

# Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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 the previous year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Robert Mellors Primary Academy
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	36% (31% FSM)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 <b>2022 – 2023</b> 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Emma Essex
Pupil premium lead	Barbara Ross
Governor / Trustee lead	Louise Salisbury

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,155
Recovery premium funding allocation this academic year	£21 120
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	£154 275 (plus £1250 from Magic Breakfast)

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is that all children, through our provision, will be equipped with the skills they need to succeed both academically and socially, irrespective of their starting points. We aim to develop confident, resilient learners, who believe they can make a difference to themselves, their learning and their environment regardless of the barriers that they face.

Our strategy plan clearly identifies the challenges faced by the vulnerable and disadvantaged children in our care. We are very clear about how we, as a school community, can help children overcome these challenges. Our strategy is rooted in providing high quality teaching for all alongside supporting and developing children's emotional well-being. These principles underpin everything that we do with a research-based approach to ensure that all approaches have an identified and clear outcome.

To this end we ensure that:

- High quality teaching is at the heart of our school provision to ensure that all children achieve the best they can from their starting points regardless of the barriers to their learning.
- Interventions are purposeful and evidence based with a clearly defined and justified purpose.
- Delivering our Pupil Premium strategy is considered to be the responsibility of all staff in our school community.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills</b> and vocabulary gaps among many disadvantaged pupils. These are evident from F1 through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Recent data suggests, 60% of 2 year olds, 50% of 3 year olds and 52% of Reception aged children arrive below expectations with 67.6% leaving F2 with a GLD. 69.2% of FSM children attained a GLD. Developing oral language has always been a high priority in our school and underpins our English provision.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.

3	<p>Internal and external assessments indicate that <b>reading</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>On entry to Foundation stage the reading skills of our disadvantaged children are significantly below those of all children. This gap remains by the end of KS1 and throughout school. However, from 2018 to 2019 the Gap between School PP and National reduced from 11.4% to 5% due to our whole school approach.</li> <li>Reading is a key priority of our strategy plan</li> </ul>
4	<p>Our assessments, observations and records indicate that the <b>wellbeing</b> of many of our disadvantaged pupils is poor with families requiring a great deal of support and many disadvantaged pupils unable to attain and develop as well as they could due to outside influences.</p> <p>This has become significantly worse during the recent pandemic.</p> <p>In September 2021, 71% of referrals for well-being support from staff were for disadvantaged children. This figure was similar for September 2022.</p> <p>These challenges are backed up by national studies.</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. School monitoring showed a significant number of disadvantaged children had struggled to access learning at home.</p>
6	<p>Our <b>attendance</b> data over the last 3 years indicates that attendance among for PP children is slightly below that of all children.</p> <p>Attendance remains a high priority for the whole school.</p>

## 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
Improved oral language skills	<p>End of Foundation Stage data will show the gap on entry has closed by the time children leave Foundation stage.</p> <p>Improved language skills for all children across school.</p> <p>Assessment data, pupil interviews and Book Looks will show evidence of a broader and richer vocabulary.</p>
Phonics screen scores will meet or exceed national for all children	Phonics screen score threshold will be met.
Improved reading attainment among disadvantaged pupils.	Reading data for 2024 will be in line with national standards for all children for both the Expected Standard and Exceeding.
<p>Robust systems in place to support the well-being of all children so that they are able to achieve and succeed</p> <p>Improvement in the emotional resilience of our children to enable progress and learning to take place.</p>	<p>By 2024 well-being improved through:</p> <ul style="list-style-type: none"> <li>• A clear and accountable system in place for the early identification of families and children whose well-being may impede their attainment and progress</li> <li>• Pupil interviews, parent feedback and staff observations indicate that by 2024 all children are supported within school and equipped with the skills they need to develop and maintain resilience in order to focus and achieve at school</li> <li>• A clear Enhanced Provision timetable in place to support and develop children's well-being</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils to be no more than 98% in line with government targets</li> </ul>

## 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: £ 20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD <ul style="list-style-type: none"> <li>Release time for Phonics Lead to attend and cascade training from the English Hub</li> </ul>	<p><b>Evidence from EEFT</b></p> <p>“Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.”</p> <p>In school data for phonics screen shows this approach effective</p>	2
Reading CPD <ul style="list-style-type: none"> <li>Release time for Reading Lead to attend and cascade training from the English Hub</li> </ul>	<p><b>Evidence from EEFT</b></p> <p>“On average, reading comprehension approaches deliver an additional <b>6 months’</b> progress.” The evidence suggests that disadvantaged children benefit more from reading comprehension strategy interventions.</p> <p>In school monitoring shows this approach effective in improving the teaching of reading.</p>	2,3
Emotional well-being CPD <ul style="list-style-type: none"> <li>Release time for staff to attend emotional well-being CPD where appropriate.</li> </ul>	<p><b>Evidence from EEFT</b></p> <p>“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of <b>+ 4 months’</b> additional progress on attainment.”</p> <p>Evidence from EEFT shows that effective SEL support must be embedded into</p>	4

	<p>routine educational practice and robustly supported by all staff.</p> <p>60% of children rated on our ACES profile are PP and yet all children access in-class provision</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £101,120 (including Pupil premium recovery funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One and small group support for targeted children delivered by Intervention teacher or TA</p> <p>(PP recovery fund for additional teaching for children who had been tracked during school closure)</p>	<p><b>Evidence from EEFT</b></p> <p>“Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p> <p>Studies show that the progress will vary depending on what subject is being taught however, on average, progress will be accelerated by <b>+ 4 months</b> and in some cases more. Feedback has been identified as crucial and so this will be a priority in these groups</p>	1,2,3,4,5
<p>One to one and small group oral language support in class by TA's</p>	<p><b>Evidence from EEFT</b></p> <p>“Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately <b>+5 months'</b> additional progress over the course of a year. This increases to <b>+ 6 months</b> when disadvantaged pupils are targeted. “</p>	1,3
<p>High quality teaching of phonics</p> <ul style="list-style-type: none"> <li>Adult support for high quality phonics teaching across school</li> <li>Bottom 20% children receive</li> </ul>	<p><b>Evidence from EEFT</b></p> <p>“Several robust studies of phonics programmes in English have been published in recent years. The findings show that phonics programmes can be effective in English schools, but also underline the importance of high quality implementation.”</p>	1

additional phonics sessions to their daily phonics	<p>Evidence from EEFT shows additional phonics support accelerates learning by <b>+ 5 months</b>.</p> <p>In school data for phonics screen shows this approach effective</p>	
High quality teaching of reading (with a strong focus on phonics and reading comprehension skills)	<p><b>Evidence from EEFT</b></p> <p>“On average, reading comprehension approaches deliver an additional <b>6 months</b>’ progress.” The evidence suggests that disadvantaged children benefit more from reading comprehension strategy interventions.</p> <p>In school monitoring shows this approach effective in improving the teaching of reading.</p>	3
Interventions to accelerate learning through “Grab and Grow” ; “Sneaky Peak” and targeted support including for HA children	<p><b>Evidence from EEFT</b></p> <p>“Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p> <p>EEFT shows that interventions targeted in the right way can add <b>+ 4 months</b> progress. In school monitoring has shown that these interventions are very effective</p>	1,2,3,4,5

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

Budgeted cost: £ 33.150 (plus £1250 from Magic Breakfast)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Learning delivered by school Emotional Well-being teacher Ruth Cumberland</p> <p>CPD support from Emotional well-being</p>	<p>“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of <b>+ 4 months</b>’ additional progress on attainment.” (EEFT)</p>	4

teacher to enable staff to deliver own SEL in class	Internal monitoring supports this. All of our children, regardless of their challenges, access within class provision.	
<p>TA support in class</p> <p>“Meet and Greet” is an essential part of each class. Bespoke emotional well-being support is provided throughout the day.</p> <p>Bagel provided for breakfast if needed.</p>	<p>Evidence from EEFT shows that effective SEL support must be embedded into routine educational practice and robustly supported by all staff.</p> <p>60% of children rated on our ACES profile are PP.</p> <p>“In England 2.7 million (74%) disadvantaged children and young people could be missing out on breakfast.” (Source: Leeds City Council Well-being Report Monday, 27/06/2022)</p>	4
<p>Bespoke Nurture provision (NEST) to provide SEL</p> <p>Our bespoke provision includes:</p> <ul style="list-style-type: none"> <li>• Triage from staff when a child is in immediate need</li> <li>• Rapid intervention for individual children responding to their immediate need</li> <li>• Music Therapy</li> <li>• Art Therapy</li> <li>• Lifeskills</li> <li>• Forest School</li> </ul>	<p>Evidence from EEFT concludes:</p> <p>“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Being able to effectively manage emotions will be beneficial to children even if it does not translate to reading and maths support. “</p> <p>The bespoke nurture provision seeks to provide this. We are very mindful of the fact that there is low security in this provision and carefully track the engagement with learning and negative incidents as a way of monitoring the effectiveness of this provision.</p>	1,4,5,6
Attendance support	Embedding good practice from DFE’s <a href="#">Improving School Attendance</a>	6
Contingency	Historically, we know we need money to have a small amount of money to support Pupil Premium children with on-going needs Eg trips; uniform; music tuition	All



**Total budgeted cost: £ 154 275**

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

### Pupil premium strategy outcomes

Prior to periods of school closure, our last year of validated data (**2018/2019**) showed a positive data picture with data close to or exceeding the National Standard and an improving 3-year trend.

#### **Combined data for 2018 to 2019:**

- Increase of 7.4% PP children achieving the Expected standard
- School PP 9% higher than National PP
- Gap between School PP and National All reduced from 11.4% to 5%

**2021-2022** validated data reflects the impact of school closure and the specific cohort of Y6 children. Our **2021/2022** data is impacted by the fact that 13 PP children were also on the SEND register. (See Y6 case study information).

**2021-2022** Combined data 41% at the expected standard.

During periods of school closure we did everything we could to enable our disadvantaged children to access and achieve primarily through using Seesaw as the learning platform with Oak Academy and White Rose Maths. In addition to this:

- Staff were pro-active in identifying children who did not access Seesaw for remote learning. If children could not or did not access this provision, then a number of things were put in place:
  1. paper packs were provided where children could work at own pace with offer of support if needed
  2. daily/weekly phone calls made by staff to work through paper pack learning – staff and child had identical pack
  3. zoom calls for 1:1 reading sessions
  4. zoom calls for bespoke provision tailored to child's interests/needs
  5. daily phonics sessions
  6. detailed learning logs kept
- Every PP child was contacted and a plan put in place for each child
- Co-ordinated triangulated support for all disadvantaged children involving DSL; Attendance officer; Emotional well-being teacher; SENDco and all staff. Detailed logs kept.

Over the academic year 2021 - 2022 we continued to keep our PP Strategy Plan at the core of what we do. All staff had PP Passports detailing relevant information about each PP child. TA support was provided in each class to ensure our strategy plan targets could be implemented. Appropriate staff CPD was provided.

Whole school attendance continued to be a focus for us. Our Attendance Officer worked closely with all staff to monitor the attendance of all children. During closure, the Attendance Officer made phone calls every 3 days to particular families and carried out home safe and well checks every 10 days for known vulnerable families. This robust approach continued during **2021-2022**. Our targeted attendance approach has ensured that:

**2019/2020:** Gap between All and PP attendance -9.47%

**2021/2022:** Gap reduced to -0.5%

From **Autumn 2021** to **Summer 2022** the number of PP families with a declining absence rate reduced from 22 families to 11 families.

Our assessments and observations indicated that pupil wellbeing was significantly impacted during the academic year **2020-2021** primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupil. Weekly sessions from Ruth Cumberland (Emotional well-being teacher) were carried out either in school or via phone calls and zoom sessions for any child who was referred by staff. (Ruth's time was increased during periods of school closure.) In addition, DSLs worked together to provide support for any child who required support during this time. Every vulnerable child was assigned a DSL and detailed logs kept of this support. Every Pupil Premium child received a weekly call from either the class teacher/TA or a member of the well-being team including DSLs. Food parcels and well-being packs were also delivered along with IT support.

During the last academic year **2021/2022**, this support continued. Ruth Cumberland (emotional well-being teacher) continued to work closely with class teachers, SENDco and DSLs to provide support for those children identified as having a need. This support was monitored alongside attendance, attainment and progress to ensure it was having a positive impact in enabling children to attend school and make progress.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Part of classroom provision
What was the impact of that spending on service pupil premium eligible pupils?	Part of classroom provision

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils (+6 months), particularly disadvantaged pupils. We have amended our feedback policy to include UP2stickers and Live marking to make feedback more immediate and consistent.
- We have appointed a senior mental health lead (Ruth Cumberland) to support across school with CPD and practical support. This support will be in line with DfE guidance.
- We have established Metacognition and self-regulated Learning as a whole school approach supported in class by TA's. This CPD has been delivered in school for this approach with additional training provided for TAs. TAs will support pupils with the strategies needed to become more independent learners and understand how to succeed. These approaches will become embedded in our classroom practice. EEFT evidence suggests that can improve outcomes by +7 months.
- The trust is developing work in schools around scaffolding and supporting learning. This builds on the work that school has already begun. This enables all children to achieve the same outcome and limits the amount of differentiation which we know has little or no impact (EEF)
- We are now able to re-establish and promote extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate by those staff running the activities.
- The continued Bespoke Nurture Provision provided by the NEST for all children that need it
- Pastoral team support from Ruth Cumberland (Emotional well-being teacher, DSL, Attendance Officer, Family Support Worker (Marice Gillespie) work together to support families. All of the work done with families has the child at the heart of the provision. Eg family SEAL course; coffee mornings with invited visitors to support aspects of parenting Eg dental hygiene; emotion coaching course to support parents with own child's behaviour.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we consider the monitoring undertaken by school to determine which activities have had the most positive impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's Toolkit along with research published through Gov.Uk website and other professional sources. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disad-

vantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.