

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 2022/2023 – 179 2023/ 2024 - 154 |
| Proportion (%) of pupil premium eligible pupils | 13% 2023/ 2024 – 7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 – July 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Charlotte Gibbs |
| Pupil premium lead | 2023/2024 – Verity Howell |
| Governor / Trustee lead | 2023/2024 – Steve Short |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £28900 2023/ 2024 - £33780 |
| 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 |
| Total budget for this academic year | £33780 |

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| <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | |
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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 & 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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|--|---|---------|
| Strategies for self awareness, self regulation and relationship skills shared. | 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, 3, 4 |
| Through positive play engage parents in family time to support | 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. | 3,4 |
| Funding for clubs, trips and uniform | 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, 3, 4 |

Total budgeted cost: £32380

Part B: Review of outcomes in the previous academic year

Pupil Premium Impact Statement 2022 – 2023

| Intended outcome | Success criteria (by 2024) | Progress made throughout 2022/ 2023 |
|--|---|--|
| Pupils make at least expected progress in reading, writing and maths. | Gap will close in progress between PP and non PP. | <p>The data (2022 – 2023) shows</p> <p>Reception - all children are making at least expected progress in all areas.</p> <p>Year 1- all children are making at least expected progress in all areas, with 25% of children making more than expected in all areas.</p> <p>Year 2 – reading – 69% made expected progress and 15% made more than expected, writing – 77% made expected progress and 8% made more than expected, Maths – 84% made expected progress and 23% made more than.</p> <p>Children in Reception and Year 1 were particularly strong, therefore the gap is closing.</p> |
| 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. | <p>Boxall profiles show children are making progress emotionally.</p> <p>A wide range of mental health strategies are in place to support children enabling them to support themselves.</p> <p>Mental Health Well Being lead is proficient in her role, staff are confident at identifying barriers to learning with may be linked to MHWB. Staff follow whole school ethos/ approaches to address any MHWB and to support children.</p> <p>Many children are confident in discussing their emotions and are able to use strategies to support themselves.</p> |
| 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. | A range of interventions are in place for PP children, this has ensured the majority of children are making at least expected progress in all areas. These include both academic and pastoral support. Training has enabled staff to put additional interventions in place both in and outside of the classroom. |

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|-------------------------|---|--|--------------|--------|
| PP attendance increases | Attendance of identified PP pupils increases and the gap between PP and non PP narrows. | Attendance in 2022/ 2023 was 96.79% for whole school and 92.67% for PP children. The gap between PP and non has increased. This will be monitored going forward. | | |
| | | Year | Whole school | PP |
| | | 20/21 | 97.89% | 94.51% |
| | | 21/22 | 94.3% | 91.73% |
| | | 22/23 | 96.79% | 92.67% |

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 |
|-----------|----------|
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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.