



Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it the most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Pupil Premium – Diminishing attainment gap

At Melbourne Infant School we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. Our aims are to ensure that as a school we provide the highest quality education in all aspects, so that **all** of our children have every opportunity to fulfil their potential, by achieving the highest standards possible and making continuous progress. We believe that with imaginative, great teaching and a lot of love and care, every child can fulfil their potential.

Some interventions are adopted on a whole school basis and are not restricted to pupils eligible for Pupil Premium. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium funding. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils and improvement of each individual child's well-being. A number of these key strategies are resourced from the school's main budget, educational support staff and intervention programmes. We have allocated the additional Pupil Premium Funding to specific initiatives to support the most disadvantaged pupils.

The key objective is to diminish the difference between pupils across groups. The achievement of pupils at the end of EYFS and Key Stage 1 is very good, however levels of attainment are lower for some children who are eligible for Pupil Premium funding. While we recognise this is a national trend, we are committed to doing everything we can to diminish this achievement gap. Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted interventions are also important. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social experiences in and outside of school can also have a significant impact.

Pupil Premium Strategy: Melbourne Infant School: 2019-2020



1. Summary information					
School	Melbourne Infant School				
Academic Year	2019/20	Total PP budget	£24400	Date of most recent PP Review	July 2019
Total number of pupils	187	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2020

2. Attainment – End of 2018 – 2019 – Early Years Foundation Stage					
	Pupils eligible for PP (3 children) %	Pupils not eligible for PP (63 children) %	National averages % (2018)	Data from previous two years for PP only	
				%	
				2016/ 2017	2017/ 2018
% achieving Good Level of Development	100	79	71.5	50 (2)	20 (5)
Reading	100	89	77	50	20
Writing	100	79	73.7	50	20
Number	100	87	79.6	50	20
Shape	100	90	81.7	100	20



Attainment – Year 1 Phonic Screening Outcome 2018/ 2019				
	Pupils eligible for PP % (children)	Pupils not eligible for PP % (children)	Data from previous two years for PP only % (children)	
			2016/ 2017	2017/ 2018
Year 1 Phonics	38 (8)	83 (54)	60	50
Year 2 Phonics	67	67	75	100

2. Attainment – End of 2018 – 2019 – Key Stage 1					
	Pupils eligible for PP (6 children) %	Pupils not eligible for PP (65 children) %	National averages % 2018	Data from previous two years for PP only %	
				2016/ 2017 (5)	2017/ 2018 (7)
% achieving combined	17	63		20	34
Reading	50	75	75.4	20	67
Writing	17	69	69.9	20	34
Maths	67	77	76	20	50



3. Progress – End of 2018 – 2019 – Key Stage 1

% making at least expected levels of progress in reading, writing and maths at KS1 from EYFS outcomes

	Pupils eligible for PP (6 children) %	Pupils not eligible for PP (65 children) %	Data from previous two years for PP only %	
			2016/ 2017 (6)	2017/ 2018 (7)
Reading	67	83	33	100
Writing	33	68	33	83
Maths	84	75	33	67

3. Attendance End of 2018 – 2019

	Pupils eligible for PP (14 children) %	All children %	Data from previous two years for PP only %	
			2016/ 2017	2017/ 2018
Attendance	95.4	97.5		92.7



3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Learning behaviours of some of the children in Year 2 are slower to develop and in some children aspirations are low.
B.	Some children in Year 2 have weak phonic skills (particularly boys).
C.	The attainment of a significant number of Year 2 children in reading, writing and maths is below the expected standard.
D.	For some of the children who are eligible, challenges to their mental health and emotional well-being plays a part in their lack of attainment.
External barriers	
E.	Parental engagement is an issue with some of our pupil premium families particularly with regard to supporting learning out of school e.g. homework, reading, spellings and attending workshops ran in school.
F.	Some of our disadvantaged pupils come from one parent families who are experiencing financial hardship or include adults who have poor mental health.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	STAR Standards are used to empower children to develop a growth mindset approach to their learning. All children aspire to do the best they can.	Children are using the growth mindset approaches and these are evident in all lessons and in the wider curriculum. As learning behaviours improve attainment will improve accordingly. Children take pride in their work and their presentation reflects this.
B.	To raise progress and attainment in phonics especially with boys.	Attainment improves amongst children who sit/ re-sit the phonic screening. Attainment improves in reading at end of Key Stage 1.



<p>C.</p>	<p>To raise progress and attainment in the core areas. <u>All</u> children show good attitudes with regard to their learning behaviours.</p>	<p>Children are accessing the curriculum and are beginning to meet more end of year expectations. The attainment of children in receipt of pupil premium shows an improvement when compared with their historical data. Children are making accelerated progress from their starting points in comparison with non PP children. Children in Key Stage 1 who have ‘fallen behind’ from end of EYFS outcome are beginning to ‘catch up’.</p>
<p>D</p>	<p>Children will be socially and emotionally ready for learning through the use of nurture and personalised learning within the classroom.</p>	<p>Children who are in receipt of PP and have been identified as needing nurture provision achieve the targets set from the Boxall profile. Children are able to use strategies taught through mindfulness and discrete PSHE lessons about mental health.</p>
<p>E and F</p>	<p>Parents will be interested and engage with their child’s learning both in school and at home. Attendance at parental workshops and parents evenings will increase.</p>	<p>All parents actively involved in their child’s learning especially through the use of Bug Club, the homework format and the spelling app. Where there is still a need, school to provide families with additional support or make the relevant referral to the Multi Agency Team.</p>



5. Planned expenditure					
Academic year: 2019/20					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement action?
<p>A. STAR Standards are used to empower children to develop a growth mindset approach to their learning.</p> <p><u>All</u> children aspire to do the best they can.</p>	<p>Growth Mindset approach across the curriculum</p> <p>Lego therapy (£1500)</p> <p>Access to enhanced resources/ visitors (£1000)</p>	<p>EEF Toolkit – Metacognition and self-regulation</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.</p> <p>Additional research supports the notion that children from disadvantaged backgrounds are more likely to hold fragile learning identities (Bright, 2011; Smyth, 2016; Reay, 2017). It is hoped that this can be countered through the use of growth mindset strategies.</p>	<ul style="list-style-type: none"> • Growth mindset is fully embedded in all lessons – learning walks and observations. • Children are showing improved attitudes towards their learning. They are motivated and enthused. • Feedback regarding additional workshops and visitors is positive and has enhanced children’s learning. • Work analysis shows that children take pride in their work and presentation. 	SLT	<p>Review termly</p> <p>£ 2500</p>
<p>End of year review:</p> <p>The star standards continued to be used in every classroom to develop a growth mind-set approach to learning. This was also evident in the school’s reward system. Children were provided with weekly sessions aimed at developing confidence and growth mind-set. Sessions took the form of weekly outdoor sessions in which the children were designing and building an outdoor space which would be their legacy to the school. Children reported enjoying the sessions and appeared to find them extremely rewarding. Unfortunately, however, they were only able to take part in 4 sessions before school went into lockdown as a result of the COVID-19 pandemic.</p>					



<p>B. To raise progress and attainment in phonics especially with boys.</p>	<p>Phonic drop-in sessions for parents</p> <p>Parent workshops</p> <p>Interventions which include</p> <ul style="list-style-type: none"> • Boys book club (£317) • Additional phonics sessions (£1084) <p>Additional Phonic TA support (£740)</p> <p>Focused CPD – Spelling (£500)</p>	<p>EEF toolkit – Phonics</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<ul style="list-style-type: none"> • Phonics outcomes will improve. • Phonics will have TA support within the class – teachers will teach their own children and can implement throughout the day. • Learning walks and show at least good teaching and learning. • Data analysis each term will show children are on track to achieve the screening. • Pupil progress meetings will ensure any children who are not making expected progress can receive additional interventions. 	<p>Phonics lead</p> <p>SLT</p>	<p>Ongoing termly</p> <p>£ 2641</p>
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End of year review:

Evidence based on data from March 2020 due to COVID-19 lockdown.

Year two children who needed to retake the phonics screening due to a low score in year one provided with additional phonics sessions.

All learning walks demonstrated good teaching and learning of phonics.

By end of Spring 1 assessments – 85% of children in Year 1 were on track to meet the phonic screening, there were no significant differences between boys and girls. From the children eligible for pupil premium 75% of children were on track (3/4). Due to the low numbers of children within this group, there are no significant differences between boys and girls.

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<p>C. To raise progress and attainment in the core areas. <u>All</u> children show good attitudes regarding their learning behaviours.</p>	<p>Interventions which include</p> <ul style="list-style-type: none"> 1st Class at Number (£1500) Physical Literacy (£474) 1:1 Precision teaching (£760) Small group and individual work (£1000) Targeted in class support (£4000) <p>Increased dedicated time for classroom support (£8000)</p> <p>Dedicated feedback time (Purple Pen Time)</p> <p>Additional learning aids for underachieving children (£300)</p>	<p>We have invested some of the PP in longer term change which will impact on all pupils.</p> <p>EEF Toolkit – feedback Research suggests high quality feedback is an effective way to improve attainment, with a potential impact of an additional 8 months progress. It is suitable as an approach that we can embed across the school.</p> <p>EEF Toolkit – individual instruction Research suggests that individualised instruction can have a positive effect on learners, with a potential impact of an additional three months progress.</p> <p>EEF Toolkit - small group tuition Overall, evidence shows that small group tuition is effective, with a potential impact of an additional 4 months progress.</p>	<ul style="list-style-type: none"> Pupils progress meetings and performance management. English and Maths coordinators monitor provision and targets set. PP tracking sheets analysed termly and provision map updated Maths coordinator observations of First Class at Number show a good standard of provision. TA observations are at least good and support is appropriately targeted. Monitor progress through PPM Lesson observations – at least 100% teaching is good, with much outstanding. Termly assessment shows improvement in all year groups. 	<p>HT Maths and English Coordinators</p>	<p>Ongoing termly</p> <p>£ 15734</p>
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End of year review: Evidence based on data from March 2020 due to COVID-19 lockdown.

Attainment (% of children at/above expected)	Reading	Writing	Maths
EYFS (5 children)	100%	80%	100% (number and shape)
Key stage one (13 children)	54%	38%	46%

Progress (% of children making at least expected levels of progress)	Reading	Writing	Maths
EYFS (5 children)	100%	100%	100% (number and shape)
Key stage one (12 children– 1 child had no EYFS data)	100%	92%	83%

All observations of teachers and teaching assistants at least good.



<p>D</p> <p>Children will be socially and emotionally ready for learning through the use of nurture and personalised learning within the classroom.</p>	<p>Positive Play Provision (£1500)</p> <p>Meet and greet (£525)</p> <p>Personalised learning resources</p>	<p>EEF toolkit – Social and emotional learning</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Monitoring of Boxall Profiles</p>	<ul style="list-style-type: none"> • All children – entry Boxall profiles, targets set and monitored termly and exit Boxall profile. • Children’s views sought regarding the support they are receiving. 		<p>Termly</p> <p>£2025</p>
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End of year review:

Where appropriate children were assessed according to the Boxall profile and appropriate support was received via positive play.

Children views were sought at the end of each term regarding the support they were receiving. Many children commented on their desire for more outdoor learning and a program of work was devised which could support them in developing confidence and a growth mind-set approach to learning within this context.

Outdoor sessions were planned in which the children were designed and began to build an outdoor space which would be their legacy to the school. Children reported enjoying the sessions and appeared to find them extremely rewarding. Unfortunately, however, they were only able to take part in 4 sessions before school went into lockdown, as a result of the COVID-19 pandemic.

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<p>E and F Parents will be interested and engage with their child's learning both in school and at home. Attendance of parental workshops and parents evenings will increase.</p>	<p>Early parent/teacher interviews Parental workshops Newsletters Provision in school to support Open School Events Funding for clubs, trips and uniform</p>	<p>EEF toolkit – parental involvement Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. Professional knowledge</p>	<ul style="list-style-type: none"> • Increased number of parent questionnaires completed. • Increased attendance at parents evening and other special events. • Increased participation in homework activities. 	<p>Head/ Class Teachers</p>	<p>Summer 2020 £ 1500</p>
<p>Parent/teacher interviews were well attended in term 1 In term 2 not all parent/teacher interviews took place due to the COVID-19 pandemic lockdown. Funding was provided for clubs and uniform for all children. Following lockdown all children were provided with maths and English workbooks and reading books to access at home. Children who were especially vulnerable were offered laptops as per the government scheme.</p>					
<p style="text-align: right;">Total budgeted cost</p>					<p>£24400</p>