

Robert Mellors Primary Academy



Pupil Premium Strategy Statement 2020 – 2023

PPG provides funding for two separate policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Rates for eligible pupils

Disadvantaged	
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service Children	
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

School Overview September 2021

Metric	Data	
School name	Robert Mellors Primary Academy	
Pupils in school	FS: 65	Y1-6: 236
Proportion of disadvantaged pupils	FS: 19 (29%)	Y1-6: 99 (42%)
Pupil premium allocation this academic year	April 2021 – March 2022 £133,155	
Academic year or years covered by statement	2020 - 2023	
Publish date	1 st September 2021	
Review date	1 st September 2022	
Statement authorised by	Emma Essex	
Pupil premium lead	Barbara Ross	
Governor lead	Louise Salisbury	

Disadvantaged pupil progress scores for last academic year (2020 – 2021)

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year (2020 – 2021)

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) are delivering the reading and phonics school priorities effectively.
Priority 2	Deliver a co-ordinated approach to ensure the well-being of PP children so that it is not a barrier to achievement
Barriers to learning these priorities address	Ensure staff using identified and agreed teaching of reading strategies Ensure staff using identified and agreed phonics strategies Impact of school closure on PP children
Projected spending	£133,155

Teaching priorities for current academic year (2021- 2022)

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 22
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	Sept 22
Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Ensure attendance in line with National	Sept 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year (2021 – 2022)

Measure	Activity
Priority 1	Ensure Quality First Teaching and interventions for reading in place as identified on the English Action Plan
Priority 2	Ensure Quality First teaching and interventions for phonics in place as identified on the English Action Plan
Barriers to learning these priorities address	Encouraging regular reading practice at home. Ensuring all children pass the phonics screen and apply to reading Proportion of children requiring support
Projected spending	£100,000

Wider strategies for current academic year (2021 – 2022)

Measure	Activity
Priority 1	Developing the well-being of children
Priority 2	Improving and maintaining the attendance of PP children
Barriers to learning these priorities address	60% of PP children rate on our ACES profile Number of children who have not been in school PP attendance and punctuality below that of All children
Projected spending	£33,155 (well-being teacher; TA support in class; Forest School; attendance support)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of directed time and additional cover being provided by subject leads. CPD in school and provided by external providers including the English Hub
Targeted support	Ensuring enough time for TAs to provide targeted support	Co-ordinated approach from PP lead; English leads and Maths leads to ensure intervention support is focused on those most in need and most likely to make rapid progress.
Wider strategies	Engaging the families facing most challenges	Co-ordinated approach from Emotional well-being teacher; DSLs and Early Years team to support families.

Review : last year's aims and outcomes (2020 – 2021)

Aim	Outcome
Progress in Reading and Writing	Dip from last year. Engagement with remote learning logged in PP passports. PP passports in place to support teachers planning for interventions.
Progress in Mathematics	Dip from last year. Engagement with remote learning logged in PP passports. PP passports in place to support teachers planning for interventions.
Phonics	Y1 All pupils: 100 % Recheck: 88.8%
Other	All PP children were rigorously monitored during periods of school closure: see PP logs. PP passports in place indicating children's engagement with remote learning to support interventions. Well-being support provided for PP families from DSLs and well-being teacher Attendance officer rigorously monitored PP children. Attendance 2020-2021 <ul style="list-style-type: none"> • Whole school 93.62% • PP 92.36%

Coronavirus (COVID-19) catch-up premium

Rationale (DfE: Corona virus catch-up premium)		
"Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit."		
Use of Funds (DfE: Corona virus catch-up premium)		
"Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months."		
Evidence for our Approach (COVID-19 SUPPORT GUIDE FOR SCHOOLS EEF)		
Teaching and Whole school Strategies		
Strategy	Action	Cost
Support great teaching	CPD where needed to support remote learning	Teachers release time

	Mentoring for Early Careers Teacher (LW) to support and develop best practice in a new situation	Staff release time
Quality assessment and feedback	Timetabled time to review assessments and plan a timetable building on forgotten/missed key concepts Timetabled time to provide quality feedback to pupils	Teachers release time Teacher release time
Targeted Support		
Strategy	Action	Cost
One-to one and small group tuition	Small group tuition delivered by qualified teachers during the school day. One-to-one teaching or small group tuition delivered by TAs during the school day.	Intervention teachers TAs
Intervention programmes	Bespoke intervention groups taught by qualified teachers during the school day. "Grab and Grow" delivered by TAs in class "Sneaky Peak" delivered by TAs in class Phonics small group teaching delivered by TAs during the school day Other bespoke interventions delivered by TAs in class	Intervention teachers TAs TAs Tas TAs
Wider strategies		
Strategy	Action	
Supporting parents and carers	Support for families from Ruth Cumberland (Emotional well-being teacher) and DSL	Emotional well-being teacher DSL staff
Access to technology	Support for parents on how to access on-line learning through the platforms provided	Teacher release time
Allocation: £21,120 from catch-up premium		
Additional costs met through pupil premium grant allocation		