

# Meltham CE Primary Pupil premium strategy statement (2024-25)

1. Summary information					
<b>School</b>	Meltham CE Primary School				
<b>Academic Year</b>	2024-25	<b>Total PP budget (estimated Sept 24)</b>	<b>£ 84,557</b>	<b>Date of most recent PP Review</b>	2023-24 (the review forms part of this statement)
		<b>Total PP planned spend utilising PP and wider budgets</b>	<b>£86,843.78</b>		
<b>Total number of pupils</b>	405	<b>Number of pupils eligible for PP</b>	46	<b>Date for next internal review of this strategy</b>	2025-26

2. Current attainment KS2 (2023-24)				
	<i>Pupils eligible for PP (your school) 22-23</i>	<i>All Pupils 22-23</i>	<i>Pupils eligible for PP (your school) 23-24</i>	<i>All Pupils 23-24</i>
<b>% attaining expected in R, W &amp; M</b>	20%	24.1%	38%	58%
<b>% attaining expected in reading</b>	40%	63.8%	50%	75%
<b>% attaining expected in writing</b>	20%	29.3%	38%	77%
<b>% attaining expected in maths</b>	46.7%	60.3%	50%	75%

2. Current Attendance (2023-24)			
	<i>Pupils eligible for PP 23-24 (46 pupils)</i>	<i>Pupils NOT eligible for PP 23-24 ( pupils)</i>	<i>All Pupils 23-24</i>
<b>% Attendance 2023-24</b>	94.24	95.58	95.33
<b>% Attendance 2022-23</b>	93.92	96.34	95.90

## 1. Planned expenditure

**Academic year**

**2024-25**

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 (QFT)

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?
Developed writing (including spelling and punctuation) in all years.	QFT from teachers / modelled language / quality books / EYFS language-rich classrooms / scaffolding / pupil talk / timetabled spelling / SPaG tests actioned to track.	Writing is the lowest attaining core subject among pupil premium children and in all children. Deficits in spelling and punctuation are the main contributor to the writing attainment. Reducing volume and focusing on content improves writing quality and therefore attainment. Reducing cognitive load by chunking and scaffolding supports writing success.	EYFS tracking Quality feedback from teachers (verbal) as outlined in the marking policy. Lesson drop-ins Writing attainment Spelling attainment in tests Punctuation attainment in SPaG tests (KS2)	JB / VT / EP / SD / EW	Autumn 2025
Develop a love of reading to support children's reading learning journeys through school.	Whole staff training to ensure fidelity to phonics pedagogy. Increase amount of varied reading done at home and 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.	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.  Children loving stories and books creates a foundation for excellence in reading as they grow through this school and the rest of their education.	Observation Pupil voice – ability and love of reading Parent voice Monitoring by early reading lead and SLT Phonics assessment including yr1 & yr2 phonics check. Children visiting the local library when/if possible.	VT / SD / EP / EW / PG	Autumn 2025

Developed emotional literacy and regulation strategies for all children.	Immersion in reading books / BE RULER system implementation across school, developing children's emotional vocabulary, intrapersonal understanding and theoretical understanding of what emotions look like in order to regulate.	Children who can recognise changing emotions, understand stimuli that initiate emotions, label emotions, express this safely and regulate through difficult situations are less likely to react with aggression, more likely to attend school, more likely to retain friendships, and become healthier adults after education.	Governor visits Monitoring of behaviour in school Monitoring of attendance Pupil voice Staff voice	JB	Autumn 2025
Pupil understanding of the school's vision, values and bible story that underpins school's ethos.	Christian Values and Growth Virtues / Whole Staff positive approach/ parental engagement / whole class reward systems (GOOD systems, Christian Values, Growth Virtues) /Restorative Practice / Assemblies / Links to church.	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)	Observations School Vulnerability Matrix Boxall profile (on an individual needs basis) Strategic deployment of ETAs Monitoring of CPOMS by SLT Inclusion team referral system QFT Forest School program Daily K Review of behaviour and reward policy Parent / Carer Voice Pupil Voice Governor / other stake holder voice	SLT	Autumn 2025
<b>Total budgeted cost</b>					£32622.25
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improved pupil vocabulary and communication skills	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 / Therapeutic Small group Forest School Programme / 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.  Confidence is a not quantifiable. Speech and Language input has been supported by the SALT agency.	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 and reviewed by teachers and Inclusion Team	Inclusion Team	Autumn 2025
Reduce the frequency of instances of dysregulated behaviours and improving emotional literacy	Refer into nurture groups with Learning Mentor where possible and through classroom support where not / SLT support / PSHE lessons timetabled / 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 / BE RULER reflective conversations	Small group work from learning mentor impacts on pupils / increased staff ratio in parts of the school where patterns are identified creates more supervision.  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 / Christian Values / Growth Virtues Inclusion team referrals from teachers Monitoring of behaviour reports by SLT Parent / Carer Voice Pupil Voice Governor / other stake holder voice	SLT Inclusion Team	Autumn 2025
Improve pupils' fluency in 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 / reduced classes mean more adaptive practice and personalised feedback.	PG monitoring Data analysis	PG / JM / MW / JB / SD	Autumn 2025

**Total budgeted cost** £50898.53

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Widen opportunities for Pupil Premium Pupils	Fund places at residential visits, visits and school clubs	Some pupils won't attend without funding. The 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. Head teacher feedback to governors on FGB meetings.	PG / EH /	Autumn 2025
Ensure children are ready for learning both in class and within small group or 1:1 interventions	Group meet and greet using familiar staff and likeminded / temperament children.	When children are settled and well fed, they are better able to engage in school based learning and tasks.	Consider groupings carefully Explain the rationale to parents and work with the children to shape a meet and greet to their needs.	Inclusion Team	Autumn 2025
Monitoring success	Formative assessment / NFER 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	Autumn 2025
All pupil premium pupils' attendance above 94%+	Monitoring by HT and Admin staff Follow up absences	Clear systems for monitoring attendance should impact on pupils attendance	Report to Governors / Honley partnership attendance policy followed	GT / FM	Oct, Dec, Feb, March (annually)

	Use of Honley partnership attendance officer Early intervention Systems in place to encourage poor attenders / persistent absentees including parent meetings, meet & greet, in school support More rigorous fining system – made clear to parents	Early intervention Systems in place to encourage poor attenders / persistent absentees including parent meetings, meet & greet, in school support More rigorous fining system – made clear to parents.			
<b>Total budgeted cost</b>					£86843.78
<b>Grand Total</b>					£86843.78

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	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 within the first 1000 days of life)	
<b>B.</b>	Learning behaviour and Mental Health of pupils (and possible exacerbation due to CV-19 school/nursery/preschool closures/ and lack of socialisation between families within the first 1000 days of life)	
<b>C.</b>	Attendance (including high volume of unauthorised holiday requests) and engagement (and possible exacerbation due to CV-19 school closures/parents WFH)	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of engagement in reading at home (and possible exacerbation due to CV-19 school / nursery closures/remote learning within the first 1000 days of life)	
<b>E.</b>	Poor manipulative skills impacting on handwriting / touch counting skills	
<b>F.</b>	Increasing persistent absenteeism and lateness	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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 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>B.</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.	Gap closed through reducing inappropriate behaviour incidences – itemised by CPOMS recordings.
<b>C.</b>	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.
<b>D.</b>	All pupil premium pupils' attendance above 94%	<b>Attendance above 95%+</b>

## 4. Review of previous expenditure

Previous Academic Year

2023-24

### 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	Pupil premium GLD in communication results decreased in 2024 to 0%: only 1 child was pupil premium and didn't make reach the desired levels in communication. This is not significantly statistically significant.	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. Consider another structure to support teachers' teaching of vocabulary and its meaning.	



<p>Improve pupil reading (phonics) and spelling to ensure secure foundations are laid to support reading and writing throughout school</p>	<p>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 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>KS2 Pupil premium reading = 2023 40% - 2024 50% Pupil premium R, W &amp; M = 2023 40% - 2024 38% Pupil premium writing = 2023 20% - 2024 50%</p> <p>KS1 Pupil premium reading = 2023 44% - 2024 33% Pupil premium writing = 2023 44% - 2024 66%</p> <p>Positive impact in KS2 reading from the approach and significant improvement in writing across both Key Stages. Whilst there was a decline in KS1 reading and RW&amp;M in KS2, numbers for PP are low and therefore not statistically significant.</p>	<p>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. Spelling resources QA.</p>	
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Improved pupil vocabulary	Whole Class Guided Reading / quality modelled language / quality book profile through school / curriculum / PSHE curriculum / Whole school curriculum PSHE books / FQT	KS2 Pupil premium reading = 2023 40% - 2024 50%  KS1 Pupil premium reading = 2023 44% - 2024 33%	Continue developing whole class reading. Consider another structure to teaching vocabulary and its meaning. Continue whole school book to introduce year. Maintain PSHE themed books.	
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<p>Further reduce the frequency of instances of <b>inappropriate behaviour</b> and improving <b>mental health</b></p>	<p>FQT / Read for Empathy / PSHE &amp; 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 therapeutic behaviour management and intervention.</p>	<p>Pupil premium negative behaviour incidences have increased slightly according to school records. This corresponds with the requirement to increase reporting on CPOMS especially in respect of gathering evidence to support some pupils with poor SEMH and some pupils with SEND in their application for EHCP requests.</p> <p>School surveys of pupils report that 97% enjoy learning which can be impacted by inappropriate behaviours. 94% of children believe that behaviours are mostly good or better. 96% of children recognise school supports them to understand their emotions.</p>	<p>Continue with consistent reminders. Continue with BE RULER regulation strategies, drip-feeding these into brain breaks throughout the week. Develop the bible story with school vision and values to develop children's behaviour further.</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> As dictated in last year's statement
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<p>Improved pupil vocabulary and communication</p>	<p>One to one &amp; small group work focussing on speaking and listening &amp; key words / Trained ETAs in Reception and KS1 targeting speech and language early / Maths vocabulary / Forest School Program / Speech &amp; Language work for identified children through trained ETA</p>	<p>Intervention trackers show a mixed picture. Some small group work as a result of staff absence and illness – and staff being used as 1-1, behaviour supports in other classes / year groups / staff absence for pupils in receipt of PP and with SEMH or SEND challenges. Much more responsibility fell at the feet of classroom teachers and the QFT which was well planned for (learning scrutiny). However, Forest school has impacted positively on communication (formatively assessed), as has Maths intervention for older pupils. SALT interventions continue for those in need. Small group reading continues to develop children's reading skills.</p>	<p>Continue forest school: nurturing, developing language, communication with peers and conflict resolution with others. Continue small group reading in KS1 as part of fidelity to phonics scheme. SALT interventions continue to develop children's speech and therefore social interaction and access to the world and school curriculum.</p>	
<p>Reduce the frequency of instances of <b>inappropriate behaviour</b> and improving <b>mental health</b></p>	<p>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 &amp; targeted ETA roles in behaviour / referral through inclusion team</p>	<p>There were many successes here with average incidents of inappropriate behaviour decreasing (SLT monitoring).</p> <p>Qualitative reduction in disruption and/or developments in preventing and managing disruption. Again, extra responsibility has fallen to classroom teachers, QFT 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.</p> <p>Continued and increasing SLT supports learning behaviour during lessons and around school. Development in Christian values and ethos improved behaviour due to having consistent messages and approaches to teaching behaviours.</p>	<p>Continue to follow behaviour up – every child listened to, parents informed, and restorative practice carried out and appropriate consequences given and upheld. Logged effectively on CPOMS. ETA development a success as consistent approaches and skills shown across school develop children's behaviour through adults' proactive and reactive actions. Continue key messages in assemblies alongside bible stories. Continue inclusion team and maintain dialogue between teachers and SLT in regard to children's needs that can be met outside of the classroom more effectively with timetabled adult support.</p>	

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	KS2 SATs results show an increase in attainment 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).	Maths GD levels above national. Key arithmetic skills for all pupils instilled through smaller class sizes, setting them up for secondary school more effectively.	
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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	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)	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.	Explore other tests due to uncertainty around how these tests link to SATs.	

<p>All pupil premium pupils' attendance above 94%+</p>	<p>Monitoring by HT and Admin Follow up absences Use of Honley partnership attendance officer Early intervention Systems in place to encourage poor attenders / persistent absentees including parent meetings, meet &amp; greet, in school support More rigorous fining system – made clear to parents</p>	<p>2023 persistent absence of PP children was in excess of the national average (7.9% higher). The unauthorised absence rate was slightly better than the national average for like schools (0.1% less).</p> <p>There was no severe persistent absence amongst PP and vulnerable groups in school in 2023-24.</p>		
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