

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	295
Proportion (%) of pupil premium eligible pupils	120 – 41%
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)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Essex
Pupil premium lead	Barbara Ross
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,769
Recovery premium funding allocation this academic year	£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>	£149,769

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. This includes challenging our high attainers and supporting those who have additional needs. We want our children to be confident, resilient learners, who believe they can make a difference to themselves, their learning and their environment regardless of the barriers that they face. We want all our pupils to strive to meet our CORE values of:

- Responsibility
- Respect
- Resilience
- Focus
- Teamwork
- Compassion

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 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	Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Foundation Stage, the reading skills of our disadvantaged children are significantly below those of all children. Reading is a priority for the whole school.
4	Our assessments, observations and professional discussions indicate that the wellbeing of many of our disadvantaged pupils can affect their attainment and progress. Referrals for support (both internal and external) remains high.
5	Our attendance data for the last 3 years indicates that the attendance of disadvantaged children is slightly lower than for non-disadvantaged. We place a high priority on attendance and many of the families and children that we support are disadvantaged.

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
1. Improved oral language skills	End of Foundation Stage data will show the gap on entry has narrowed by the time children leave Foundation stage. Improved language skills for all children across school evidenced by improved reading and writing data. Assessment data, pupil interviews and Book Looks will show evidence of a broader and richer vocabulary which will have a positive impact on all areas of learning and overall attainment.
2. 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.
3. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that disadvantaged children have made

	<p>accelerated progress from their starting points.</p> <p>KS2 reading outcomes in 2024/25 show disadvantaged children attaining the National Standard.</p>
<p>4. To achieve and sustain improved well-being for all pupils in our school, particularly for our disadvantaged.</p>	<p>This will be demonstrated by:</p> <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. • Minimal negative behaviour incidents • The application of metacognitive and self-regulatory strategies by disadvantaged children • Feedback from pupils, parents and staff indicate high levels of well-being whilst at school • A clear Enhanced Provision timetable in place to support and develop children's well-being including Extra-curricular <p>These strategies will show a positive impact on overall attainment.</p>
<p>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance during 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils to be 98% in line with government targets • Attendance gap between advantaged and disadvantaged to be closing from the previous year.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics CPD for all staff delivered by Redhill Trust or in-house by our phonics Lead to ensure high quality teaching of our Pearl Phonics programme.</p> <p>Purchase of reading books and materials to support the delivery of the phonics programme.</p>	<p>Evidence from EEFT</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>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>In school data for phonics screen shows this approach effective</p>	2
<p>Reading CPD</p> <p>Release time for Reading Lead to attend and cascade training.</p> <p>Release time for Reading Lead to monitor and model the teaching of reading comprehension in school.</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>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>In school monitoring shows this approach effective in improving the teaching of reading.</p>	2,3
<p>Emotional well-being CPD led by internal and external staff.</p> <p>.</p>	<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>	4

	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Evidence from EEFT shows that effective SEL support must be embedded into routine educational practice and robustly supported by all staff.	
Staff CPD on high quality feedback and metacognition. Staff release time to observe colleagues.	<p>“There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Feedback appears to have a slightly greater effect for primary school age pupil (+7 months).</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in training and employing high quality TAs to deliver: <ul style="list-style-type: none"> One to One or small group support for children in class across different curriculum areas One to One or small group support for the bottom 20% readers Small group support to develop 	<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> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>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</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4

metacognitive and self-regulatory strategies especially in Early Years	The average impact of metacognition and self-regulation strategies is + 7 months' progress over the course of a year.	
Investment in training and employing high quality TAs to deliver One to One and small group oral language support . Whole school focus on oral language interventions across all curriculum areas.	<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> <p>TA support in class will focus on:</p> <ul style="list-style-type: none"> • Targeted reading aloud and book discussion with young children • Explicitly extending pupils' spoken vocabulary • The use of structured questioning to develop reading comprehension • The use of purposeful, curriculum-focused dialogue and interaction <p>Oral language interventions EEFT (educationendowmentfoundation.org.uk)</p>	1,3
Investment in training and employing high quality TAs to deliver <ul style="list-style-type: none"> • high quality teaching of phonics • daily phonics sessions for the bottom 20% of children 	<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>Phonics EEFT (educationendowmentfoundation.org.uk)</p> <p>Evidence from EEFT shows additional phonics support accelerates learning by + 5 months.</p>	1
Enhancement of high quality teaching of reading (with a strong focus on phonics and reading comprehension skills) through Reading non-	<p>Evidence from EEFT</p> <p>“On average, reading comprehension approaches deliver an additional 6 months' progress.” The evidence suggests that</p>	3

<p>negotiables across school led by the Reading Lead.</p> <p>Investment in high quality texts including those used for comprehension work.</p>	<p>disadvantaged children benefit more from reading comprehension strategy interventions.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>In school monitoring shows this approach effective in improving the teaching of reading.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,769

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Learning support 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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Internal monitoring supports this. All of our children, regardless of their challenges, access within class provision.</p> <p>INSET Day training for Tas: Emotion Coaching – Ruth Cumberland Attachment Training – Juliet Clarke</p>	4
Daily bagel/toast provided	<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> <p>We provide a daily bagel/toast for all children to ensure children do not start the day hungry</p>	4
Bespoke Nurture provision (NEST) to provide SEL for a small number of children	<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

unable to access mainstream provision Forest School provision	<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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</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	<p>Embedding good practice from DFE's Improving School Attendance</p> <p>There is a triangulated approach across school and the Trust to support attendance.</p>	6
Contingency	<p>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</p>	All

Total budgeted cost: £149,769

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 offering support to as many children as we can including those achieving at the Higher Standard. We continue to prioritise our most vulnerable children for targeted support where we can and to prioritise high quality teaching for all. ,

Impact from 2024 - 2025

Improved oral language skills

Oral Language is a high priority across school.

Assessments and observations indicate improved oral language skills for disadvantaged pupils by the end of Foundations Stage:

7/9 (78%) PP children achieved a good level of development in Communication and Language.

Assessments and observations indicate improved oral language skills for disadvantaged pupils by the end of each Key Stage.

This is evident when tri-angulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews and ongoing formative assessment.

End KS1 data 2025:

Additional challenges at the end of KS1 included SEND needs and the number of children with EAL. However, a high priority was placed on developing language skills evidenced by **strong GD data.**

14 PP children	School EXP All	School EXP PP	School GD All	School GD PP
Reading	52%	50%	18%	21%
Writing	48%	50%	9%	14%

	<p>End KS2 SATs data 2025:</p> <p>Strong outcomes for PP achieving GD in Reading and EXP in writing are evidence of the high priority placed on developing language skills.</p> <p>✚</p> <table><tr><td>19 PP children</td><td>School EXP All</td><td>School EXP PP</td><td>School HS All</td><td>School GD PP</td></tr><tr><td>Reading</td><td>83%</td><td>67%</td><td>25%</td><td>19%</td></tr><tr><td>Writing</td><td>85%</td><td>81%</td><td>13%</td><td>0%</td></tr></table>	19 PP children	School EXP All	School EXP PP	School HS All	School GD PP	Reading	83%	67%	25%	19%	Writing	85%	81%	13%	0%															
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Phonics screen scores will meet or exceed national for all children	<p>Year 1 - 57% of children in receipt of PP funding passed the phonics check in 2025.This compares to 81% of all children.</p> <p>Of the 6 PP children who did not pass:</p> <p>1 x SEND (SALT) – Nov-June progress:22 points</p> <p>1 x SEND (SALT) - high level needs</p> <p>1 x SEND (EHCP/ASD/non-verbal)</p> <p>2 x possible SEND/very LA</p> <p>1 x SEND (ASD), new to school (enrolled March 2024), PTT</p>																														
Improved reading attainment among disadvantaged pupils.	<p>Reading is a high priority for school and is led by the Reading lead for the Trust. Robust monitoring is in place throughout the year with a particular emphasis on raising attainment for all children.</p> <p>End KS1 data:</p> <p>A high priority was placed on developing language skills evidenced by strong GD data.</p> <table><tr><td>14 PP children</td><td>School EXP All</td><td>School EXP PP</td><td>School GD All</td><td>School GD PP</td></tr><tr><td>Reading</td><td>52%</td><td>50%</td><td>18%</td><td>21%</td></tr><tr><td>Writing</td><td>48%</td><td>50%</td><td>9%</td><td>14%</td></tr></table> <p>End KS2 data:</p> <p>A high priority was placed on developing language skills evidenced by strong GD data.</p> <p>✚</p> <table><tr><td>19 PP children</td><td>School EXP All</td><td>School EXP PP</td><td>School HS All</td><td>School GD PP</td></tr><tr><td>Reading</td><td>83%</td><td>67%</td><td>25%</td><td>19%</td></tr><tr><td>Writing</td><td>85%</td><td>81%</td><td>13%</td><td>0%</td></tr></table>	14 PP children	School EXP All	School EXP PP	School GD All	School GD PP	Reading	52%	50%	18%	21%	Writing	48%	50%	9%	14%	19 PP children	School EXP All	School EXP PP	School HS All	School GD PP	Reading	83%	67%	25%	19%	Writing	85%	81%	13%	0%
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Robust systems in place to support the well-being of all children so that they are able to	<p>We strongly believe as a school that children’s well-being should be given the highest priority in order that they are in the right place for learning.</p> <p>We have a robust system in place for supporting the well-being of children and enabling them to fully access the curriculum. This support is provided through a strong co-ordinated approach involving DSLs, SEND Lead, Emotional well-being teacher and class teachers. Children in need of support are identified early and the appropriate support put in place.</p>																														

achieve and succeed.
Improvement in the emotional resilience of our children to enable progress and learning to take place.

Staff observations and parent feedback indicate this support is successful in ensuring all children can access their learning. In a recent pupil survey the results for all children showed:

KS1	
Do you like school?	98%
Can you talk to a teacher if you feel sad or worried?	96%
Does your school help you to stay healthy and happy?	100%
KS2	
Do you enjoy coming to school?	96%
Can you talk to a teacher if you are <u>worried</u> ?	94%
Does your school help you to stay healthy and happy?	97%

Detailed logs are kept of the children and families receiving support. Throughout the year, the PP lead monitors the attendance, progress and attainment of these children through talking to pupils, teachers, book scrutiny and observations. This ensures that the support these children are receiving is having an impact in one or more areas. Monitoring shows that all of the children receiving support made good progress across the year. If this monitoring indicates that progress and/or attendance are not improving or consistent, then these families and children are further discussed to identify what additional support needs to be put in place.

35 PP children received support from the pastoral team.

21/35 (60%) had improved attendance throughout the academic year.

4 Year 6 PP children received support throughout the year. This support was crucial in them attending school regularly and on time and being able to attain academically. Of these children:

	Reading	Writing	Maths
Child A	EXP	EXP	EXP
Child B	EXP	EXP	B
Child C	GD	EXP	GD
Child D	EXP	WTS	EXP

45% PP children **achieved** Combined at the Expected standard in KS2 SATs. An increase of 1% on the previous year.

Our mental well-being teacher completes surveys with all children at the start of the academic year and offers support to those children whose responses indicate a need. This support focuses on children being in school.

Forest School:

On average, **75%** of children who attend Forest School are PP.

In the Summer term **5/9** PP children who attended Forest School had school attendance of 96% or above. Of the 3 children whose attendance was below 96%:

- 1 child came to school as a school non-attender
- 1 child had an EHCP
- 1 child had an EHCP and was looked after

	<p>Club Attendance:</p> <p>Access to cross-curricular activities has been a high priority across school this year. The PE Lead and the team who run clubs ensure that all PP children have participated in a club or an intra level comp within school at least once. The least active children are identified in Years 3 and 4 and have a day’s activity at Sherwood Forest.</p> <p>MAD:</p> <p>The MAD lead ensures that all children can achieve their certificate by carefully balancing the requirements between school and home criteria. Support is given to any child who wishes to become a MAD Champion.</p> <table><tr><th colspan="4">Out of 119 champions so far:</th></tr><tr><td>Gender</td><td>B 55</td><td>46%</td><td>G 64 54%</td></tr><tr><td>SEND</td><td>7</td><td>6%</td><td></td></tr><tr><td>PP</td><td>31</td><td>26%</td><td></td></tr><tr><td>EAL</td><td>25</td><td>21%</td><td></td></tr></table>	Out of 119 champions so far:				Gender	B 55	46%	G 64 54%	SEND	7	6%		PP	31	26%		EAL	25	21%	
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To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The DSL team along with our school office and Attendance Officer work closely together to monitor and support where needed. Phone calls are made daily to each absent child where no contact is made to school. The headteacher visits each class daily to monitor attendance and follow up on any child not in school. Any child with attendance issues is monitored by a member of the DSL team.</p> <p>Attendance 2024 – 2025:</p> <ul style="list-style-type: none">• Overall school attendance: 94.6% which is 0.3% greater than median attendance of similar schools• Overall PP attendance: 91.8% which is 0.6% less than PP attendance of similar schools• Persistent absence: 13.4% which is 2.8% less than median persistent absence of similar schools																				

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:</i> How our service pupil premium allocation was spent last academic year
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.