

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Melbourne Infant School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 – July 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Charlotte Gibbs
Pupil premium lead	Charlotte Gibbs
Governor / Trustee lead	Adrian Walters

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28900
Recovery premium funding allocation this academic year	October census PP children £145/ child – £3480 – 24 children.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32380

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Children at Melbourne Infants will make at least expected progress in reading, writing and maths, through quality first teaching and targeted support. We aim for disadvantaged children to access a wide range of interventions in school to meet their needs.

We will provide pastoral support through 1:1, small groups and whole class strategies and also support for families who have been identified as needing additional support. We will aim for disadvantaged children to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged children and thus enabling them to experience the full learning at MIS.

## Challenges

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

Challenge number	Detail of challenge
1	Starting points for disadvantaged children are lower in comparison to non-disadvantaged children, therefore accelerated progress is required to match outcomes.
2	Increasing number of children with additional needs including social and emotional, SEND and safeguarding concerns/ involvement of external services.
3	Disadvantaged pupils have lower attendance.
4	Parental engagement is difficult with some families.

## 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
Pupils make at least expected progress in reading, writing and maths.	Gap will close in progress between PP and non PP.
Continue to develop well being opportunities to support social, emotional and mental health needs.	Children will be emotionally literate and ready to access the curriculum.
Pupils access a wide range of interventions to meet their needs (academic and pastoral)	PP children's needs are being met and making expected progress across the curriculum.
PP attendance increases	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.

## 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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Quality First Teaching for all.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EEF Toolkit – feedback Feedback studies tend to show very high effects on learning. Sutton Trust found that, The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.	1
Reading for pleasure is given a high priority in school.	DFE reading guidance	1
Develop whole school approach becoming attachment and trauma aware.	EEF Toolkit – Social and emotional learning 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.	2
A broad and engaging curriculum that focuses on vocabulary acquisition.	DFE reading guidance	1

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

Budgeted cost: £26880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading, writing and maths interventions: pre-teach, same day, specific skill based intervention.	<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>EFF 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>EFF 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>	1
Pastoral staff provide small group and 1:1 support to assist children	<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>	1, 2, 3
Lego therapy	<p>An EEF study on Social &amp; Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress.</p>	2

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Strategies for self awareness, self regulation and relationship skills shared.</p>	<p>EEF Toolkit – Social and emotional learning  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>2, 3, 4</p>
<p>Through positive play engage parents in family time to support</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.</p>	<p>3,4</p>
<p>Funding for clubs, trips and uniform</p>	<p>EEF Toolkit – Social and emotional learning  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>2, 3, 4</p>

**Total budgeted cost: £32380**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### **Children will be socially and emotionally ready for learning through the use of nurture, personalised learning and recovery curriculum.**

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 all 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).

#### **To raise attainment for children working at below age-related expectations in reading. To provide opportunities for children working at age-related expectations to exceed.**

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.

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.

#### **To raise progress and attainment in writing.**

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.

**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.**

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.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No children were eligible
What was the impact of that spending on service pupil premium eligible pupils?	No children were eligible

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*