



FLORENCE MELLY

COMMUNITY PRIMARY SCHOOL

DETERMINATION. RESILIENCE. EMPOWERMENT. APPRECIATION. MOTIVATION & SAFETY

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PUPIL PREMIUM REVIEW 2018/19

1. SUMMARY INFORMATION

School	Florence Melly Community Primary School		
Academic Year	2018/19	Total Pupil Premium Budget	£220,440
Total Number Of Pupils	460	Number Of Pupils Eligible For PP	205 (44.6%)

2a. SUMMATIVE DATA OVERVIEW (END OF ACADEMIC YEAR 2018/19)

EYFS	% Achieving GLD		
	ALL	PP	GAP
GLD	65	72	+7
Prime	67	72	+5
Specific	65	72	+7

KS1 (YR2)	At Expected or Above			Higher Standard/ Greater Depth		
	ALL	PP	GAP	ALL	PP	GAP
Reading	67.8	56.7	-11.1	20.3	13.3	-7.0
Writing	67.8	53.3	-14.5	16.9	10	-6.9
Maths	76.3	66.7	-9.6	22	16.7	-5.3
RWM	64.4	53.3	-11.1	13.6	10	-3.6

KS2 (YR6)	At Expected or Above			Higher Standard/ Greater Depth		
	ALL	PP	GAP	ALL	PP	GAP
Reading	79.3	72.4	-6.9	25.9	13.8	-12.1
EPGS	72.4	65.5	-6.9	31	17.2	-13.8
Writing	77.6	75.9	-2.3	19	10.3	-8.7
Maths	75.9	69	-6.9	36.2	20.7	-15.5
RWM	65.5	58.6	-6.9	6.9	0	-6.9

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2b. CURRENT AND PRIOR ATTAINMENT

Current attainment – End of Academic Year 18/19 (Averages of Year 1 to Year 6)			
	ALL	PP	GAP
% achieving expected standard or above in reading	66.5	59.2	-7.3
% achieving expected standard or above in writing	62.2	53.5	-7.7
% achieving expected standard or above in maths	69	62.1	-6.9
% achieving expected standard or above in RWM combined	57.1	52.9	-4.2
% making expected progress in reading (as measured in school)	92.1	91.8	-0.3
% making expected progress in writing (as measured in school)	91.7	91.6	-1.1
% making expected progress in maths (as measured in school)	95.4	93.7	-1.7

Prior attainment – End of Academic Year 17/18 (Averages of Year 1 to Year 6)			
	ALL	PP	GAP
% achieving expected standard or above in reading	62	52	-10
% achieving expected standard or above in writing	59	50	-9
% achieving expected standard or above in maths	65	58	-7
% making expected progress in reading (as measured in school)	91	89	-2
% making expected progress in writing (as measured in school)	94	91	-3
% making expected progress in maths (as measured in school)	93	93	=

3. PURPOSE

The purpose of this report is three fold:

1. To report on the progress made against the key areas identified in the Pupil Premium strategic plan for 2017-18 and indicate the impact of costed actions in helping disadvantaged pupils to overcome the identified barriers to their progress.

2. To identify lessons learned, effectively measure the impact of actions to improve dispositions for learning and pupils' aspirations, and ensure costed actions are sharply focused, particularly in the use of targeted interventions.

It is paramount to ensure effective overlap with whole school planning, monitoring and training and clarify for all staff that pupil premium should not be equated with low ability.

3. To be a key step in the timeline of planning to continue to further improve the effective use of pupil premium funding and thus increase the life chances and opportunities for vulnerable pupils.

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4. REVIEW OF TARGETS

In 2018/19, members of the SLT identified EYFS to be a focus area for additional support using the pupil premium funding. As such a target to **close the attainment gap at GLD/ Target pupils transitioning from EYFS to Year 1** was set. The key actions were set out as follows:

- a) Improve the quality and consistency of first teaching in the EYFS and Year 1 – focusing specifically on feedback.
- b) PP pupils to make (or exceed) expectations for progress and attainment.

The school is keen to manage the gaps for children entering full time education with limited access to language and with lower than expected levels of literacy. This is alongside their lower starting points in other areas of learning.

There was a new EYFS phase leader appointed in early 2019, who has shown a rapid level of progress within the setting as evidenced in the recent Ofsted report which saw an improvement from 'Requires Improvement' to 'Outstanding'. Using her expertise and practice as a guide, this has improved initial first quality teaching and has had significant impact on the vast majority of pupils.

The 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. Thus, Florence Melly Primary School sanctioned the allocation of an additional 0.6 class teacher to support communication, speech and language development in the EYFS. This has seen **variable success** as the teacher has piloted schemes such as 'Time to Talk' and 'Talk Boost' with some results showing a good standard of progress.

It has been decided that in the next academic year (2019/20), these schemes will continue to run for our pupil premium pupils with identified needs in a smaller class based setting.

There has been evident, measurable **success** of effective professional development with both teaching and support staff in EYFS and Year 1 accessing a range of courses including:

- New to Phonics
- Talk for Writing
- Talk Boost
- Sign-Along (Speech and Language)
- Literacy training
- Partnership for Learning Charity

Staff are thorough with early identification of need through screening and baseline assessments alongside the use of a specialist 0.6 teacher. This has been supported by regular monitoring meetings to ensure PP pupils have made progress to bring them at least in line with all pupils nationally in EYFS. Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading

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comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.

The table below represents the trend for achievement of GLD in EYFS which shows an indicator for **success** in the stated target **PP pupils to make (or exceed) expectations for progress and attainment**:

	2017	2018	2019
Total EYFS GLD	61	68	65
Total PP EYFS GLD	50	30	72
GAP	-11	-38	+7

2018/19 has shown a marked improvement from pupil premium pupils, although GLD as a whole fell 3%, with those pupils now reaching a higher percentage than those pupils identified as non pupil premium.

The deputy head teacher developed a rigorous and more focused assessment system working alongside the EYFS which staff feel has been highly successful in providing an accurate and clearer picture of the levels of attainment.

"The assessment system helps us in providing a clear picture of our children. It has definitely been very robust, and I am happy with how it has been developed this year. I feel from the baseline onwards, it is now accurate and robust."

EYFS Lead

Over the last twelve months, the school has continued to recognise the importance of establishing baselines for each pupil in terms of attitudes to learning and aspirations. The aforementioned best practice taken from Sutton Trust will continue to be researched and the school continues to strive to identify the ways of combating a lack of aspiration across all levels of identified attainment. We will ensure the continuation of robust baseline systems and set milestone dates for monitoring.

The school established a second target with aim being to **diminish the differences in attainment between PP and all pupils across the school; particularly those in Year 4 and Year 6**.

YEAR 4	At Expected or Above						Comparison of gap academic years 2018/19 vs. 2017/18
	2018/19			2017/18			
	ALL	PP	GAP	ALL	PP	GAP	
Reading	46.6	40	-6.6	46.7	31.8	-14.9	+8.3
Writing	51.7	40	-11.7	45	31.8	-13.2	+1.5
Maths	53.4	40	-13.4	51.7	50	-1.7	-11.7
RWM	44.8	32	-12.8	43.1	28.6	-14.5	+1.7

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At the commencement of the academic year (2018/19), Year 4 was identified as a target area. A proportion of pupil premium funding was allocated to **the appointment of an additional Year 4 full time teacher** and the setting up on a new classroom (**inclusive of the purchase of resources and equipment**). This can be seen to have had **variable success**. Clearly, the gap between pupil premium and non pupil premium has narrowed in certain aspects of the curriculum but is noted to have widened in Mathematics. This could be due to a variety of reasons: the introduction of a more rigid, accurate and accountable assessment system or changes in staffing. Whilst progress for the pupil premium children has clearly improved, it will be important to further address this issue in future planning to avoid the gap widening further.

YEAR 6	At Expected or Above						Comparison of gap academic years 2018/19 vs. 2017/18
	2018/19			2017/18			
	ALL	PP	GAP	ALL	PP	GAP	
Reading	79.3	72.4	-6.9	76	72	-4	-2.9
Writing	77.6	75.9	-2.3	78	72	-6	+3.7
Maths	75.9	69	-6.9	78	72	-6	-0.9
RWM	65.5	58.6	-6.9	72	68	-4	-2.9

It can be noted that following trend the amount of pupil premium children reaching expected or above has significantly increased between Year 4 and Year 5. Indeed, for Reading and Mathematics, children were broadly in line with or close to the national average. The attainment of pupil premium children showed a clear improvement in both Reading and Writing, with a significant closing of the gap in Writing. Again, this is further justification of the new robust assessment system, which consequently has seen testing introducing across Key Stage 2 to provide further evidence to support staff's professional judgement.

Through the use of NFER testing in all relevant years, we aim to ensure that no child has fallen through a gap in relation to any of the three key skills. The termly monitoring meetings will continue to focus on this aspect. The data for all pupils is held by the Assessment co-ordinator and the Inclusion Manager. It plots all pupils in the school clearly, this is regularly monitored by SLT to ensure progress is evident for all children. Thus it is imperative to ensure appropriate scheduling of NFER tests and staff training re: low cost high impact strategies such as high quality verbal feedback. Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Ofsted remarked that 'teachers' high expectations and aspirations underpin the high-quality teaching that is evident across the school.'

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The appointment of a new Assistant Head Teacher at the culmination of autumn term has had **variable success**. This is mainly due to time constraints and it is anticipated that there will be a greater impact over this academic year due to the time afforded to the AHT. The recent Ofsted inspection team commented how the AHT has 'great potential' and needed time to become embedded in their role. The table below indicates the progress made of each cohort for the academic year 2018/19:

YEAR 1	READING		WRITING		MATHS	
	ALL	PP	ALL	PP	ALL	PP
INSUFFICIENT PROGRESS	20.7	26.7	29.3	26.7	19	20
GOOD PROGRESS	69	66.7	67.2	66.7	79.3	80
ACCELERATED PROGRESS	10.3	6.7	3.4	6.7	1.7	0

YEAR 2	READING		WRITING		MATHS	
	ALL	PP	ALL	PP	ALL	PP
INSUFFICIENT PROGRESS	6.8	1.8	5.1	10	0	0
GOOD PROGRESS	78	86.7	72.9	70	69.5	73.3
ACCELERATED PROGRESS	15.3	10	22	20	30.5	26.7

YEAR 3	READING		WRITING		MATHS	
	ALL	PP	ALL	PP	ALL	PP
INSUFFICIENT PROGRESS	15.3	12.1	10.2	6.1	1.7	3
GOOD PROGRESS	74.6	75.8	81.4	87.9	81.4	81.8
MORE THAN GOOD	6.8	6.8	5.1	6.1	10.2	12.1
ACCELERATED PROGRESS	3.4	3.4	3.4	0	6.8	3

YEAR 4	READING		WRITING		MATHS	
	ALL	PP	ALL	PP	ALL	PP
INSUFFICIENT PROGRESS	3.4	4	5.2	8	3.4	8
GOOD PROGRESS	75.9	80	72.4	68	69	60
MORE THAN GOOD	13.8	8	12.1	12	20.7	24
ACCELERATED PROGRESS	6.9	8	10.3	12	6.9	8

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YEAR 5	READING		WRITING		MATHS	
	ALL	PP	ALL	PP	ALL	PP
INSUFFICIENT PROGRESS	0	0	0	0	0	0
GOOD PROGRESS	88.3	85.7	90	91.4	91.7	88.6
MORE THAN GOOD	3.3	5.7	6.7	8.6	0	0
ACCELERATED PROGRESS	8.3	8.6	3.3	0	8.3	11.4

YEAR 6	READING		WRITING		MATHS	
	ALL	PP	ALL	PP	ALL	PP
INSUFFICIENT PROGRESS	1.7	3.4	0	0	3.4	6.9
GOOD PROGRESS	37.9	31	41.4	31	27.6	24.1
MORE THAN GOOD	12.1	10.3	20.7	20.7	17.2	17.2
ACCELERATED PROGRESS	48.3	55.2	37.9	48.3	51.7	51.7

By the time children reach Year 6, pupil premium children are showing rapid rates of accelerated progress which fits with the 'three teacher model' operated. As noted by the Education Endowment Foundation on average '**reducing class size appears to result in around three months' additional progress for pupils.**' The same model in Year 4 has seen pupil premium children make higher rates of accelerated progress than their non-pupil premium peers. The overall target was to **improve the rates of accelerated progress made by targeted PP pupils across the school**, and this has been achieved across most year groups **successfully** with evidence of pupil premium children making greater rates of progress seen in most cohorts.

This has been done in a variety of ways: targeted and varied interventions ran by class teachers and teaching assistants; identified small group teaching through the SENCO and a dedicated team, and discussions with the AHT. This academic year the school have strived to ensure that teaching assistants have been well trained and they have attended a range of courses: mindfulness in the classroom; behaviour courses and specialist subject specific training. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Through regular pupil progress meetings the school have been identifying pupils' learning needs at the earliest available opportunity and due to the aforementioned assessment system, teachers engage with their data regularly meaning that they are able to analyse and track progress to inform and underpin their teaching.

There has been measurable **success** through the provision of **bespoke additional one to one/small group support for targeted individuals**. One case study undertaken saw a child (Child A) undergo significant targeted support through small group teaching before returning to the main teaching class and achieving 'greater depth' in their Mathematics SATS test. Child A was identified as pupil premium and EAL, and worked with a specialist teaching assistant for the first few months of the academic year building up confidence and skills. This work had carried over from the previous academic year and Child A also saw 'good progress' in Reading and 'accelerated progress' in Writing.

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The school has strengthened its pastoral support to help develop self-esteem and confidence of targeted pupils. This has had a positive impact, particularly the establishment of a lunchtime social skills club and the school are now part of the 'Trailblazers' mental health project. The children talk enthusiastically about this support. The school continues to promote an ethos where all pupils feel valued as individuals are encouraged in their learning, personal growth and social development in a healthy and safe environment. All staff are trained on 'growth mindset' strategies and this underpins classroom practice. The Ofsted report commented 'pupils' behaviour is outstanding, and they are kept safe in school. Pupils are friendly, kind and respectful towards each other and the adults who teach them. Pupils develop excellent attitudes to learning and take great pride in their work.'

"I really enjoy working with Mr. Doyle. He has been very helpful and helped me become more positive. I think he is very supportive to all the children. I know who to go to for help."

Child B, Year 6.

Attendance is an issue the school will be looking to address over the next academic year; this has already been started by the appointment of a designated attendance officer in February 2019.

	ALL	PP	GAP
2018/19	93.9	93.32	-0.68
2017/18	94.6	93.68	-0.92
GAP	-0.7	-3.4	-

Although the gap has closed between all pupils and pupil premium pupils, there is still some work to be done in this area. Holidays during term time continue to have a negative impact, particularly in the Autumn term and second summer term. The school have been utilising the services of an EWO to focus on persistent absentees and the school have started to further utilise dojos and weekly newsletters to emphasize the importance of attendance.

The school have utilized links with the local football clubs and businesses to develop ways of improving pupils' attitudes and behaviour. For example, every pupil premium child in upper key stage two attended workshops at Anfield on a variety of issues: homophobia; female empowerment; racism; drug abuse; road safety and several others. These were used as a way of helping the children develop their own 'world-view' and improve their tolerance. 85 pupils were sent to these, of which **72.5%** were pupil premium. The **highly successful** dojo behaviour management system has continued to go from strength to strength. The leadership of the Dojo system has moved to the Pastoral Team, who have been allocated more time to driving improvement.

The deputy head teacher designed bespoke exercise books as a way of raising expectations and these have been heavily praised by staff, outside agencies and more importantly pupils.

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"Our books have our targets in and all the dojo characters. I like the way the margins are in because it helps me to keep my work neat. They're great!"

Child C, Year 6.

The school will continue with the bespoke exercise books but will ensure they cover all curriculum subjects (e.g. Topic will become separate books for History and Geography) – this is to ensure all subjects are subject to the same high aspirations.

At Florence Melly it has become **firmly established** that **pupils are exposed to a wide range of social/ cultural and sporting experiences and provide opportunities and experiences which would normally be 'out of reach'**. The school have been highly successful in this regard, as recognised by Ofsted who commented 'Pupils' time at the school is enriched by many memorable experiences. There are regular educational visits and pupils participate in a wide range of sporting activities.' These enrichment visits this year have included: visits to place of religious significance; a tour of the Mersey tunnels; a visit to the Radio City tower; numerous visits to libraries and museums; clean ups at local beaches; visits to nature reserves and many more. The school has truly embraced the city around them and it has been used as an important educational tool in the lives of the children who attend there. The school are particularly proud that **100% of pupil premium pupils** in key stage two experienced some form of enrichment trip over the past academic year. The school will no strive to ensure that there is greater opportunity for key stage one whilst maintaining 100% with key stage two and all other pupils.

A high percentage of pupil premium children in lower key stage two were exposed to sporting activities that would normally not occur. For example a group of eight pupils, of which **75%** were pupil premium, took part in a Boccia tournament held at Liverpool Football Club. It is the intention of the school to build on these links and undertake new sports in the upcoming academic year such as fencing, judo and curling. Overall, **62.5%** of pupils taken to supplementary sporting tournaments were pupil premium, and the school aim to increase this figure going into 2019/20. The school has continued to develop close links with Red Neighbours and the LFC Foundation, and have seen 54 children (**55%** being pupil premium) attend live first team football this year. In addition to this the school have received allocations totaling over 150 tickets to events such as U23 football, youth matches and Rugby League. These were given out to targeted children and **their families**, so it is estimated that approximately **66%** of these tickets went to identified disadvantaged groups.

This approach proved highly successful and will be used again next year. Offering memorable experiences to pupils is important to the school and this is an area the school has strengthened considerably over the past 24 months. The school has well established links with both local football teams and the children have participated in memorable experiences such as: meeting and greeting the Liverpool team before a Premier League match; creating the official Liverpool Christmas card with the first team staff and players at Melwood; visiting the European Cup; having question and answer sessions with selected first team players and taking part in interactive sessions with Joel Matip. The school intends to further invest in the quality of experiences it offers its pupils, particularly the pupil premium children next academic year.

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5. Conclusion

It can be stated that the school has continued to meet the requirements in its planning and deployment of pupil premium funding, and in the measuring of its impact. As ever, all staff at Florence Melly seek to further improve and enhance their identification of need through effective training, robust and regular monitoring, and building closer effective links with parents and carers. Ultimately, the school's aim is to improve the life experiences, provide memorable experiences and raise expectations for some of the most vulnerable groups of children at the school.

We will continue with these strategies to tackle these gaps in education and to raise attainment for children from disadvantaged backgrounds by:

- Maintaining a whole school awareness and moral purpose to all that we do
- Rigorous monitoring and analysis of data, provision and practice
- Effective deployment of staff and resources
- Implementing focused interventions with measurable impact
- Awareness of EYFS and early identification needs
- Effective intervention groups to close identified gaps
- Whole school awareness of Communication and Language
- Recognition of social and emotional needs and the impact on progress
- Strive to raise our pupils' engagement and attitudes to learning
- Engage with our families/carers, endeavor to strengthen these relationships
- Supporting transitions in children's learning journeys at key points

It is of paramount importance to view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – it must never be assumed that all disadvantaged pupils face similar barriers or have less potential to succeed. That is why at Florence Melly, the individual is the most important aspect of any decision making process.

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