

Meltham CE Primary Pupil premium strategy statement (2021-22)

1. Summary information					
School	Meltham CE Primary School				
Academic Year	2021-2022	Total PP budget	£ 92178	Date of most recent PP Review (2020-21 statement review forms part of this statement)	Sept 2020-21
Total number of pupils	417	Number of pupils eligible for PP	53	Date for next internal review of this strategy	September 2022

No statutory assessments have been taken since 2018-19 as a result of the COVID-19 pandemic. The data here remains our most recent historical attainment. The expenditure documented in this Pupil Premium Statement exceeds the grant and represents the school's commitment to supporting children in receipt of PP and FSM (as well as all pupils) by supplementing this budget from the main per pupil funded budget of the school.

2. Current attainment KS1 (2018-19 data)				
	<i>Pupils eligible for PP (your school) 18-19</i>	<i>Pupils not eligible for PP (national average) 18-19</i>	<i>Pupils eligible for PP (your school) 19-20</i>	<i>Pupils not eligible for PP (national average) 19-20</i>
		%		
% attaining expected in reading	50%	77%	N/A (no 2020 data)	N/A (no 2020 data)
% attaining expected in writing	50%	77%	N/A (no 2020 data)	N/A (no 2020 data)
% attaining expected in maths	58%	77%	N/A (no 2020 data)	N/A (no 2020 data)

2. Current attainment KS2 (2018-19 data)				
	<i>Pupils eligible for PP (your school) 18-19</i>	<i>Pupils not eligible for PP (national average) 18-19</i>	<i>Pupils eligible for PP (your school) 19-20</i>	<i>Pupils not eligible for PP (national average) 19-20</i>
% achieving in reading, writing and maths	64%	64%	N/A (no 2021 data)	N/A (no 2021 data)
Reading Progress Score and difference to non-eligible pupils	+2.79	0.32	N/A (no 2021 data)	N/A (no 2021 data)
Writing Progress Score and difference to non-eligible pupils	+3.00	0.27	N/A (no 2021 data)	N/A (no 2021 data)
Maths Progress Score and difference to non-eligible pupils	+1.53	0.37	N/A (no 2021 data)	N/A (no 2021 data)

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor spoken language on entry, use of grammatically correct speech, vocabulary and phonic knowledge (and possible exacerbation due to CV-19 school closures)	
B.	Behaviour and Mental Health of pupils (and possible exacerbation due to CV-19 school closures)	
C.	Attendance and engagement (and possible exacerbation due to CV-19 school closures)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of engagement in reading at home (and possible exacerbation due to CV-19 school closures)	
E.	Poor manipulative skills impacting on handwriting / touch counting skills	
2. 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 .	Diminishing the Gap 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.	Termly review of behaviour / wellbeing of all children (including PP pupils) and reducing concerns measured using <i>vulnerability</i> scoring matrix.
C.	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 (library on hold currently due to Covid-19 restrictions)	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 95%	Attendance above 94%+
3. Planned expenditure		
Academic year	2021-22	
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.	GT / EW /JO	June 2022
Improved pupil vocabulary	Whole Class Guided Reading / quality modelled language / quality books / curriculum / PSHE curriculum / Whole school curriculum PSHE books / FQT	Impact in other schools in Kirklees / EEF guide to Pupil Premium 2021	Scrutiny of work Assessment tracking (GPS) English lead monitoring External CPD HLTA	VT / PG	June 2022

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)	In school September baseline assessment of SEMH need using the school's vulnerability index showed an improvement over the academic year 2020-21 following the chosen approaches. 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) and targeted approaches (Forest School for SEMH / meet and greet or breakfast clubs) conducted over 6 months or more have been shown to impact positively (EEF, July 2021)	Observations School Vulnerability Matrix Boxall profile (on an individual needs basis) Strategic deployment of ETAs Monitoring by SLT Inclusion team referral system FQT Forest School program Daily KM	SLT	June 2022
Total budgeted cost					£ NA (FQT)
ii. Targeted support					
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	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 2022

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	Small group work from learning mentor impacts on pupils / Placement of Senior ETA for behaviour in year groups allows early intervention with behaviour and mental health / 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>	Observations Discussion with pupils Playground resources Budget GOOD systems Inclusion team referrals	PG / Inclusion Team	June 2022
Improve pupils vocabulary for maths	Reduce maths group size in Y5 and Y6 using additional Maths specialist teaching / Maths language rich teaching / mastery approach	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 2022
Total budgeted cost					£103,072
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. School has previously needed to supplement PP and FSM families. No child should be left out of wider opportunities as a result of a deprived childhood.	School Business Manager to report to SLT on use of funding.	PG / JO / NK	June 2022

Monitoring success	PIRA and PUMA for Y3, Y4, Y5 Rising Star Tests Senior Leader time to monitor / teacher assessment	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	June 2022
Increase amount of reading done at home	Reading Champions / Monitoring of reading records Use of school library Purchase of quality picture books to stimulate reading across school. Links with local library.	Previous success in encouraging reading. This needs to be maintained.	Monitoring	VT / PG	June 2022
All pupil premium pupils' attendance above 94%+ (last year school targeted 90% with 94.88% achieved)	Monitoring by HT and Admin Follow up absences	Clear systems for monitoring attendance should impact on pupils attendance	Report to Governors / Honley partnership attendance policy followed	PG / NK	Oct, Dec, Feb, March (annually)
Total budgeted cost					£5,608
Grand Total					£108,680

4. Review of expenditure

Previous Academic Year

2020-21

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	<p>Success criteria was to be measured by performance that was not recorded in the absence of statutory end of year assessment in EYFS.</p> <p>The Early adopting of the new EYFS framework has begun to reduce teacher workload in order that quality interaction can be increased as recommended by EEF.</p>	Whether this strategy is to have a measurable positive impact on outcomes is not yet possible to measure as a result of the number of variables created by pandemic closures and home learning. School is confident that this is an approach which will, given time, yield improved vocabulary in all children. The approach will continue.	£N/A
Improved pupil vocabulary	Whole Class Guided Reading / quality modelled language / quality books / curriculum / PSHE /	Success criteria was measured by performance that was not recorded in the absence of statutory end of year assessment in EYFS, KS1 and KS2.	Whether this strategy is to have a measurable positive impact on outcomes is not yet possible to measure as a result of the number of variables created by pandemic closures and home learning. School is confident that this is an approach which will, given time, yield improved vocabulary in all children. The approach will continue.	

Further reduce the frequency of instances of inappropriate behaviour and improving mental health	Specialist ETA role in behaviour / Lead teacher for Emotional Wellbeing / governor appointed for wellbeing / curriculum adjustment following CV-19 school closures	Positive impact on number of negative behaviours. The emotional needs of many of the children rose despite incredible efforts by school. This was not however, a result of poorly chosen interventions, curriculum or mapping. This was, instead, a reflection of the impact of the pandemic. The impact of the chosen approach for some was extremely positive.	The need for identification of SEMH needs in school is important, especially following the pandemic closures and high levels of home learning. Quality evidence based intervention for those identified as having SEMH needs have impacted positively on children's behaviour and mental wellbeing as evidenced in school's behaviour recording systems and the vulnerability index used by class teachers with all students.	
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 / Maths vocabulary	Impact was limited by the inability to mix children into cross-bubble groups for large parts of the year, especially in KS2 maths. However, such was the importance of early reading and phonics that groups were managed in as 'COVID' safe a manner as possible to enable progress. This approach was also adopted using Zoom technology for small group and individual speaking and listening intervention when children were not in school.	The use of other technologies can play a large part when working with children to improve vocabulary through targeted support. For primary aged children, parental engagement is crucial to have any hope of remote success matching in-school success.	£75,446

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	Empirical impact is hard to measure. Terms so disturbed by COVID closures and isolations as well as remote learning cannot be compared with statistical significance. Numbers of recorded incidents in Summer term 20-21 were far in excess of summer term 19-20 as the school was closed to all but the children on critical workers and those identified as vulnerable. However, the school's measurement of SEMH (Vulnerable Children Index) shows an improvement in mental health on the whole. I am confident that the provision made has had a positive impact on the SEMH of PP and non PP children.	School implemented groups can and do make a difference and an improvement to children and the instances of recorded inappropriate behaviour. However, the effects of the pandemic are incalculable and have (and will continue to have) an impact on this for both PP and non PP children.	
Improve pupils vocabulary for maths	Reduce maths group size in Y5 and Y6 using additional Maths specialist teaching.	Staffing needs, illness and isolation problems as well as bubbles limited the effectiveness of the specialist Maths teaching. This went predominantly into Year 6 where it was possible, in order to give Y6 PP children the best possible chance of progressing to KS3 successfully.	NA	
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	Places were funded in the Y6 residential trip only. This was the only trip which was able to proceed in 2020-21.	This is essential and remains an important part of the school's PP strategy in allowing PP families to experience the wider opportunities offered in school.	

Monitoring success	PIRA and PUMA for Y3, Y4, Y5 Rising Star Tests Senior Leader time to monitor	The periods of wide-spread home learning and lock-down as well as the wide-spread bubble closure created a non-consistent attendance which made benchmarking. Much of the recorded data for PP children is unreliable.	Teacher assessment is incredibly and increasingly relevant in 2020-21 to support test collected data.	£18,509
Increase amount of reading done at home	Reading Champions Monitoring of reading records Use of school library Purchase of quality picture books to stimulate reading across school. Links with local library.	Success criteria only partially met due to the pandemic and in particular to school closures and the need to sanitise and quarantine resources sent home. Quality reading resources were purchased and enhanced by the pupil catch-up fund. Links with the library were unable to proceed as libraries in and out of school were closed.	NA	
All pupil premium pupils' attendance above 90%	Monitoring by HT and Admin Follow up absences	Monitoring went ahead but isolations and school attendance under the COVID X code made attendance figures difficult to interpret	NA	

5. Additional detail

There were no SATs or tables check or Phonic Check due to the ongoing COVID schools' operational guidance. Measuring last year's success relies on teacher assessment. However, it is complicated by the varying levels of input from parents during periods of home learning or the attendance of school during wider closure by some PP children. Money was spent on provision that this year was unavoidably rendered less useful (testing materials) and effectiveness reduced by the reallocation of staff due to the effects of the pandemic on staffing and the need to remain open. His meant that some PP groups could not be conducted with sustained regularity.

