

Pupil premium strategy statement – Melbourne Infant School

This statement details our school's use of pupil 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	24-25 140 25-26 139 26-27
Proportion (%) of pupil premium eligible pupils	24-25 10% 25-26 12% (17 children) 26-27
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)	24-25 25-26 26-27
Date this statement was published	December 20 th 2024
Date on which it will be reviewed	September 20 th 2025
Statement authorised by	Charlotte Gibbs - Headteacher
Pupil premium lead	Verity Howell
Governor / Trustee lead	24-25 25-26 Emma Hill 26-27

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,538
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£26,538

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Melbourne Infant School we have an ethos of equity, providing tailored support of the precise type required to enable academic success for all pupils. Every child has the right to learn so we apply evidence informed practice through robust diagnostic assessment to break down and overcome barriers as part of the learning journey. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve their potential. The activities we have outlined in this statement aim to increase attainment, improve progress and reduce the gap between our disadvantaged pupils and their peers. Our approach emphasises 'quality first teaching' supplemented by targeted academic support, securing high standards by setting challenging targets for all and rigorously monitoring performance whilst sharing best practice. All staff monitor progress and attainment and use regular and standardised assessments alongside evidence-based approaches to make a significant impact on attainment. Targeted teaching connected to assessment information, links future learning to need, and the cycle of teaching is dedicated to addressing specific foci. This strategy is designed to have the highest impact on the disadvantaged attainment gap whilst benefitting non-disadvantaged pupils also. Through specific identification of need and targeted, timely support from both teacher and teaching assistant, it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers. We also implement wider strategies relating to the most significant external challenges to academic, social and emotional success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Strategies include referrals to the Early Help Team and Nurture, designed to support emotional wellbeing, build resilience and self-confidence. Students have varying needs; they learn at different rates and in various ways across the academic year. Therefore, the most effective way to support them is through flexibility.

To ensure that our approach is effective we:

- Developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure that disadvantaged pupils are provided with an appropriate level of challenge as well as being supported and scaffolded when required including through the use of adaptive teaching.
- Attend regular pupil progress meetings and staff meetings to identify and address pastoral and academic challenges as well as discussing the effectiveness of the

provision that is in place and refining where necessary. Focused flexibility is key to addressing and acting promptly when unexpected issues arise.

Challenges

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

Challenge number	Detail of challenge
1	End of KS1 data (23/24) shows disadvantaged pupils are not attaining as well as non-disadvantaged pupils: • 33% of disadvantaged pupils are at ARE for reading compared with 67% of non-disadvantaged. • 33 % of disadvantaged pupils are at ARE for writing compared with 67% of non-disadvantaged. • 22% of disadvantaged pupils are at ARE for maths compared with 80% of non-disadvantaged.
2	EYFS data shows disadvantaged pupils' attainment is lower both on entry and at the end of the year (23/24). 40% of disadvantaged children attained GLD compared to 79% of non-disadvantaged.
3	EYFS entry data (24/25) shows attainment is below expected in all areas.
4	50% of disadvantaged children have ACES, impacting on their social and emotional well-being resulting in barriers to learning potential.

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
End of KS1 data shows % of disadvantaged pupils at ARE in Reading, Writing and Maths is in line with non-disadvantaged.	Disadvantaged pupils' barriers to learning will be identified and support put in place to address any barriers to learning. Attainment for disadvantaged pupils is in line with non-disadvantaged pupils in Reading, Writing and Maths by the end of KS1.
Disadvantaged pupils will make accelerated progress by the end of Year 1. % of disadvantaged pupils at ARE in Reading Writing and Maths will be in line with non-disadvantaged.	Gaps in learning will be identified through data analysis/ transition and support will be in place to address any barriers to learning. Attainment for disadvantaged pupils is in line with non-disadvantaged pupils in Reading, Writing and Maths by the end of Year 1.
Disadvantaged pupils will make accelerated progress by the end of EYFS.	Early identification of gaps in learning on entry to EYFS enable disadvantaged pupils

	to achieve in line with non-disadvantaged pupils.
Transitions from prior setting/adult information sharing/Boxall profile analysis will enable early identification of barriers to learning.	Nurture provision will match identified learning and social and emotional needs, providing support to remove identified barriers to learning.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers model their own thought processes. Opportunities to reflect on own strengths and areas to improve. Explicitly teach strategies to help plan, monitor and evaluate specific aspects of learning. Professional development to develop a mental model of metacognition and self-regulation.	EEF Metacognition and self-regulation toolkit. The average impact of metacognition and self-regulation approaches is + 7 months additional progress in academic outcomes over the course of an academic year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1, 2, 3
Feedback is given primarily verbal but also written. Focus on task, subject and self-regulation strategies. Feedback given when things are correct and incorrect.	EEF Feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Verbal feedback has an overall impact of +7 months additional progress in academic outcomes over the course of an academic year.	1, 2, 3
Work with small groups of children or individually to develop communication	EEF Communication and language approaches Early Years toolkit studies of communication and language	1, 2, 3

and language skills modelling: vocabulary and language, interactive reading or collaborative talk, teaching and modelling social communication skills	approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make + 7 months additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision	EEF Social and Emotional toolkit. Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school + 6 months additional progress in academic outcomes over the course of an academic year.	4
Work with small groups of children or individually to develop communication and language skills modelling: vocabulary and language, interactive reading or collaborative talk, teaching and modelling social communication skills	EEF Communication and language approaches Early Years toolkit studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make + 7 months additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1, 2, 3

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

Budgeted cost: £2538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional learning interventions Universal approach Staff CPD Shine time Targeted approach Nurture provision	EEF Social and Emotional toolkit. Social and emotional learning approaches have a positive impact, on average, 4 months additional progress in academic outcomes over the course of an academic year. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	4

Total budgeted cost: £ 26,538

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Impact Statement 2024 – 2025 (Year 1 of 3)

Intended outcome	Success criteria (by July 2025)	Progress made throughout 2024/ 2025
End of KS1 data shows the percentage of disadvantaged pupils at ARE in Reading, Writing and Maths is in line with non-disadvantaged.	Disadvantaged pupils' barriers to learning will be identified and support put in place to address any barriers to learning. Attainment for disadvantaged pupils is in line with non-disadvantaged pupils in Reading, Writing and Maths by the end of KS1.	The data (2024 – 2025) shows PP – 7 children Reading 57 % - all children made at least expected progress with 3 children making more than expected. Writing 43% - 6 children made at least expected progress with 4 children making more than expected. Maths 57% - all children made at least expected progress with 2 children making more than expected. Non-PP Reading 84% Writing 61% Maths 87%
Disadvantaged pupils will make accelerated progress by the end of Year 1. Percentage of disadvantaged pupils at ARE in Reading Writing and Maths will be in line with non-disadvantaged.	Gaps in learning will be identified through data analysis/ transition and support will be in place to address any barriers to learning. Attainment for disadvantaged pupils is in line with non-disadvantaged pupils in Reading, Writing and Maths by the end of Year 1.	The data (2024 – 2025) shows PP – 6 children Reading 50% - all children made at least expected progress with 3 children making more than expected. Writing 33% - all children made at least expected progress with 4 children making more than expected. Maths 33% - 5 children made at least expected progress with 3 children making more than expected. Non-PP Reading 87% Writing 81% Maths 85%
Disadvantaged pupils will make accelerated progress by the end of EYFS.	Early identification of gaps in learning on entry to EYFS enable disadvantaged pupils to achieve in line with non-disadvantaged pupils.	Any gaps to learning are identified on a weekly 'next steps' intervention planner. Targeted provision is put in place to meet needs based on barriers present. Monitored for effectiveness and outcomes shared.

		PP pupils making accelerated progress (from starting points). Reading 75% Writing 25% Number 0% Non-PP pupils making accelerated progress (from starting points). Reading 33% Writing 45% Number 4%															
Transitions from prior setting/adult information sharing/Boxall profile analysis will enable early identification of barriers to learning.	Nurture provision will match identified learning and social and emotional needs, providing support to remove identified barriers to learning.	Boxall profiles have been used to monitor and assess impact of provision. Profiles show children are making progress to address barriers to learning emotionally. A wide range of mental health strategies are in place to support children enabling them to support themselves – ‘Colour Monster’ thread, weekly shine time sessions, Nurture provision, referrals to outside agencies e.g. Building Sound Minds, Targeted and Specialist referrals made to the Inclusion Support Advisory Team. Mental Health Well Being team meetings held termly to discuss any amendments/additions to current provision to match needs. Many children are confident in discussing their emotions and are able to use strategies to support themselves. Attendance in 2024/ 2025 was 96.6% for whole school and 94.8 % for PP children. There is no significant gap between Pupil Premium children to no disadvantaged. <table border="1"> <thead> <tr> <th>Year</th><th>Whole school</th><th>PP</th></tr> </thead> <tbody> <tr> <td>21/22</td><td>94.3%</td><td>91.73%</td></tr> <tr> <td>22/23</td><td>96.79%</td><td>92.67%</td></tr> <tr> <td>23/24</td><td>96.45%</td><td>96.21%</td></tr> <tr> <td>24/25</td><td>96.6%</td><td>94.8%</td></tr> </tbody> </table>	Year	Whole school	PP	21/22	94.3%	91.73%	22/23	96.79%	92.67%	23/24	96.45%	96.21%	24/25	96.6%	94.8%
Year	Whole school	PP															
21/22	94.3%	91.73%															
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