

Meltham CE Primary Pupil premium strategy statement (2023-24)

1. Summary information					
School	Meltham CE Primary School				
Academic Year	2023-2024	Total PP budget (estimated Sept 23)	£ 97033	Date of most recent PP Review (2022-23 statement review forms part of this statement)	Sept 2022-23
		Total PP planned spend utilising PP and wider budgets (estimated Sept '23)	£ 108334		
Total number of pupils	416	Number of pupils eligible for PP	62	Date for next internal review of this strategy	September 2024

2. Current attainment KS1 (2022-23 data)				
	<i>Pupils eligible for PP (your school) 21-22</i>	<i>All pupils 21-22</i>	<i>Pupils eligible for PP (your school) 22-23 (9 pupils)</i>	<i>All Pupils 22-23</i>
% attaining expected in R, W & M	-	-	-	-
% attaining expected in reading	50%	51.7%	44.4%	65.0%
% attaining expected in writing	37.5%	46.7%	44.4%	63.3%
% attaining expected in maths	37.5%	60%	22.2%	55.0%
% attaining expected in phonics year 1	57.1%	77.6%	33.3%	68.3%
% attaining expected in phonics end of KS1	75.0%	73.3% (97% y3)	66.7%	85%

2. Current attainment KS2 (2022-23)				
	<i>Pupils eligible for PP (your school) 21-22 (8 pupils)</i>	<i>All Pupils 21-22</i>	<i>Pupils eligible for PP (your school) 22-23 (15 pupils)</i>	<i>All Pupils 22-23</i>
% attaining expected in R, W & M	28.6%	64.4%	20%	24.1%
% attaining expected in reading	85.7%	83.1%	40%	63.8%
% attaining expected in writing	57.1%	76.3%	20%	29.3%
% attaining expected in maths	57.1%	81.4%	46.7%	60.3%

2. Current Attendance (2022-23)			
	<i>Pupils eligible for PP 22-23 (58 pupils)</i>	<i>Pupils NOT eligible for PP 22-23 (pupils)</i>	<i>All Pupils 22-23</i>
% Attendance 2022-23	92.8%	96.4%	95.9%

1. Planned expenditure					
Academic year	2023-24				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved pupil communication and vocabulary (Early language)	EEF High Quality Interactions / FQT from teachers / modelled language / quality books / EYFS language rich classrooms	Impact on vocabulary is greatest with younger children / EEF is evidence-based interventions / derived from research of impact of CV-19 school closures. High quality feedback is identified as one of the most impactful interventions to help all children and is evidenced to help close the gap for disadvantaged children and especially low attaining pupils. The participation in Arts is an intrinsic part of Meltham CE and there is some evidence to suggest a link between participation in arts and academic achievement including language (3 month + EEF, July 21)	EYFS tracking Quality feedback from teachers (verbal) as outlined in the marking policy. Full school review of the marking & feedback policy during 22-23 school development (SDP)	GT /JO	July 2024
Improve pupil reading (phonics) and spelling to ensure secure foundations are laid to support reading and writing throughout school	Purchase and continual training Systematic synthetic phonics scheme / whole staff training to ensure fidelity / support for parents in SSP Increase amount of varied reading done at home and	DFE recommends Schools take an approach that is rigorous, systematic and used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and that achieves strong results for all pupils, including the most disadvantaged.	Observation Pupil voice – ability and love of reading Parent voice Monitoring by reading lead and SLT Phonics assessment inc yr1 & yr2 phonics check.	GT/EP/VT	July 2024

	<p>in school through Reading Champions / Monitoring of reading records Use of school library Purchase of quality picture books to stimulate reading across school. Links with local library.</p>	<p>Previous success in encouraging reading. This needs to be maintained</p>			
<p>Improved pupil vocabulary</p>	<p>Whole Class Guided Reading / quality modelled language / quality book profile through school / curriculum / PSHE curriculum / Whole school curriculum PSHE books / FQT</p>	<p>Impact in other schools in Kirklees / EEF guide to Pupil Premium 2021</p>	<p>Scrutiny of work Assessment tracking (GPS) English lead monitoring External CPD / network program HLTA / First quality teach</p>	<p>VT / PG</p>	<p>June 2024</p>
<p>Further reduce the frequency of instances of inappropriate behaviour and improving mental health</p>	<p>FQT / Read for Empathy / PSHE & RSE curriculum / Lead teacher for Emotional Wellbeing / therapeutic behaviour management/ Christian Values and Growth Virtues / Whole Staff positive approach/ parental engagement / whole class reward systems (GOOD systems, Christian Values, Growth Virtues) /Restorative Practice and school development priority 23-24 / review of individual pupils' plans for times identified as problematic / full time trained behaviour support assistant to build relationships and promote</p>	<p>In school September baseline assessment of SEMH using the school's vulnerability index showed an improvement over the academic year 2021-22 following the chosen approaches.</p> <p>EEF (July 21) state that positive behaviour interventions can reduce disturbance in class. The DFE state that <i>PP and FSM children are more likely to receive FTE or permanent exclusion</i>. The most common reason is disruptive behaviour. Universal classroom approaches (GOOD system/ Christian Values / Growth Virtues) and targeted approaches (Forest School, 'nurture through nature' for SEMH / meet and greet or breakfast clubs) conducted over 6 months or more have been shown to impact positively (EEF, July 2021)</p>	<p>Observations School Vulnerability Matrix Boxall profile (on an individual needs basis) Strategic deployment of ETAs Monitoring of CPOMS by SLT Inclusion team referral system FQT Forest School program Daily KM Review of behaviour and reward policy Parent / Carer Voice Pupil Voice Governor / other stake holder voice</p>	<p>SLT</p>	<p>June 2024</p>
<p>ii. Targeted support</p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved pupil vocabulary and communication	One to one & small group work focussing on speaking and listening & key words / Trained ETAs in Reception and KS1 targeting speech and language early / Maths vocabulary / Forest School Program / Speech & Language work for identified children through trained ETA	Teaching assistant working with individuals to check key words and run speech groups has worked well. Oral language interventions have been proven to be very high impact for very low cost (EEF, July 2021) especially with younger children,	Timetabled with different year groups to ensure impact / specialist trained ETA in EYFS and KS1 in the Autumn Term / Deputy Head to monitor and feedback to SLT / HLTA maths assessment tracking / intervention trackers completed	GT / SLT	June 2024
Reduce the frequency of instances of inappropriate behaviour and improving mental health	Review whole school behaviour and positive reward policy (SDP 22-23) / refer into nurture groups with Learning Mentor where possible and through classroom support where not / SLT support / PSHE curriculum / Empathy resources / therapeutic behaviour management/ Christian Values / Growth Virtues/Restorative Practice/ Forest school provision / SEMH group intervention / Specialist & targeted ETA roles in behaviour / referral through inclusion team	<p>Small group work from learning mentor impacts on pupils / Increased staff ratio in parts of the school where patterns are identified creates more supervision.</p> <p>There is a positive impact on pupil engagement and mental health - EEF (July 21) state that positive behaviour interventions can reduce disturbance in class. The DFE state that <i>PP and FSM children are more likely to receive FTE or permanent exclusion.</i></p>	<p>Observations Discussion with pupils Playground resources Budget GOOD systems / Christian Values / Growth Virtues Inclusion team referrals Monitoring of behaviour reports by SLT Parent / Carer Voice Pupil Voice Governor / other stake holder voice</p>	PG / Inclusion Team	June 2024

Improve pupils vocabulary for maths	Reduce maths group size in Y5 and Y6 using additional Maths specialist teaching / Maths language rich teaching / mastery approach / school based tutoring	Previous positive impact on maths progress consistent over a number of years / GDP assessments in Y6 are consistently high / in school tracking / oral language interventions have been proven to be very high impact for very low cost (EEF, July 2021) as has the mastery approach.	PG monitoring Data analysis	PG / JM / MW /	July 2024
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Widen opportunities for Pupil Premium Pupils	Fund places at residential visits, visits and school clubs	Pupils won't attend without funding. Cost of living may exacerbate this. School has previously needed to supplement PP and FSM families from the main school budget. No child should be forcedly left out of wider opportunities as a result of deprivation.	School Business Manager to report to SLT / school governance on use of funding.	PG / JO / FM	June 2024
Monitoring success	Formative assessment / PIRA and PUMA for Y3, Y4, Y5 Rising Star Tests Senior Leader time to monitor / teacher assessment / Little Wandle half-termly assessments in phonics (R – Y1/2)	Ensure strategies are having an impact through monitoring of assessment (the teaching and learning and monitoring cycle). Using test results, gap analyses and quality feedback is long standing research backed to have a high impact on outcomes (EEF Teaching & Learning Toolkit, July 21)	Rigorous assessment schedule / marking policy Report to Governors	PG / SLT / EP	June 2024
All pupil premium pupils' attendance above 94%+ (last year school targeted 94% with 92.8% achieved)	Monitoring by HT and Admin Follow up absences Use of Honley partnership attendance officer Early intervention Systems in place to encourage poor	Clear systems for monitoring attendance should impact on pupils attendance Early intervention Systems in place to encourage poor attenders / persistent absentees including parent meetings, meet & greet, in school support	Report to Governors / Honley partnership attendance policy followed	GT / FM	Oct, Dec, Feb, March (annually)

2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Spoken language deficit on entry, use of grammatically correct speech, vocabulary and phonic knowledge (and possible exacerbation due to CV-19 nursery / preschool closures and lack of socialisation between families)				
B.	Behaviour and Mental Health of pupils (and possible exacerbation due to CV-19 school/nursery/preschool closures/ and lack of socialisation between families)				
C.	Attendance (including high volume of unauthorised holiday requests) and engagement (and possible exacerbation due to CV-19 school closures/parents WFH)				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Lack of engagement in reading at home (and possible exacerbation due to CV-19 school / nursey closures/remote learning)				
E.	Poor manipulative skills impacting on handwriting / touch counting skills				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Improved spoken language, social interaction, grammar and vocabulary (KS1 & KS2 Reading SATs, PIRA tests, Phonic check, Rising Stars grammar and spelling progress tests) for all including PP children. Completion of RBA			Diminishing the distance between disadvantaged and others on entry (improving the percentage of expected/exceeding at EYFS profile in communication and language) by end of EYFS.	
B.	Reduce the frequency of instances of inappropriate behaviour and improving mental wellbeing measured with G2 behaviour monitoring system and vulnerable pupil matrix for PP and FSM children.			SDP review of whole school behaviour policy and systems / incident monitoring showing improvement / wellbeing of all children (including PP pupils) and reducing concerns measured using <i>vulnerability</i> scoring matrix.	
C.	Improve pupil reading (phonics) and spelling to ensure secure foundations are laid to support reading and writing throughout school. Parents using reading records to record reading at home. Use of school reading scheme facilitated; online reading systems, use of library; use of whole class guided reading strategies			Pass score of all in year 1 of phonics screening check above 90%. Increase in Pupil Premium pupils achieving Reading Champions; diminishing deficit reflected between September reading scores and summer reading scores.	
D.	All pupil premium pupils' attendance above 94%			Attendance above 95%+	
	attenders / persistent absentees including parent meetings, meet & greet, in school support More rigorous fining system – made clear to parents	More rigorous fining system – made clear to parents			
Total budgeted cost					£97033
Grand Total					£108334

4. Review of expenditure				
Previous Academic Year		2022-23		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost As dictated in last year's statement
Improved pupil communication and vocabulary (Early language)	EEF High Quality Interactions / FQT from teachers / modelled language / quality books / EYFS language rich classrooms	No. For PP children in FS, only 4 out of 9 achieved GLD and all these children did not achieve in the "communication" element. Progress is not linear and formative assessment highlights progress but below the levels needed for GLD to be achieved.	Intake in Reception 22-23 showed oracy and communication levels to be low (formative assessment & RBA). Language rich environments help children to improve communication (EEF, 2021). This approach will be continued. Language rich does not mean that language is displayed, but used regularly and not over simplified.	£N/A

Improved pupil vocabulary	Whole Class Guided Reading / quality modelled language & books / curriculum / PSHE curriculum / Whole school curriculum PSHE books / FQT	Children's attainment at KS1 increased on average whilst in KS1 it decreased for children with PP and all children.	The value of regularly examining core resources, literacy spines, reading books is high. SDP focus on reading (especially early reading) highlighted this. This is mirrored by the whole school curriculum review which provided the opportunity to ensure programs of study reflect the NC and are built sequentially and are committed to memory. Regular monitoring of all children, especially PP to ensure no child is missed. Pupil progress reviews must include PP children where possible.	
Further reduce the frequency of instances of inappropriate behaviour and improving mental health	FQT / Read for Empathy / PSHE & RSE curriculum / Lead teacher for Emotional Wellbeing / governor appointed for wellbeing / curriculum adjustment following CV-19 school closures // parental engagement / whole class reward systems (GOOD systems)/	Across school on average, incidents of negative behaviours have decreased. However, instances for individual pupils (both PP and non PP) reflected isolated areas of difficulty for small numbers of children. Wellbeing and SEMH were central to the school's offer, but for some children school has become a more challenging environment to thrive. Attendance of some PP children was impacted in addition. On the whole, the approach has proved to be a good one – children were able to communicate positively through school's surveys as were parents	Need for clarification and consistency in behaviour management strategies across the school will result in a review of Behaviour Policy at the beginning of 2023-2024. All behaviour incidents must be followed up – every child listened to, parents informed, and restorative practice carried out and appropriate consequences given and upheld. This should all be logged and <u>must</u> become engrained practice for staff.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

				As dictated in last year's statement
Improved pupil vocabulary and communication	One to one & small group work focussing on speaking and listening & key words / Trained ETAs in Reception and KS1 targeting speech and language early / Maths vocabulary / Forest School Program	Small group work often didn't happen due to staffing issues – staff being used as 1-1, behaviour supports in other classes / year groups / staff absence. Much more responsibility fell at the feet of classroom teachers and the FQT. This can be seen in attainment of the youngest children (KS1). However, Forest schools has impacted positively on communication (formatively assessed) as has Maths intervention for older pupils.	Continue	
Reduce the frequency of instances of inappropriate behaviour and improving mental health	Nurture groups with Learning Mentor where possible and through classroom support where not / support of Senior ETA for behaviour and learning / SLT support / curriculum / Forest school provision / SEMH group intervention / Specialist & targeted ETA roles in behaviour / referral through inclusion team / Forest Schools	There were many successes here with average incidents of inappropriate behaviour decreasing. Staff disruption and some staff loss has certainly impacted, restricting some of the work which school wished to achieve. Again, extra responsibility has fallen to classroom teachers, FQWT and classroom support staff. Curriculum changes, notably in KS2 PSHE have been viewed positively, raising the profile and frequency of structured quality discussion around personal and social situations, staying safe and empathy with others.	As 2022-23, targeted support must continue during social times for selected children. All behaviour incidents must be followed up – every child listened to, parents informed, and restorative practice carried out and appropriate consequences given and upheld. This should all be logged and <u>must</u> become engrained practice for staff.	

Improve pupils vocabulary for maths	Reduce maths group size in Y5 and Y6 using additional Maths specialist teaching / Maths language rich teaching / mastery approach	KS2 SATs results show an increase in attainment from 2018-19 in Maths at both higher and national levels. Maths monitoring reflects pupil understanding and ratios of smaller class size will have a positive impact on attainment as also on confidence (EEF 2021).	This continues to be a strategy which benefits children, attainment, confidence and staff. It will certainly continue whilst budgets allow.	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Widen opportunities for Pupil Premium Pupils	Fund places at residential visits, visits and school clubs	Impact was wholly positive and success criteria were met. All children attended school residential trips and none were left out.	The cost of ensuring children in receipt of PP (and other families affected by the cost of living crisis) can attend school based trips is increasing. The approach will be continued but further investigation into budget allocation will be necessary. School will also need to review its offer of trips.	
Monitoring success	PIRA and PUMA for Y3, Y4, Y5 Rising Star Tests Senior Leader time to monitor / teacher assessment	High. Formative and summative assessment allows teachers to identify strength and weakness areas to target. This is then fed back to some parents through Pupil Progress meetings allowing parents to support their children. This is applicable for all PP children and helps allocate school based tutoring and intervention.	This will continue.	

<p>Increase amount of reading done at home</p>	<p>Reading Champions / Monitoring of reading records Use of school library Purchase of quality picture books to stimulate reading across school. Links with local library.</p>	<p>Attendance at Reading Champions was curtailed as a result of COVID restrictions. Uptake was still good at KS1 level. Library work was also limited with local libraries not working with schools and the school library dividing up its resources into classes to limit social mixing. School did it's best to promote reading through virtual author events, book fairs and the taught curriculum but more can be achieved in 2022-23 providing restrictions do not return. Reading is well promoted around school (commented on in the OFSTED report)</p>	<p>School will continue and widen the opportunities now more wide-spread mixing is allowed (return to public libraries). We will not however abandon the virtual reading content. Many of the visits have been inspirational for the children and the cost impact is very low.</p> <p>Purchase of new reading/phonics scheme ensures more reading is done in school – 2 guided reading sessions per week</p>	
<p>All pupil premium pupils' attendance above 94%+ (last year school targeted 94% with 92.8% achieved)</p>	<p>Monitoring by HT and Admin Follow up absences</p>	<p>Attendance has decreased. Persistent absenteeism has increased. Overall our levels are still high in comparison to national averages at 93.8%. Our 3 year average continues to be almost 96%</p>	<p>Absence among disadvantaged pupils was 3% higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan. Continued work needs to be put in place with PP families. Most persistent absentees are PP families. Consistent messaging, communication and first day absence procedures will continue.</p> <p>Attendance has decreased year on year since Covid and holiday requests are at an all-time high.</p>	

5. Additional detail

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