

Pupil premium strategy statement – Robert Mellors Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	34% (30% FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Essex
Pupil premium lead	Barbara Ross
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150,00

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 oral language skills 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 the National Standard. 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 phonics than their peers. This negatively impacts their development as readers.

3	<p>Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>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. Despite the impact of school closures, from 2022 to 2023 the Gap between school PP and National was 6% showing we have maintained a narrowing of the gap despite prolonged school closures.</p> <p>Reading is a key priority of our strategy plan.</p>
4	<p>Our assessments, observations and records indicate that the wellbeing 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>In September 2021, 71% of referrals for well-being support from staff were for disadvantaged children. This trend has continued.</p> <p>These challenges are backed up by national studies.</p>
5	<p>Our attendance data for 2019 - 2022 indicated that attendance for PP children was slightly below that of all children.</p> <p>For the year 2022 - 2023 attendance data showed attendance for PP children at 92.05% compared to 92.88% for all children: a gap of 0.83%. This clearly shows the impact of our Attendance focus.</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 narrowed by the time children leave Foundation stage.</p> <p>Improved language skills for all children across school with children supported by the new Oral Language Scheme of Learning.</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 for all children or for SEND children appropriate progress made.

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.
Robust systems in place to support the well-being of all children so that they are able to achieve and succeed. Improvement in the emotional resilience of our children to enable progress and learning to take place.	By 2024 well-being improved through: <ul style="list-style-type: none"> • A clear and accountable system in place for the early identification of families and children whose well-being may impede their attainment and progress. • 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 A clear Enhanced Provision timetable in place to support and develop children's well-being
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/2024 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils to be no more than 98% in line with government targets

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: £ 20,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD Release time for Phonics Lead to attend and cascade training from the English Hub	Evidence from EEFT "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	2

	<p>component of successful teaching of early reading.”</p> <p>In school data for phonics screen shows this approach effective</p>	
<p>Reading CPD</p> <p>Release time for Reading Lead to attend and cascade training from the English Hub</p>	<p>Evidence from EEFT</p> <p>“On average, reading comprehension approaches deliver an additional 6 months’ 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
<p>Emotional well-being CPD</p> <ul style="list-style-type: none"> Release time for staff to attend emotional well-being CPD where appropriate. 	<p>Evidence from EEFT</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 + 4 months’ additional progress on attainment.”</p> <p>Evidence from EEFT shows that effective SEL support must be embedded into routine educational practice and robustly supported by all staff.</p>	4

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

Budgeted cost: £ 90,000

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</p>	<p>Evidence from EEFT</p> <p>“Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p>	1,2,3,4,5

children who had been tracked during school closure)	Studies show that the progress will vary depending on what subject is being taught however, on average, progress will be accelerated by + 4 months and in some cases more. Feedback has been identified as crucial and so this will be a priority in these groups	
One to one and small group oral language support in class by TA's	<p>Evidence from EEFT</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 +5 months' additional progress over the course of a year. This increases to + 6 months when disadvantaged pupils are targeted. "</p>	1,3
<p>High quality teaching of phonics</p> <ul style="list-style-type: none"> • Adult support for high quality phonics teaching across school • Bottom 20% children receive additional phonics sessions to their daily phonics 	<p>Evidence from EEFT</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> <p>Evidence from EEFT shows additional phonics support accelerates learning by + 5 months.</p> <p>In school data for phonics screen shows this approach effective</p>	1
High quality teaching of reading (with a strong focus on phonics and reading comprehension skills)	<p>Evidence from EEFT</p> <p>"On average, reading comprehension approaches deliver an additional 6 months' 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"	Evidence from EEFT	1,2,3,4,5

and targeted support including for HA children	<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 + 4 months progress. In school monitoring has shown that these interventions are very effective</p>	
------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £ 40,000

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 teacher to enable staff to deliver own SEL in class</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 + 4 months' additional progress on attainment.” (EEFT)</p> <p>Internal monitoring supports this. All of our children, regardless of their challenges, access within class provision.</p>	4
<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>“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
Bespoke Nurture provision (NEST) to provide SEL	<p>Evidence from EEFT concludes:</p> <p>“Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with</p>	1,4,5,6

<p>Our bespoke provision includes:</p> <ul style="list-style-type: none"> • Triage from staff when a child is in immediate need • Rapid intervention for individual children responding to their immediate need • Music Group • Art Group • Lifeskills <p>Forest School</p>	<p>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>	
Attendance support	Embedding good practice from DFE's Improving School Attendance	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: £150,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We feel we are on track to meet our Intended Outcomes as we are fully aware, as a staff, of the needs and challenges faced by our most disadvantaged children through the high priority school leaders place on all children achieving to the highest standard possible. Our most recent Ofsted report (2022) confirmed this: "Leaders are ambitious for all pupils to do well. They work closely with parents and pupils to identify any barriers to learning. A suitable range of interventions are available for any pupil who requires some extra support."

We also continue to prioritise developing the resilience of our most vulnerable children as we strongly believe this is crucial to their achievement and again this was identified in our Ofsted report as a strength of the school. "...pupils are able to connect the values of respect and resilience to the work they complete in class."

Our current challenge in achieving our Intended Outcomes lies with the delivery of as many interventions as we would like due to staffing pressures. We continue however, to prioritise our most vulnerable children for support where we can, including those achieving at the Higher Standard.

Data:

Combined data for 2022 to 2023:

- 53% children achieved the Expected Standard in R/W/M. Compares to 59% Nationally
- Gap between school PP and National 6%. Similar to pre-closure data.
- Increase of 12% of children achieving combined from the previous year

Combined data for 2021 to 2022:

- 2021-2022 data reflected the impact of school closure and the specific cohort of Y6 children.
- Our 2021/2022 data was also impacted by the fact that 13 PP children were also on the SEND register. (See Y6 case study information).
- Combined data: 41% at the expected standard.

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%

Attendance

Whole school attendance has been a focus for us. Our Attendance Officer has worked closely with all staff to monitor the attendance of all children. 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.

2022/2023:

For the year 2022 - 2023 attendance for PP children at 92.05% compared to 92.88% for all children: a gap of 0.83%. This clearly shows the impact of our Attendance focus.

Well-being

For 2022/3, support for well-being has continued and strengthened. There is a strong triangulated approach between Ruth Cumberland (emotional well-being teacher), class teachers, SENDco, Marice Gillespie (Family support worker) and DSLs to provide support for those families and children identified as having a need. This support has been monitored alongside attendance, attainment and progress to ensure it is having a positive impact in enabling children to attend school and make progress.

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.

School closure information:

- Seesaw used as on-line learning platform for learning using White Rose and Oak Academy to support learning.
- Staff pro-active in identifying children who did not access Seesaw for remote learning. For children who could not / did not access remote learning:
 1. paper packs provided
 2. daily/weekly phone calls made by staff
 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
- All PP child 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Part of classroom provision
The impact of that spending on service pupil premium eligible pupils

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)
- Extra-curricular activities have been reintroduced to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils have been encouraged and supported to participate by those staff running the activities. Staff running these clubs monitor attendance by PP children.
- 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 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 disadvantage 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.