learning

**Total budgeted cost: £ 97,848 plus cost of phonics programme**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021

<p><b>About the Pupil Premium</b>  Pupil premium is additional funding provided to schools for supporting more disadvantaged pupils to ensure they benefit from the same opportunities as all other children and narrow gaps in attainment. National data shows that, generally, these children do not achieve as highly as their peers. There are three categories of children who qualify for pupil premium:</p> <ul style="list-style-type: none"> <li>▪ Children who are eligible for free school meals (FSM) or have been in the last 6 years</li> <li>▪ Looked after children (including children who were adopted from care/special guardianship orders)</li> <li>▪ Armed forces children</li> </ul>			
<p><b>2020-21 Allocation:</b>  Allocation = £80,987</p>			
<p><b>Number of children supported: 57</b></p>			
How the Pupil premium will be spent	Cost	Objective	Impact (to be completed at the end of the academic year)
Extended learning PP trips and clubs Visitors into school, playleading, and Sing Up resources	No trips or clubs in 20/21 Keyboard tuition for 1 child as requested £360	To enhance the learning of all pupils by providing access to extra-curricular clubs and trips	Child benefited from keyboard tuition
TA interventions - Based on 1:1 support less high needs top up plus 1/3 of all other support staff	£70,940	To accelerate the progress of children who are working below age-related expectations or who are not on track to achieve their potential	Most children showed that progress accelerated over the course of the year, despite the spring period of limited attendance. All year groups/subjects remained or increased at expected apart from 2.
Additional staff in nursery above ratio of 1:13 - JS spring and summer	£7,889	Particularly to target speech and language support.	Fine motor, Nursery/Reception narrative intervention delivered to improve children's speaking and listening, social skills and confidence. Progress evident in chronological age and general observations of confidence, communication and engagement



Data analysis to identify next steps in progress	Not needed this year	To ensure the progress of all children, including those eligible for the pupil premium, are accurately assessed so that next steps can be planned and delivered.	SLT completed data analysis this year. Summative assessments and data analysis took place termly during 2021-22 to identify gaps and catch-up priorities
Cover using HLTA to allow teachers to access CPD – particular emphasis around curriculum intent: communication, enhancement and deeper learning - HLTA less 10 days covering generally	£15,636	To improve the quality of teaching and learning to ensure all children reach their potential	All teaching in school is good or better. HLTA provided some time for subject leaders to review and develop curriculum subject areas. <i>However, due to staff illness, opportunities for cover were more limited than planned.</i>
Small group intervention to ensure the more able children achieve their potential	See above	To ensure children working at higher standards achieve their potential	HLTA covered PPA to allow teacher to cover Year 6, appropriately challenging the more able. <i>However, due to staff illness, opportunities for cover were more limited than planned.</i>
Providing cover for leaders to monitor teaching and learning	See Above	To improve the quality of teaching and learning to ensure all children reach their potential	Monitoring shows that teaching is good or better. <i>However, due to staff illness, opportunities for cover were more limited than planned.</i>
Professional development for teaching staff Google Classroom Training	£250	To develop effective approaches to remote/blended teaching, learning and/or assessment	Monitoring and parents' surveys evidence that there was an effective approach to remote and blended learning
Inclusion leader to receive additional SENDCo time in the autumn term (0.5 days per week)	£1,233	To develop effective approaches to supporting the education of vulnerable learners and those learners who have EHCPs	Vulnerable learners and learners with EHCPs are well-supported in school and best endeavours are made to meet their needs.
<b>Total amount spent on closing the gap for disadvantaged pupils £96,308</b>			