



FLORENCE MELLY

COMMUNITY PRIMARY SCHOOL

DETERMINATION. RESILIENCE. EMPOWERMENT. APPRECIATION. MOTIVATION & SAFETY
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PUPIL PREMIUM STRATEGY 2019/20

1. SUMMARY INFORMATION

School	Florence Melly Community Primary School		
Academic Year	2019/20	Total Pupil Premium Budget	£234,077
Total Number Of Pupils	445	Number Of Pupils Eligible For PP	189 (42.5%)

2. BARRIERS TO FUTURE ATTAINMENT (FOR PUPIL ELIGIBLE FOR PP, INCLUDING MORE ABLE)

Academic barriers	
1	Poor communication, speech and language on entry to schools
2	Low attendance and poor punctuality
3	Low prior attainment/gaps in learning
4	Special educational needs/disabilities/mental health issues

External barriers	
5	Lack of opportunities/life experiences
6	Family disengagement in learning processes

3. CURRENT ATTAINMENT (END OF ACADEMIC YEAR 2018/19)

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

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4. DESIRED OUTCOMES (2019/20 ACADEMIC YEAR)

	Desired outcome and how they will be measure	Success Criteria
1	To develop communication, spoken language and verbal reasoning skills (especially in the EYFS setting).	<ul style="list-style-type: none"> To improve language skills so that PP children make at least expected progress across the curriculum. Improvements in the % of PP children achieving GLD in 2020. To enable pupils to more fully access appropriate curriculum opportunities through improved language skills. Lower attaining pupils more willing to talk and articulate their thinking.
2	To reduce persistent absence and improve attendance for all PP children.	<ul style="list-style-type: none"> Attendance \geq 96% & reduced PA for PP; Pastoral support for pupils and families.
3	To achieve higher rates of progress across KS1 & 2 for pupils (incl. those eligible for PP) across all aspects of the curriculum. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths	<ul style="list-style-type: none"> Improvement in attainment in English & Maths. Y1-6 the proportion of disadvantaged pupils achieving ARE will be Maths $>60\%$ Reading $>60\%$, Writing $>60\%$, with an improved percentage being at Greater Depth.
4	To ensure that PP pupils with identified SEND needs make at least expected progress.	<ul style="list-style-type: none"> SEND children make a least expected progress with a proportion making more than expected progress.
5	Develop pupils' social, emotional and mental health so they fully access all aspects of school life. Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs	<ul style="list-style-type: none"> Improved pupil well-being through whole school culture, mentoring, PHSE, social & emotional interventions/support and parent partnership etc. Pupils demonstrate improved attitudes to, and behaviour for learning. Ensure that pupils are provided with breadth and balance within the curriculum. Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well-being.
6	Parents and carers are fully engaged with their child's learning.	<ul style="list-style-type: none"> Parents understand what their child is learning and how they can support them with this. Significant increase in parental attendance at all meetings and school events.

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5. PLANNED EXPENDITURE

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

5.i. QUALITY OF TEACHING FOR ALL

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
To develop communication, spoken language and verbal reasoning skills (especially in the EYFS setting).	Speech & language therapist, support starting with early intervention in EYFS.	Speech and language therapists play an important role in supporting schools to meet the needs of children with SLCN and in supporting good practice across universal, targeted and specialist approaches.
How will you ensure it is implemented well?	Staff Lead	Review
Regular monitoring, observations and pupil progress reviews.	EYFS Lead SENDCO Assessment Lead	December 2019, April 2020, July 2020
BARRIER 1	Cost	£12,160

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
To develop communication, spoken language and verbal reasoning skills (especially in the EYFS setting).	Improve the quality and consistency of first teaching in the EYFS and Year 1: focusing specifically on language development	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.
How will you ensure it is implemented well?	Staff Lead	Review
Allocate an additional 0.6 class teacher to support development in the KS1.	KS1 Lead AHT	December 2019, April 2020, July 2020
BARRIER 1	Cost	£9,920



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Intended Outcome	Key Action	What is the evidence and rationale for this choice?
To reduce persistent absence and improve attendance for all PP children.	Two members of staff focused on improving attendance as part of their roles.	When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills.
How will you ensure it is implemented well?	Staff Lead	Review
Weekly monitoring of whole school/class attendance and trends.	Headteacher AHT JD (Pastoral Support)	July 2020
BARRIER 2	Cost	£9,398

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
To achieve higher rates of progress across KS1 & 2 for pupils of the curriculum. To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths.	Adult to pupil ratio to be increased in Year 6 to close the attainment gap between PP and all 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. Reducing class size appears to result in around three months' additional progress for pupils.
How will you ensure it is implemented well?	Staff Lead	Review
Appoint an additional full time teacher in Year 6 to reduce the pupil to teacher ratio, and to move another full time TA to Year 6.	Headteacher Class Teachers	July 2020
BARRIERS 1 AND 3	Cost	£31,505

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Intended Outcome	Key Action	What is the evidence and rationale for this choice?
Diminish the differences in attainment between PP and all pupils across the school.	To enhance CPD to ensure high quality first teaching.	Leaders in more successful schools ensure their staff have the skills and training to take on more specialist roles (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015)
How will you ensure it is implemented well?	Staff Lead	Review
Half termly progress meetings. Progress data analysis, reports from leaders. Develop a strategic plan for high-quality Staff INSET.	DHT / SLT Class Teachers/Subject Leaders	October 2019, December 2019, February 2020, April 2020, July 2020
BARRIERS 1, 3 AND 4.	Cost	£19,106

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
Improve rate of progress and attainment made by targeted PP pupils across the school.	AHT given time away from class to oversee Pupil Premium across the school.	To ensure the AHT is given appropriate time to make an impact across the school after being class based last year.
How will you ensure it is implemented well?	Staff Lead	Review
Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated	AHT Class Teachers TA Staff	December 2019, April 2020 July 2020
BARRIERS 1, 3 AND 4.	Cost	£14,787

Quality of Teaching For All Total Cost	£96,876
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5.ii. TARGETED SUPPORT

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
To ensure that PP pupils with identified SEND needs make at least expected progress.	Targeted intervention including small group intervention.	Sutton Trust Small group tuition 4+ months; Mastery teaching 5+ months.
How will you ensure it is implemented well?	Staff Lead	Review
Termly review at progress meetings and identification of pupil/pupil voice.	AHT SENCO Class Teachers	December 2019, April 2020 July 2020
BARRIER 4	Cost	£27,962

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths.	Intervention programmes (Talk Boost, Time To Talk, Lexia etc.)	Talk Boost: Better readers : Reading age 12+ months, Comprehension age 5+ months
How will you ensure it is implemented well?	Staff Lead	Review
Termly review at progress meetings and identification of pupil/pupil voice.	AHT SENCO Class Teachers	December 2019, April 2020 July 2020
BARRIERS 3 AND 4	Cost	£1080

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Intended Outcome	Key Action	What is the evidence and rationale for this choice?
To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths.	Varied interventions (according to need) to be Provided before (and sometimes during) school. Including the implementation of a new TA rota for early interventions.	Successful schools ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups.
How will you ensure it is implemented well?	Staff Lead	Review
Termly review at progress meetings and identification of pupil/pupil voice.	SLT SENCO Class Teachers	December 2019, April 2020 July 2020
BARRIERS 3 AND 4	Cost	£82,684

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
To improve the rates of progress and attainment for PP pupils.	Create a PP intervention 'fund'.	To allow teachers the opportunity to identify purchase additional resources that have been identified as having significance in the educational development of a child.
How will you ensure it is implemented well?	Staff Lead	Review
Monitor spending and impact of resources purchased.	AHT Finance Officer	July 2020
BARRIERS 3 AND 4	Cost	£1,000

Targeted Support Total Cost	£112,726
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5.iii. OTHER APPROACHES (WHOLE SCHOOL APPROACHES)

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
Develop pupils' social, emotional and mental health so they fully access all aspects of school life.	Continue with various different counselling services and therapies.	To provide counselling for pupils affected by bereavement, friendship issues, domestic violence and marital breakdown.
How will you ensure it is implemented well?	Staff Lead	Review
Review pupils progress regularly and gather pupil voice.	Pastoral Support SENCO	January 2020, April 2020 July 2020
BARRIERS 4 AND 5	Cost	£5,156

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs.	Using specialist provision to improve key areas (e.g. the provision of music across two year groups and provide a stimulating after school club).	Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways.
How will you ensure it is implemented well?	Staff Lead	Review
Gather pupil and staff voice via surveys. Look at parental feedback via twitter etc.	Headteacher Subject Leaders	January 2020, April 2020 July 2020
BARRIERS 5	Cost	£18,128



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Intended Outcome	Key Action	What is the evidence and rationale for this choice?
Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs.	Provide memorable opportunities and experiences which would normally be 'out of reach'. Target disadvantaged pupils to partake in enrichment/cultural visits.	Review of previous expenditure - PP pupils have enriched experience in school/extra adults provide extra-curricular opportunities. Participation in these activities can develop more positive opinions and attitudes to school. This can also impact on confidence and relationships in school. Increased effects of self-confidence, self-efficiency and motivation.
How will you ensure it is implemented well?	Staff Lead	Review
Monitoring levels of uptake.	SLT Pastoral Support	January 2020 July 2020
BARRIER 5	Cost	£4000

Intended Outcome	Key Action	What is the evidence and rationale for this choice?
Continue to foster an ethos of high attainment.	Repurchase bespoke exercise books after clear impact last year. Use Lead Practitioner's expertise to lead staff.	As referenced during the recent Ofsted inspection: at Florence Melly we see the pupils' exercise books as a vital part of the teaching and learning process and have invested in bespoke designs for all subjects across the curriculum.
How will you ensure it is implemented well?	Staff Lead	Review
Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.	SLT Subject Leaders	January 2020, April 2020 July 2020
BARRIERS 5	Cost	£10,047

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Intended Outcome	Key Action	What is the evidence and rationale for this choice?
Parents and carers are fully engaged with their child's learning.	Extensive support for parents – EYFS Stay & Play, Y1 & 2 Open Events, KS2 Parent Workshop etc.	Sutton Trust PEN Model - The PEN model involves training early year's staff to deliver directly to parents, which enables the programme to become incorporated into the school's practice by their own staff rather than relying on external professionals. On a practical level, this makes the intervention, easily embedded within schools and highly scalable.
How will you ensure it is implemented well?	Staff Lead	Review
Parent questionnaires/parent consultations and workshop evaluations.	HT/SLT Class Teachers	January 2020, April 2020 July 2020
BARRIER 6	Cost	£1000

Other Approaches Total Cost	£38,331
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Total Overall Cost	£247,933
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