

Florence Melly Community Primary School

Pupil Premium Strategy Statement 2024-25

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	447
Proportion (%) of pupil premium eligible pupils	48.6%
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Aaron Leach
Pupil Premium Lead	Christina O'Keefe
Link Governor	Carl Gilbertson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,080
Recovery premium funding allocation this academic year	£17,535 National Tutoring Programme £13,846 Recovery Premium
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>	£330,000

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 our 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, 2024/25. Our determined and committed leadership team strives to ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. 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. This is quality assured by our identified Link Governor with responsibility for Pupil Premium.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to our 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 and the significant impact this has had on disadvantaged pupils and communities like ours.

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 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
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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.
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"> -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.
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 Mathematics, and close gaps across the curriculum.	<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'.
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.
For all children to become proficient readers and develop a life-long love of reading.	<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.

To encourage and empower parents and carers to fully engage with their child's learning.	-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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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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to prioritise 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
Through the newly established role of CPD Lead, 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
Further developing our curriculum to meet the needs of our pupils. A bespoke enhancing curriculum delivered by SLT and our Pastoral Team to give subject leaders/phase leaders dedicated leadership time and support (through our Curriculum Lead and our network) 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

The appointment of an additional experienced UKS2 teacher (for two years) to continue to enable us to split our Year 6 cohort into three smaller classes.	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
Further development of our school library areas, pop up reading areas and book stock to ensure that our children have access to high quality literature to read both in school and at home. The use of junior librarians and reading revolutionaries to further support the development of reading for pleasure.	Reading for pleasure is vital for pupils' reading development and wider cultural capital. Building a love for reading within all children supports children to succeed in all subjects over the long term and become successful adults in later life.	1, 2, 6 & 8

Targeted Academic Support

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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	1, 2, 3 & 4
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.	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	1, 2, 3 & 4
Varied intervention programme dictated by need and provided during (and sometimes after) school to	Intensive individual support, either one to one or as a small group, can support pupil learning. This is more impactful if provided	1, 2, 3 & 4

raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths, and close gaps across the curriculum. This includes the purchasing of specific programmes such as Lexia.	in addition to, and explicitly linked, with normal lessons. EEF One to One Tuition EEF Small Group Tuition	
Further development of our Nest and Den provisions, 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.	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	2, 3 & 4

Wider Strategies

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development and roll out of our consistent whole school behaviour policy, with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour Interventions	1, 3, 4 & 8
Collaborative team effort to address attendance by embedding the principles of good practice set out in the DfE's Improving School Attendance advice. Purchasing and rolling out whole school use of Study Bugs. This will involve training and release time for staff to develop and implement new procedures to improve attendance and punctuality.	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	4, 5, 6 & 8
Free breakfast for all children to ensure that all children receive breakfast and start	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for	4, 6 & 8

their school day ready to learn.	learning or supporting behaviour and school attendance. EEF Magic Breakfast Project and Evaluation	
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.	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	3, 4 & 8
Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs, subsidising as needed. Weekly curriculum and enrichment trips to be mapped out, with PP children prioritised.	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	7 & 8
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. The use of Book Trust's Letterbox initiative to promote and support parent/carer engagement for our most vulnerable pupils.	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: £320,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

EYFS (2020) Age Related Overview

Report run on: 30/06/2024 16:20:15

2023-2024 | Summer 2 | Reception | Pupil Premium, Not Leaver | (17 Pupils)

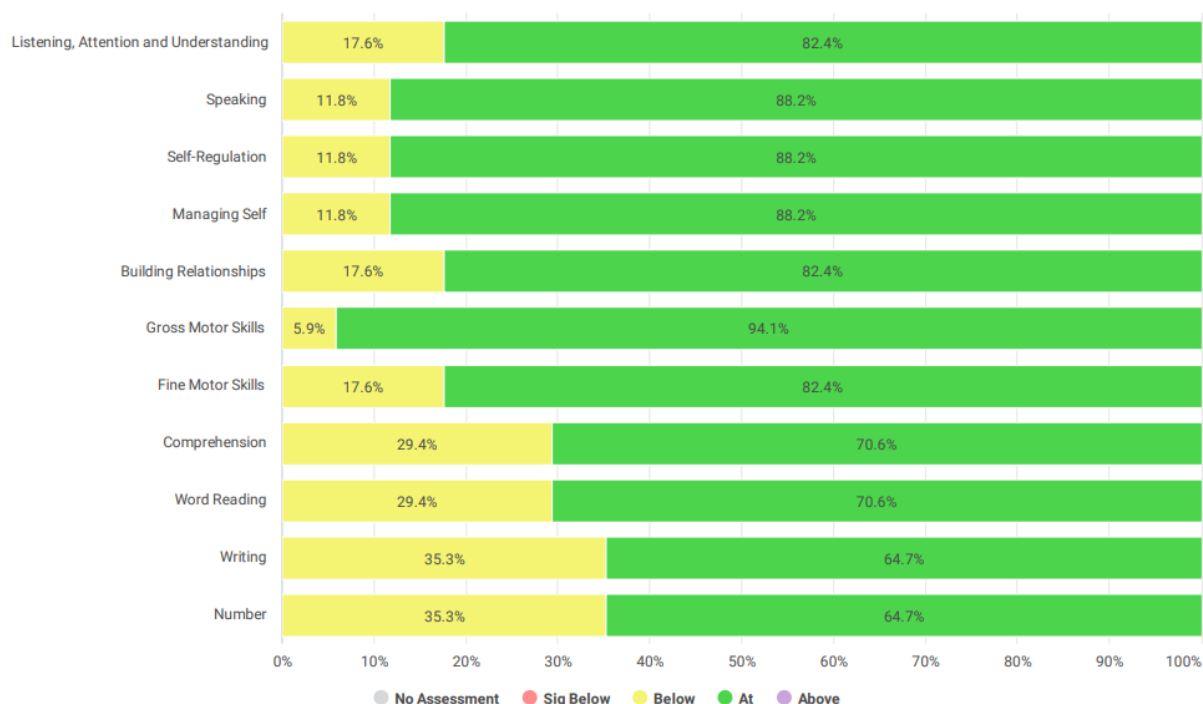
At or higher in all subjects

64.7% (11)

Above or higher in all subjects

0.0% (0)

	Sig Below	Below	At	Above
Listening, Attention and Understanding		17.6% (3)	82.4% (14)	
Speaking		11.8% (2)	88.2% (15)	
Self-Regulation		11.8% (2)	88.2% (15)	
Managing Self		11.8% (2)	88.2% (15)	
Building Relationships		17.6% (3)	82.4% (14)	
Gross Motor Skills		5.9% (1)	94.1% (16)	
Fine Motor Skills		17.6% (3)	82.4% (14)	
Comprehension		29.4% (5)	70.6% (12)	
Word Reading		29.4% (5)	70.6% (12)	
Writing		35.3% (6)	64.7% (11)	
Number		35.3% (6)	64.7% (11)	



Phonics Screening Check

Year 1 Phonics Screening Check Mark Breakdown												
Year	Cohort	No Score	1-15	16-23	24-31	32-36	37-40	Average Points Score	Absent	Disapplied	Total	National
2019	58	0	10.3%	10.3%	3.4%	44.8%	31.0%	29.5	0	0	75.9%	82%
2022	60	0	5 8.3%	8 13.3%	6 10.0%	16 26.7%	24 40.0%	31.2	0	0	68.3%	75%
2023	60	2 3.3%	5 8.3%	3 3.3%	4 6.7%	13 21.7%	33 55.0%	32.0	0	0	76.7%	79%
2024	60	4 6.7%	4 6.7%	2 3.3%	6 10.0%	25 41.7%	19 31.7%	30.4	0	0	73.3%	

Year	Cohort	No Score	1-15	16-23	24-31	32	33	34-36	37-40	40	Average Points Score	Total
2022	58	0	5 8.6%	7 12.1%	6 10.3%	3 5.2%	3 5.2%	9 15.5%	25 43.1%	5 8.6%	31.2	68.3%
2023	60	2 3.3%	5 8.3%	3 3.3%	4 6.7%	3 5.0%	3 5.0%	7 11.7%	33 55.0%	6 10.0%	32.0	76.7%
2024	60	4 6.7%	4 6.7%	2 3.3%	6 10.0%	2 3.3%	5 8.3%	18 30.0%	19 31.7%	1 1.7%	30.4	73.3%

Year 2 Phonics Screening Check Resit Mark Breakdown												
Year	Cohort	No Score	1-15	16-23	24-31	32-36	37-40	Average Points Score	Absent	Disapplied	Total	National
2023	18	1 5.6%	0 0%	2 11.1%	4 22.2%	8 44.4%	4 22.2%	30.8	0	0	66.7%	89%
2024	13	0	1 7.7%	5 38.5%	1 7.7%	1 7.7%	5 38.5%	28.2	0	0	53.8%	

Year	Cohort	No Score	1-15	16-23	24-31	32	33	34-36	37-40	40	Average Points Score	Total
2023	18	1 5.6%	0 0%	2 11.1%	4 22.2%	2 11.1%	1 5.6%	5 27.8%	4 22.2%	1 5.6%	30.8	66.7%
2024	13	0	1 7.7%	5 38.5%	1 7.7%	2 15.4%	0	0	4 30.8%	0	28.2	53.8%

Pupil Premium in Year 1: 21 out of 33 pupil premium children passed the check (63.6%), compared to 85.2% of non-pupil premium children.

Pupil Premium in Year 2: 9 pupils out of the 13 who resat the check in Year 2 are pupil premium (69%). 4 out of 9 pupil premium children passed the re-check (44.4%), compared to 75% of non-pupil premium children.

Year 4 Multiplication Check

Multiplication Check Mark Breakdown 2024										
Group	Number	Below 15	15-19	20-22	23	24	25	Average Point Score	Absent	Disapplied
All Pupils	60 (56)	3 5.4%	4 7.1%	6 10.7%	3 5.4%	2 3.6%	38 67.9%	23.2	0	4 6.7%
Pupil Premium	37 (34)	3 8.8%	3 8.8%	2 5.9%	2 5.9%	1 2.9%	23 67.6%	22.9	0	3
4M	30 (29)	2 6.9%	2 6.9%	1 3.4%	0 0%	0 0%	24 82.8%	23.3	0	1
4B	30 (27)	1 3.7%	2 7.4%	5 18.5%	3 11.1%	2 7.4%	14 51.9%	23	0	3

Year 4 Multiplication Tables Check (MTC) Overview				
	All pupils (achieving 25 marks)	Disadvantaged (achieving 25 marks)	All pupils (Average Points Score)	Disadvantaged (Average Points Score)
2022	44.3%	25.8%	22.2	21.7
2023	44.2%	44.8%	21.1	20.8
2024	67.9%	67.6%	23.2	22.9

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.