



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: 2020-2021



1. Summary information					
School	Melbourne Infant School				
Academic Year	2020/21	Total PP budget	£33,590	Date of most recent PP Review	July 2020
Total number of pupils	190	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2021

2. Attainment – End of 2019 – 2020: Early Years Foundation Stage					
<i>(based on data from March 2020)</i>					
	Pupils eligible for PP (6 children) %	Pupils not eligible for PP (54 children) %	National averages % (2019)	Data from previous two years for PP only %	
				2017/ 2018	2018/ 2019
% achieving Good Level of Development	83	79	71.8	20 (5)	100 (5)
Reading	100	96	76.9	20	100
Writing	83	74	73.7	20	100
Number	100	94	79.8	20	100
Shape	100	100	81.5	20	100



Attainment: Year 1 Phonic Screening Outcome: 2019/ 2020				
	Pupils eligible for PP % (children)	Pupils not eligible for PP % (children)	Data from previous two years for PP only % (children)	
			2017/ 2018	2018 / 2019
Year 1 Phonics	No data	No data	50	38 (8)
Year 2 Phonics	No data	No data	100	67

2. Attainment: End of 2019 – 2020: Key Stage 1					
<i>(based on data from March 2020)</i>					
	Pupils eligible for PP (11 children) %	Pupils not eligible for PP (53 children) %	National averages % 2019	Data from previous two years for PP only %	
				2017 / 2018 (7)	2018 / 2019 (6)
% achieving combined	27	58		34	17
Reading	36	72	75	67	50
Writing	27	72	69	34	17
Maths	36	68	76	50	67



3. Progress – End of 2019 - 2020 – Key Stage 1				
% making at least expected levels of progress in reading, writing and maths at KS1 from EYFS outcomes				
	Pupils eligible for PP (10 children*) %	Pupils not eligible for PP (53 children) %	Data from previous two years for PP only %	
			2017/ 2018 (7)	2018-2019 (6)
Reading	100	77	100	67
Writing	90	77	83	33
Maths	80	68	67	84

*one child had no EYFS data.

3. Attendance End of 2019 – 2020 *				
<i>(Until 20th March 2020)</i>				
	Pupils eligible for PP (18 children) %	All children %	Data from previous two years for PP only %	
			2017/ 2018	2018-2019
Attendance	91.3	96.34	92.7	95.4

*Data not typical due to COVID-19 pandemic.

11 out of 18 children also attended school during the COVID-19 pandemic.



3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Due to partial closure of schools, some children need additional support to ensure that they are socially and emotionally ready for learning. Learning behaviours of some of the children are slower to develop and in some children aspirations are low.
B.	Some children require enhanced opportunities to develop their reading skills.
C.	The attainment of a significant number of children in writing is below or just below the expected standard.
External barriers	
D.	Parents will be interested and engage with their child's learning both in school and at home. Parents support children during periods of remote learning.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Children will be socially and emotionally ready for learning through the use of nurture, personalised learning and recovery curriculum.	<p>Children who are in receipt of PP and have been identified as needing nurture provision achieve the targets set from the Boxall profile.</p> <p>Children are able to use strategies taught through mindfulness and discrete PSHE lessons about mental health.</p> <p>Children are using the growth mindset approaches and these are evident in all lessons and in the wider curriculum.</p> <p>As learning behaviours improve attainment will improve accordingly.</p> <p>Children take pride in their work and their presentation reflects this.</p>



<p>B.</p>	<p>To raise attainment for children working at below age-related expectations in reading.</p> <p>To provide opportunities for children working at age-related expectations to exceed in reading.</p>	<p>Children working below age-related expectations improve their phonic screening score throughout the year – Year 2 (Autumn 2-Summer 2)</p> <p>Attainment improves in reading at end of Key Stage 1. Some of the children currently working at age-related expectations exceed age-related expectations by the end of the year.</p>
<p>C.</p>	<p>To raise progress and attainment in writing.</p>	<p>Writing outcomes will improve for PP children working below age-related expectations.</p> <p>The attainment of children in receipt of pupil premium shows an improvement when compared with their historical data.</p> <p>Children are making accelerated progress from their starting points in comparison with non-PP children.</p> <p>Children in Key Stage 1 who have lost learning due to the COVID-19 pandemic are provided with opportunities to maintain progress made in previous years.</p>
<p>D</p>	<p>Parents will be interested and engage with their child’s learning both in school and at home.</p> <p>Parents support children during periods of remote learning.</p>	<p>All parents actively involved in their child’s learning especially through the use of Class Dojo, Bug Club, the homework format and Spelling Shed.</p> <p>Parents are supported to gain access to technology where possible.</p> <p>Where access to technology is compromised school will provide paper packs during periods of remote learning.</p> <p>Where there is still a need, school provide families with additional support or make the relevant referral to the Multi Agency Team.</p>



5. Planned expenditure					
Academic year: 2020/21					
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.</p> <p>Children will be socially and emotionally ready for learning through the use of nurture, personalised learning and recovery curriculum.</p>	<p>Continue to embed growth Mindset approach across the curriculum.</p> <p>Work with forest schools used to develop growth mindset approach.</p> <p>Identify children requiring nurture provision through using Boxall Profile. Use to allocate positive play provision.</p> <p>Positive Play Provision (£2000)</p> <p>Resources for positive play and nurture across school, including recovery curriculum (£500)</p> <p>Whole staff training – mindfulness (£300)</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>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. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Academic studies have shown numerous benefits to the provision of outdoor learning benefits including positive impacts upon self-esteem and</p>	<ul style="list-style-type: none"> • 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. • 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 – evident in tracking documentation and through work analysis. 	SLT	<p>Review termly</p> <p>£ 2800</p>



		<p>personal attitudes (Passy, 2014; Largo-Wight <i>et al.</i>, 2018), improvements in physical well-being and personal behaviour (Dyment and Bell, 2007; Chawla <i>et al.</i>, 2014; Passy, 2014; Largo-Wight <i>et al.</i>, 2018), and the development of interpersonal and social skills (Quay, Dickinson and Nettleton, 2003; Waite, Rogers and Evans, 2013; Chawla <i>et al.</i>, 2014; Passy, 2014).</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>			
<p>End of year review: Children have been able to access the Rainbow Room and this has supported them with their emotional literacy and provided strategies to support them. Growth mind-set approaches are fully embedded across the school in al year groups – linking in with the star standards. Behaviour across the school is good, with very few behaviour incidences. Learning attitudes in class are good and levels of engagement are strong (Leuven Scale assessment).</p>					



<p>B. To raise attainment for children working at below age-related expectations in reading.</p> <p>To provide opportunities for children working at age-related expectations to exceed.</p>	<p>Interventions which include</p> <ul style="list-style-type: none"> • Additional phonic sessions Autumn term (£1960) • Additional teacher small group phonic sessions (£2000) • Additional 1:1 reading sessions. • 1:1 Precision teaching (£760) <p>Purchase of phonic tracker (£500)</p> <p>Purchase of literacy shed (£136)</p> <p>Additional TA support in phonic (£8000)</p> <p>Pupil progress meetings take place to ensure any children who are not making expected progress can receive additional interventions.</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> <p>EEF Toolkit - small group tuition</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>EEF Toolkit – one to one provision</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.</p>	<ul style="list-style-type: none"> • Children working below age-related expectations improve their phonic screening score throughout the year – Year 2 (Autumn 2-Summer 2). Evident through termly data analysis. • Attainment improves in reading at end of Key Stage 1. Some PP children currently working at age-related expectations exceed age-related expectations by the end of the year. • Learning walks and show at least good teaching and learning. 	<p>Phonics lead</p> <p>SLT</p>	<p>Ongoing termly</p> <p>£ 13356</p>
<p>End of year review:</p> <p>Assessment data shows that reading is in line with children who are non disadvantaged in Yr1 and Yr2. However, in Reception there is a significant difference between disadvantaged and non, with other children out performing the disadvantaged children. This will be an area for development next year when the children move into Year 1.</p> <p>The impact of the additional intervention meant that - 94% YR 2 children passed with 100% of disadvantaged children passing. 78% of YR 1 children passed, with 78% of disadvantaged children passing.</p>					



<p>C. To raise progress and attainment in writing.</p>	<p>Interventions which include</p> <ul style="list-style-type: none"> Physical Literacy/ jungle journey (£2000) Small group writing sessions (£1234) <p>Increased dedicated time for classroom support (£12000)</p> <ul style="list-style-type: none"> Additional support in English lessons. <p>Dedicated feedback time (Purple Pen Time)</p> <p>Additional learning writing resources for underachieving children (£600)</p> <p>Pupil progress meetings take place to ensure any children who are not making expected progress can receive additional interventions.</p>	<p>EEF Toolkit – feedback</p> <p>Feedback studies tend to show very high effects on learning.</p> <p>EEF Toolkit - small group tuition</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<ul style="list-style-type: none"> Writing outcomes will improve for PP children working below age-related expectations with termly data analysis showing that children are making at least expected progress. The attainment of children in receipt of pupil premium shows an improvement when compared with their historical data. Children in Key Stage 1 who have lost learning due to the COVID-19 pandemic are provided are able to maintain progress made in previous years. Learning walks and show at least good teaching and learning in writing. 	<p>HT</p> <p>English Coordinator</p>	<p>Ongoing termly</p> <p>£ 15834</p>
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End of year review:

In Year 1 and 2 data shows that disadvantaged children are working in line with non disadvantaged children. In comparison to previous years end of year data, Yr 2 have increased the % of children working inline, Yr 1 have maintained and Reception from entry attainment has improved. In Yr1 and 2 the majority of children have made expected progress and in Reception all children have made expected progress from their entry point. Writing moderation has taken place to ensure consistency across the school.



<p>D Parents will be interested and engage with their child’s learning both in school and at home. Parents support children during periods of remote learning.</p>	<p>Early parent/teacher interviews Termly parent questionnaires provided. Technology survey takes place and gaps in provision identified. Where possible families provided with additional support. Parents provided with strategies regarding how they can support their child in maths and English. Homework activities provided through class dojo, spelling shed and bug club. Paper copies of activities provided where required. Funding for clubs, trips and uniform – reviewed subject to COVID restrictions. (£1600)</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. There is some evidence that supporting parents with their first child will have benefits for siblings. Interventions appear to be more impactful when taking place with younger children. Children’s commissioner report – Childhood in the time of covid: “The digital divide has also presented real barriers to some children accessing education. Ofcom estimate that between 1.14m and 1.78m children in total in the UK have no home access to a laptop, desktop or tablet. Many children in these families rely on smartphones to access the internet, but completing and submitting schoolwork on a smartphone is extremely challenging”</p>	<ul style="list-style-type: none"> • Increased number of parent questionnaires completed. • Good attendance at parents evening and other special events. • All parents actively involved in their child’s learning especially through the use of Class Dojo, Bug Club, the homework format and Spelling Shed. • Parents provided with access to technology where possible. • Where access to technology is compromised parents provided with paper packs during periods of remote learning. • Where appropriate families provided with additional support and referrals made to the Multi Agency Team. 	<p>Head/ Class Teachers</p>	<p>Summer 2020 £ 1600</p>
<p>End of year review: This year there has been an improvement on attendance of disadvantaged children. Contact with families has been good, with most parents engaging. This has enabled school to provide resources, support and guidance for families. Technology has been purchased to support remote teaching for families who do not have access. This has enabled children to access the online learning provided by school. Printed packs were also provided should families need them.</p>					



	<p>Total cost:</p> <p>£33590</p>
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