



## PUPIL PREMIUM STRATEGY

<b>Date Published:</b>	5th November 2021
<b>Pupil Premium Lead:</b>	Mr Aaron Leach
<b>Pupil Premium Governor:</b>	Mr Carl Gilbertson

### 1. Contextual Information

<b>Academic Year:</b>	2021/22	<b>Number of Pupils Eligible for PP:</b>	214 (47.2%)
<b>Total Number of Pupils:</b>	453	<b>Total Pupil Premium Budget:</b>	£274,502

### 2. The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools in addition to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After.

It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

This three year plan is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated (at least) annually.

### 3. The Florence Melly Philosophy

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, aligning pupil premium use with wider school improvements and improving readiness to learn. We want our pupils to believe that if **'they can dream it, they can do it!'**

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

## 4. Barriers to Future Attainment

Academic Barriers	External Barriers
1. Poor communication, speech and language on entry to school.	5. Limited life experiences and opportunities to join in enrichment opportunities due to parents on low income or families living in stressful situations.
2. Low attendance and poor punctuality.	6. Family disengagement in learning processes.
3. Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, ASD & social emotional and mental health.	
4. Effect of the national COVID-19 pandemic has caused gaps to widen - low prior attainment and increased gaps in learning.	

## 5. 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
1	To develop communication, spoken language and verbal reasoning skills across the whole school (with particular focus on EYFS and KS1).	<ul style="list-style-type: none"> <li>- To improve language skills so that PP children make at least expected progress across the curriculum.</li> <li>- Improvements in the % of PP children achieving GLD between 2022 - 2024.</li> <li>- To enable pupils to more fully access appropriate curriculum opportunities through improved language skills.</li> <li>- Lower attaining pupils more willing to talk and articulate their thinking.</li> <li>- To fully embed Read Write Inc. across the school.</li> </ul>
2	To vastly reduce persistent absenteeism and improve attendance across all pupil premium pupils.	<ul style="list-style-type: none"> <li>- Attendance of identified PP pupils increases and the gap between PP and non PP narrows.</li> </ul>
3	Create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.	<ul style="list-style-type: none"> <li>- Strengthen the leadership of SEND.</li> <li>- Development of a SEND/Inclusion team.</li> <li>- Development of specialist SEND spaces including SENDCo room and Nurture Space.</li> <li>- Operation of specialist interventions with specific focus on identified children's needs.</li> </ul>
4	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, and close gaps across the curriculum.	<ul style="list-style-type: none"> <li>- Improvement in attainment in English &amp; Maths. In Y1-6 the proportion of disadvantaged pupils achieving ARE will increase of the given time period, with an improved percentage being at 'Greater Depth'.</li> </ul>

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"> <li>- Improved pupil well-being through whole school culture, mentoring, PHSE, social &amp; emotional interventions/support and parent partnership etc.</li> <li>- Pupils demonstrate improved attitudes to, and behaviour for learning.</li> <li>- Ensure that pupils are provided with breadth and balance within the curriculum.</li> <li>- Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well-being.</li> </ul>
6	Parents and carers are fully engaged with their child's learning.	<ul style="list-style-type: none"> <li>- Parents understand what their child is learning and how they can support them with this.</li> <li>- Significant increase in parental attendance at all meetings and school events.</li> </ul>
7	Develop a genuine love and passion for reading across the whole school.	<ul style="list-style-type: none"> <li>- Equip our children with the essential early reading skills, through high quality systematic synthetic phonics teaching, so that reading fluency can be developed.</li> <li>- To provide increased opportunities for children to develop the habit of reading widely and often, for both information and pleasure.</li> <li>- An enhanced and enriched vocabulary.</li> <li>- Immersing our pupils in high quality texts to provoke curiosity and build rich schema across all areas of the curriculum.</li> </ul>

## 6. Our Review Process

This three-year approach allows us to dedicate more time up-front and introduce smaller reviews annually. During a smaller review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The Pupil Premium Link Governor will review strategy termly and report to the Full Governing Body. The progress of pupils in receipt of the PPG is regularly discussed with teachers and subject leads. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher/Pupil Premium Lead is responsible for ensuring a pupil premium strategy is always in effect.

The three headings over the following pages enable our school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 6.1 Quality Of Teaching For All

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
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<p>To develop communication, spoken language and verbal reasoning skills across the whole school (with particular focus on EYFS and KS1).</p> <p>Develop a genuine love and passion for reading across the whole school school.</p>	<p>Roll out of a new whole school phonics scheme - 'Read Write Inc.' - with the involvement of all classroom based staff in daily smaller, high quality teaching groups.</p>	<p>Studies (e.g. Ehri, 2001) on children's reading development have shown that the phonics approach is more effective than meaning-based approaches, such as the whole-language approach, in improving young children's reading skills. The whole-language approach encourages rote memorisation based on a child's visual memory of individual words.</p>	<p>Regular monitoring, data collection.</p>
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>
1		<p>Nikki Bear - AHT Karen Burnett - Phonics Lead Chloe Latta - EYFS Lead</p>	<p>April 2022, July 2022</p>

<b>Intended Outcome</b>	<b>Key Action</b>	<b>Evidence/Rationale For This Choice</b>	<b>How will you ensure it is implemented well?</b>
<p>To develop communication, spoken language and verbal reasoning skills across the whole school (with particular focus on EYFS and KS1).</p>	<p>Appointment of an additional member of staff in order to do some targeted work with specific focus in an area specially created to focus children's learning and development.</p>	<p>Research has suggested that 70-80% of late talking toddlers will outgrow a language delay if it is an expressive delay only, which means that a significant proportion (20-30%) will not catch up to their peers. Early intervention can help to improve a child's ability to communicate, interact with others, and improve their social skills and emotional development.</p>	<p>Regular monitoring, data collection.</p>
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>
1		<p>Aaron Leach - Headteacher Chloe Latta - EYFS Lead Clare Dalton - TA/Nurture</p>	<p>April 2022, July 2022</p>

<b>Intended Outcome</b>	<b>Key Action</b>	<b>Evidence/Rationale For This Choice</b>	<b>How will you ensure it is implemented well?</b>
<p>To develop communication, spoken language and To vastly reduce persistent absenteeism and improve attendance across all pupil premium pupils. reasoning skills across the whole school (with particular focus on EYFS and KS1).</p>	<p>Dedicated time for the AHT to focus on attendance with the Pastoral Officer. Support to be brought in through the EWO.</p>	<p>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.</p>	<p>Regular monitoring and meetings with EWO.</p>



Focus on Barrier	Key Staff	Initial Review
2	Aaron Leach - Headteacher Kieran Baillie - AHT Joe Doyle - Pastoral Officer	December 2021

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
Create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.	Appointment of a new AHT/Inclusion Lead	After the restructure of the leadership team, this role is vacant.	Regular monitoring.
Focus on Barrier		Key Staff	Initial Review
3		Aaron Leach - Headteacher New AHT Rose Findell - SENDCo	July 2022

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
To achieve higher rates of progress across KS1 & 2 for pupils (incl. those eligible for PP) across all aspects of the curriculum.	Appointment of an additional long term supply teacher.	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.'	Increased progress in summative data.
Focus on Barrier		Key Staff	Initial Review
4 and 1		Aaron Leach - Headteacher	July 2022

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths, and close gaps across the curriculum.	Allocation of time given to AHT to oversee curriculum.  Use of 'floating teacher' to give subject leaders dedicated leadership time.	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.'	Regular monitoring by AHT.
Focus on Barrier		Key Staff	Initial Review

4 and 1	Aaron Leach - Headteacher Nikki Bear - AHT Lisa McCarrick - Teacher	July 2022
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## 6.2 Targeted Support

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
Create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.	Creation of two dedicated spaces - a SEN area and a Nurture Space.	Following the return to school in September 2021, alongside the review of SEND earlier - it was decided specialist areas were needed to cater for the needs of specific pupils.	Monitoring, gathering of pupil/parent voice.
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>
3, 4		Aaron Leach - Headteacher New AHT Rose Findell - SENDCo	July 2022

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
To develop communication, spoken language and verbal reasoning skills across the whole school (with particular focus on EYFS and KS1).	Intervention programmes such as Talk Boost and Time to Talk.	Talk Boost: Proven to improve reading age by 12+ months and comprehension age by 5+ months	Monitoring, gathering of pupil/parent voice.
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>
1, 3, 4		Aaron Leach - Headteacher Nikki Bear - AHT Rose Findell - SENDCo	April 2022 July 2022

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
To raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths, and close gaps across the curriculum.	Varied intervention programme dictated by need and provided during (and sometimes after) school.	Florence Melly employ a bank of well skilled teaching assistants (TAs). TAs, with the right training, can provide effective support to individual pupils or small groups.	Termly review at progress meetings and pupil voice.
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>

1, 3, 4	SLT and SENDCo Class Teachers/TAs	December 2021 April 2022 July 2022
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### 6.3 Other (Whole School) Approaches

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
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, marital breakdown and issues presented by the COVID-19 pandemic.	Regular reviews/discussions and pupil voice.
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>
4, 5		SLT and SENDCo Joe Doyle - Pastoral Officer	December 2021 April 2022 July 2022

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
Ensure the curriculum (and beyond) provides opportunities for pupil engagement.	Using specialist provision to improve areas and provide after school clubs.	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 languages.	Gather pupil, staff and parental feedback.
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>
3, 4, 5		SLT Peter Hawley - Music Specialist	December 2021 April 2022 July 2022

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs.	Provision of a range of after school clubs and subsidising of residential trips.	Trips provide a new context for forming relationships, allowing students to develop and practice important social skills, and encourage students to work more collaboratively, thus building skills such as teamwork and communication.	Gather pupil, staff and parental feedback.
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>

5, 6	SLT Joe Doyle - Pastoral Officer	December 2021 April 2022 July 2022
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Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
Parents and carers are fully engaged with their child's learning.	Extensive support for parents - coffee mornings, EYFS Stay and Play, Open Events, Parent Workshops etc.	The Sutton Trust PEN Model involves training 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. Engaged parents generally mean better attendance and more focussed children.	Parental questionnaires and feedback.
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>
2, 5		SLT Joe Doyle - Pastoral Officer	December 2021 April 2022 July 2022

Intended Outcome	Key Action	Evidence/Rationale For This Choice	How will you ensure it is implemented well?
Develop a genuine love and passion for reading across the whole school school.	Creation of a new, bespoke whole school library.	Reading for pleasure is the single biggest factor in success later in life... Studies have shown children who read for pleasure are the ones most likely to fulfil their ambitions...' (Bali Rai)	Pupil and staff feedback.
<b>Focus on Barrier</b>		<b>Key Staff</b>	<b>Initial Review</b>
1, 2, 3, 4, 5, 6		SLT	July 2022

## 7. Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website. The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.

## 8. Review of Academic Year 2020/21

Due to the onset of the COVID-19 pandemic and the national closure of schools, all National testing was cancelled for summer 2020 and again, summer 2021. Therefore, there is no national or statutory data to publish.

Prior to lockdown, pupils were engaging in a full range of trips both through and beyond the curriculum. Evidence of these can be accessed via our school's social media feeds (Twitter and Flickr). During this time, children in receipt of the pupil premium grant (PPG) had subsidised (or no) costs to these activities. Children in receipt of the PPG also partook in a range of P.E or sports based activities with organisations such as Liverpool Football Club. Further information can be found in our Sport Premium Report.

We had a dedicated body of staff including one Assistant Headteacher, the school SENDCo and Pastoral Support Officers in regular contact with our most vulnerable families. These took the form of weekly phone calls, in which support both mentally and financially was offered. Many families in receipt of the PPG had support in the form of food parcels from the 'Flo Melly Pantry' and additional electronic devices to allow children to access home learning.

IF YOU CAN DREAM IT, YOU CAN DO IT!