

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Meltham Moor Primary School
Pupils in school	209
Proportion of disadvantaged pupils	27%
Academic year or years covered by statement	2021-24
Publish date	6th October 2021 V2 Dec 22 V3 Sept 23
Review date	Sept 2024
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	£91,194
Recovery premium funding allocation this academic year	£16,115 (£8,555 recovery and £7,560 school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,309

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 at least sustain improvements to 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: £82,495

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. making the best use of teaching assistants	2,3
Provide for teachers to attend writing for greater depth workshops and related moderation sessions	Then 'Improving literacy' guidance reports recommends Targeting teaching and support by accurately assessing pupil needs EEF-KS2-lit-2nd-Recommendations-poster.pdf	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 Feedback EEF (educationendowmentfoundation.org.uk) Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk)	2,3,4

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

Budgeted cost: £16,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of BSquared Primary Steps to track the	Assessment should target the specific learning gaps that pupils	1,2,3

progress for children working 2 years or more below expectations	exhibit (EEF Teacher Feedback To Improve Pupil Learning)	
Engaging with the additional tutoring for those affected by the pandemic	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 programme (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	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. Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: £ 7,910

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. School work with a team of Mental Health practitioners who use evidence based techniques to support pupils' mental health (https://www.northorpehall.co.uk)	1
Whole-school CPD on wellbeing	Evidence from the EEF Toolkit suggest that Social and Emotional Learning can lead to positive gains in learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	

<p>Additional time for inclusion leader for SEND, behaviour and mental health</p>	<p>Evidence from the EEF Toolkit suggest that Social and Emotional Learning can lead to positive gains in learning Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from the EEF Toolkit recommends that the use targeted approaches to meet the needs of individuals in your school Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p>	

Total budgeted cost: £107,147

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 2021 to 2022

<p>About the Pupil Premium 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"> ▪ Children who are eligible for free school meals (FSM) or have been in the last 6 years ▪ Looked after children (including children who were adopted from care/special guardianship orders) ▪ Armed forces children 			
<p>2022-23 Allocation: Allocation = £88,105</p>			
<p>Number of children supported: 55</p>			
How the Pupil premium will be spent	Cost	Objective	Impact (to be completed at the end of the academic year)
Deployment of teaching assistants across Early Years, Key Stage 1 and Key Stage 2.	£68,240	To accelerate the progress of children who are working below age-related expectations or who are not on track to achieve their potential In Early Years to increase interaction for speech and language support.	1/5 children achieved GLD in Early Years An increased (4/6) in children who are classed as disadvantaged passed their phonics screening No significant gap in outcome for maths at KS1 (4/8 children also have SEND) 8 out of the 9 PP children met or exceeded their own personal targets and predicted outcomes at KS2 based on prior attainment with 1 child exception who scored 99 in reading and grammar
QFT training for staff, particularly relating to the development of the school curriculum. Providing cover for	£2,000	To ensure the school curriculum meets the needs of all pupils leading to good progress	The school curriculum has been fully reviewed. CPD has been attended when needed. All subject leaders have received time to quality assure which has informed further training leading to improvements.

leaders to monitor teaching and learning															
Purchase of BSquared Primary Steps to track the progress for children working 2 years or more below expectations	£875	Progress is more accurately tracked, targeting specific learning gaps, leading to more informed teaching and learning	All children who are engaged in Subject specific learning but are working more than 2 years behind in English and Maths, are tracked using BSquared. Staff update the software on an on-going basis but also at the regular assessment windows in which other pupil progress data is reported. Children from Year 1 upwards are tracked in this way. Staff are becoming more secure in using the software and the data that it gathers allows us to show progress for learners who we might otherwise find it hard to evidence this for. It is also then incorporated into planning for pupils so that their next steps are clear. We will be introducing the use of this data with parents to show progress for these pupils, over the next year.												
Extended learning PP trips and clubs Visitors into school, playleading, and Sing Up resources	£639	To enhance the learning of all pupils by providing access to extra-curricular clubs and trips	All pupils attend trips. <table border="1" data-bbox="756 826 1484 1108"> <thead> <tr> <th colspan="2">Attendance at Clubs 22-23 (KS1&KS2)</th> <th colspan="2">Attendance at Sports Events 22-23 (KS1&KS2)</th> </tr> <tr> <th>Dis</th> <th>Non-dis</th> <th>Dis</th> <th>Non-dis</th> </tr> </thead> <tbody> <tr> <td>68%</td> <td>68%</td> <td>68%</td> <td>68%</td> </tr> </tbody> </table>	Attendance at Clubs 22-23 (KS1&KS2)		Attendance at Sports Events 22-23 (KS1&KS2)		Dis	Non-dis	Dis	Non-dis	68%	68%	68%	68%
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Purchase of a DFE validated synthetic phonics programme to continue to secure phonics teaching for all pupils.	£300	For all children to be able to read with fluency, enjoyment and understanding.	Unlocking Letters and Sounds has been implemented which has been carefully chosen to meet the needs of our children and school. Tracking shows that good progress is being made in relation to starting points.												
Engaging with the National Tutoring Programme and additional tutoring for those affected by the pandemic	£14,926	For the learning of children not on track to be accelerated	Tracking data shows that learning has been accelerated for children who have completed the following programmes: <ul style="list-style-type: none"> Phonics and reading intervention in KS1 an KS2 KS2 – school-led TA/Mrs Akid and school-led tutor NESSY spelling and reading online intervention in KS2 – IT based 												
Use of language	£330	To improve listening,	This has been consistently used by our Year 3 and 4 children.												

programmes (Nessy)		narrative and vocabulary skills for disadvantaged pupils	Over the year, these groups show an average increase of 357 new words read within the programme of 171.4 words spelt within the programme.
Whole-school CPD on wellbeing	£500	Children with poor emotional wellbeing are supported leading to improvements.	All staff attended at least one session on supporting children's emotional wellbeing
Total amount spent on closing the gap for disadvantaged pupils £87,810			