



Florence Melly Community Primary School Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr. Aaron Leach
Pupil premium lead	Mrs. Christina O'Keefe
Governor / Trustee lead	Mr. Carl Gilbertson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,075.00
Recovery premium funding allocation this academic year	£35,343.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£328,000

Part A: Pupil Premium Strategy Plan

Statement of Intent

In line with the EEF Guide: [EEF Pupil Premium Guide April 2022](#), we adopt a tiered approach to Pupil Premium spending:

1. **Quality First Teaching** - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development and training.
2. **Targeted academic support** - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.
3. **Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

The purpose of this strategy is to outline how the Pupil Premium Grant will be allocated to support pupils during the period between September 2021 and July 2025, with specific adaptations made for this academic year, 2022-23. Our determined and committed leadership team strives to ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium. Termly data analysis and pupil progress meetings ensure premium outcomes are monitored and compared to other pupils in school to ensure the correct strategies and provision are in place.

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!'**

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Overcoming barriers to learning is vital to our Pupil Premium Grant 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 Pupil Premium Grant.

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.

Through our recovery premium spending, our strategy is also integral to wider school plans for education recovery, following the COVID-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	School readiness (low academic baselines on entry into Nursery and Reception, socially and emotionally ready).
2	Delayed language and vocabulary skills (speaking & reading skills).
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	Attendance and number of Persistent Absentees.
6	Parental partnership (parental engagement, support for home learning).
7	Enrichment experiences (life experiences, lack of funding for school visits and visitors).
8	Vulnerable families and pupils with socio-economic or social, emotional or mental health difficulties.

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 with low attendance/lateness levels are supported and challenged.	<ul style="list-style-type: none"> An increase in the attendance and punctuality of identified PP children. The gap between the attendance of PP and non-PP children narrows.
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"> To improve language skills so that PP children make at least expected progress across the curriculum. Improvements in the % of PP children achieving GLD between 2023 - 2025. 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. To fully embed Read Write Inc. across the school.

<p>Create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.</p>	<ul style="list-style-type: none"> • Strengthen the leadership of SEND. • Development of a SEND/Inclusion Team. • Development of specialist SEND spaces including Nurture Spaces. • Operation of specialist interventions with specific focus on identified children's needs.
<p>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 and maths, and close gaps across the curriculum.</p>	<ul style="list-style-type: none"> • Improvement in attainment in English & 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'.
<p>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.</p>	<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.
<p>For all children to become proficient readers and develop a life-long love of reading.</p>	<ul style="list-style-type: none"> • Equip our children with the essential early reading skills, through high quality systematic synthetic phonics teaching, so that reading fluency can be developed. • To provide increased opportunities for children to develop the habit of reading widely and often, for both information and pleasure. • An enhanced and enriched vocabulary. • Immersing our pupils in high quality texts to provoke curiosity and build rich schema across all areas of the curriculum.
<p>To encourage and empower parents and carers to fully engage with their child's learning.</p>	<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.

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

Budgeted cost: £108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and embed Read Write Inc. as a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and to support all pupils in learning to read proficiently.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: EEF Phonics Toolkit Strand	1 & 2
Research and book quality CPD for staff, responding to needs identified through skills audits. To enhance quality first teaching and levels of support.	Supporting continuous and sustained CPD on evidence-based classroom approaches is important to develop the practice of staff. EEF recommends that the content of CPD should be based on the best available evidence. Effective CPD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. EEF Effective Professional Development Guidance Report	2, 3 & 4
Engagement in the Transforming Teaching Programme and the use of a 'floating teacher' each afternoon to give subject leaders dedicated leadership time and support to develop their area of the curriculum.	EEF research states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EBE Great Teaching Toolkit Evidence Review	2, 3 & 4
Appointment of an additional teacher to teach most vulnerable KS2 children within a smaller group.	This is supported once again by the EEF research which states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF Effective Professional Development Guidance Report	1, 2, 3, 4 & 8

Targeted Academic Support

Budgeted cost: £123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF Phonics Toolkit Strand</p>	<p>1, 2, 3 & 4</p>
<p>Using booster classes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who attend booster classes will be disadvantaged, including those who are high attainers.</p>	<p>Booster classes targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF One to One Tuition And in small groups: EEF Small Group Tuition</p>	<p>1, 2, 3 & 4</p>
<p>Varied intervention programme dictated by need and provided during (and sometimes after) school to raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths, and close gaps across the curriculum.</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is more impactful if provided in addition to, and explicitly linked, with normal lessons. EEF One to One Tuition EEF Small Group Tuition</p>	<p>1, 2, 3 & 4</p>
<p>Creation of two dedicated spaces: an SEN area and a Nurture Space, staffed by specialist staff members, in order to create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. EEF Special Educational Needs in Mainstream Schools.</p>	<p>2, 3 & 4</p>

Wider Strategies

Budgeted cost: £97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole school staff training from Jason Bangbala on positive behaviour management, with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour Interventions</p>	<p>1, 3, 4 & 8</p>
<p>Collaborative team effort to address attendance by embedding the principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance and punctuality.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Parental Engagement Guidance Report</p>	<p>4, 5, 6 & 8</p>
<p>Free breakfast for all children to ensure that all children receive breakfast and start their school day ready to learn.</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. EEF Magic Breakfast Project and Evaluation</p>	<p>4, 6 & 8</p>
<p>Continue with various different counselling services and therapies, alongside the work of our dedicated Mental Health Lead, to develop pupils' social, emotional and mental health so they fully access all aspects of school life.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance, attitudes, behaviour and relationships with peers). EEF Social and Emotional Learning.</p>	<p>3, 4 & 8</p>
<p>Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs, subsidising as needed.</p>	<p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Extracurricular activities are an important part of education in its own right. EEF Arts Participation</p>	<p>7 & 8</p>

Extensive support for parents/ carers (coffee mornings, EYFS Stay and Play, Open Events, Parent Workshops etc.) to support them in fully engaging with their child’s learning.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. EEF Parental Engagement	6 & 8
Contingency fund for acute issues.	Based on our experiences, and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £303,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using unpublished key stage 1 and 2 performance data, phonics check results and our own internal tracking system and assessments.

We are not required to publish our 2022 key stage 2 results, as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. Whilst this may be the case, we are proud of our pupils’ achievements in 2022 and as a result, we have prepared the following overview to celebrate these successes.

The DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils, where possible we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and local level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

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Year 1 Phonics Screening Check

Year 1 Phonics Screening Check Overview 2022							
Phonics	Florence Melly Year Group (all pupils)	60	100.0	19	31.7	41	68.3
	Florence Melly Disadvantaged pupils	26	43.3	11	42.3	15	57.7
	National (all pupils)	-	-	-	25.0	-	75.0
	National (disadvantaged pupils)	-	-	-	38.0	-	62.0
	Local (all pupils)	-	-	-	23.8	-	73.2
	Local (disadvantaged pupils)	-	-	-	32.6	-	63.8
	Florence Melly Disadvantaged pupils (2019)	15	25.9	6	40.0	9	60.0

The proportion of Year 1 pupils, nationally, classified as disadvantaged was 23% in 2022. The number of Year 1 pupils classified as disadvantaged at Florence Melly Community Primary School is significantly above this figure (43.3%).

Year 2 Phonics Resit Data Overview

Year 2 Phonics Screening Check Re-sit Overview 2022							
Phonics	Groups		%	Working Towards		At Expected	
	Year Group	61	100.0	13	21.3	48	78.7
	Disadvantaged	33	54.1	8	24.2	25	75.8

Attainment at KS1 in 2022

Data from tests and assessments in KS1 suggest that, despite some strong individual performances, the progress and attainment of our disadvantaged pupils in 2021/22 at KS1 was below our expectations. Internal analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for our disadvantaged pupils had less impact than we had hoped and planned for.

For pupils at the end of KS1, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

It is important to note that an extremely high proportion of our Year 2 cohort in 2022 were disadvantaged (54.1%).

Attainment at the end of KS2 in 2022

Outcomes from our end of KS2 SATs in 2022 were pleasing, considering the disruption to their learning that these pupils experienced during the pandemic, particularly at the end of Year 4 and in Year 5.

More than half of the year group were classified as disadvantaged (56.7%), which is almost double the national average (in 2022, 31% of pupils at the end of key stage 2 were considered disadvantaged).

Year 6 RWM Combined 2022
All Pupils

	RWM Combined EXPECTED & ABOVE	RWM Combined GREATER DEPTH
Year Group	66.1%	5.1%
Disadvantaged	63.3%	3.3%

Year 6 SATs Local and National Comparison/Comparison between 2019 and 2022

		All Pupils					Disadvantaged Pupils				
		Reading	Writing	Maths	EGPS	RWM	Reading	Writing	Maths	EGPS	RWM
Florence Melly 2022	> Expected	71.2%	63.8%	75.0%	58.3%	66.1%	70.0%	70.0%	76.7%	56.7%	63.3%
	High Standard	22.0%	8.3%	25.0%	21.7%	5.1%	23.3%	6.7%	26.7%	26.7%	3.3%
Local 2022	> Expected	69.8%	64.1%	64.7%	66.0%	51.9%	59.1%	51.5%	52.0%	52.9%	38.0%
	High Standard	23.6%	12.2%	18.9%	22.7%	6.6%	14.9%	6.1%	10.3%	12.9%	3.0%
National 2022	> Expected	74%	69%	71%	72%	59%	62%	55%	56%	-	43%
	High Standard	28%	13%	22%	28%	7%	-	-	-	-	-
Florence Melly 2019	> Expected	79.3%	77.6%	75.9%	72.4%	65.5%	71.4%	71.4%	71.4%	61.9%	57.1%
	High Standard	25.9%	19.0%	36.2%	31.0%	6.9%	14.3%	9.5%	28.6%	19.0%	0%

Absence among disadvantaged pupils (9.12%) was higher than their non-disadvantaged peers (6.5%) in 2021/22. Similarly, the number of disadvantaged pupils classified as persistently absent was higher than those non-disadvantaged pupils in the same period. We recognise this gap is too large which is why improving attendance has been identified as a whole-school priority for the 2022/23 academic year and a focus of current Pupil Premium Strategy.

Further Information

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.