

# Meltham CE Primary Pupil premium strategy statement (2022-23)

1. Summary information					
School	Meltham CE Primary School				
Academic Year	2022-2023	Total PP budget (estimated Sept 22)	£ 87,872	Date of most recent PP Review (2021-22 statement review forms part of this statement)	Sept 2021-22
		Total PP planned spend utilising PP and wider budgets	£ 93,178		
Total number of pupils	415	Number of pupils eligible for PP	47	Date for next internal review of this strategy	September 2023

2. Current attainment KS1 (2018-19 data)				
	<i>Pupils eligible for PP (your school) 18-19</i>	<i>All pupils 18-19</i>	<i>Pupils eligible for PP (your school) 21-22</i>	<i>All Pupils 21-22</i>
% attaining expected in R, W & M	-	-	-	-
% attaining expected in reading	54.5%	70.9%	42.9%	51.7%
% attaining expected in writing	54.5%	70.9%	28.6%	46.7%
% attaining expected in maths	63.6%	72.7%	28.6%	60%

2. Current attainment KS2 (2021-22)				
	<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) 21-22</i>	<i>All Pupils 21-22</i>
% attaining expected in R, W & M	63.6%	63.9%	28.6%	64.4%
% attaining expected in reading	72.7%	70.5%	85.7%	83.1%
% attaining expected in writing	81.8%	83.6%	57.1%	76.3%
% attaining expected in maths	72.7%	85.2%	57.1%	81.4%

## 1. Planned expenditure

Academic year

2022-23

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	June 2023
Improved pupil vocabulary	Whole Class Guided Reading / quality modelled language / quality book profile through school / curriculum / PSHE curriculum / Whole school curriculum PSHE	Impact in other schools in Kirklees / EEF guide to Pupil Premium 2021	Scrutiny of work Assessment tracking (GPS) English lead monitoring External CPD / network program HLTA / First quality teach	VT / PG	June 2023

Further reduce the frequency of instances of inappropriate behaviour and improving <b>mental health</b>	FQT / Read for Empathy / PSHE & RSE curriculum / Lead teacher for Emotional Wellbeing / curriculum response following CV-19 school closures & remote learning / parental engagement / whole class reward systems (GOOD systems) / review of school reward policy and systems (SDP 22-23) / review of individual pupils' plans for times identified as problematic	In school September baseline assessment of SEMH using the school's vulnerability index showed an improvement over the academic year 2020-21 and 2021-22 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 Review of behaviour and reward policy	SLT	June 2022
<b>Total budgeted cost</b>					£ NA (FQT)
<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	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	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 2023

Reduce the frequency of instances of inappropriate behaviour and improving <b>mental health</b>	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 / Christian Values / Forest school provision / SEMH group intervention / Specialist & targeted ETA roles in behaviour / referral through inclusion team	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 Inclusion team referrals Monitoring of behaviour reports by SLT New system & policy for positive rewards in place by end of 22-23	PG / Inclusion Team	June 2023
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 2022
<b>Total budgeted cost</b>					£ 87,328
<b>iii. Other approaches</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>

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. No child should be left out of wider opportunities as a result of a deprived childhood.	School Business Manager to report to SLT / school governance on use of funding.	PG / JO / NK	June 2023
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 2023
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 / EP	June 2023
All pupil premium pupils' attendance above 94%+ (last year school targeted 90% with 94.88% achieved)	Monitoring by HT and Admin Follow up absences Use of Honley partnership attendance officer	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)
<b>Total budgeted cost</b>					£ 5,850
<b>Grand Total</b>					£ 93,178

<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 school closures)	
<b>B.</b>	Behaviour and Mental Health of pupils (and possible exacerbation due to CV-19 school closures/remote learning)	
<b>C.</b>	Attendance and engagement (and possible exacerbation due to CV-19 school closures/remote learning)	
<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 closures/remote learning)	
<b>E.</b>	Poor manipulative skills impacting on handwriting / touch counting skills	
<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 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>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.	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.
<b>C.</b>	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.
<b>D.</b>	All pupil premium pupils' attendance above 95%	Attendance above 95%+

## 4. Review of expenditure

Previous Academic Year

2021-22

### 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	A full year in school was most valuable. A full taught phonics program for all children across KS1 and Reception was delivered. OFSTED highlighted the children's oracy capability in June 2022. Classrooms were language rich (observed during monitoring by SLT, subject leads and governor visits).	Intake in Reception 21-22 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. This represents a reflection of proportion of time missed through COVID. Discrete PSHE has made a difference as has tutoring (data increase for children identified for this)	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.	
Further reduce the frequency of instances of inappropriate behaviour and improving <b>mental health</b>	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 were decreased on the last measurable year (2018-19). 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 and spoke well both to staff and OFSTED inspectors.	Targeted approaches must be more closely tailored for those who have been unable to make improvements. The factors affecting small number of individual behaviours are wide ranging and only some can be addressed at root in school through the raft of measures available (including meet & greet, PSHE curriculum, inclusion team referral, nurture, personalised behaviour plans etc.). Many contributing factors include SEMH and financial factors. School will therefore need to continue to interact with community hubs to ensure we are able to signpost families to help outside school and work closely with our PP families. Referral and assessment through the inclusion team will remain a priority as will individual plans for children in receipt of PP (and others) in order to further reduce incidents of inappropriate behaviour and impact positively on SEMH	
<b>ii. Targeted support</b>				
<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
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	Staff absence due to long term sickness and the ongoing effects of the COVID pandemic had a detrimental impact on the school's ability to fully improve vocabulary and communication. 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.	It is difficult to plan for circumstances such as the staffing impact of a pandemic. The measures planned were sound and based in research and experience of what impacts positively at Meltham CE Primary School. The approach will continue as we are confident it is the correct approach.	£103,072
Reduce the frequency of instances of inappropriate behaviour and improving <b>mental health</b>	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	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.	More targeted approaches for some children at social times is required and this will be implemented for small numbers of children during 2022-23. In addition, it provides a valuable opportunity to reflect on the existing positive behaviour policy which will form part of the 2022-23 SDP. More widely, the implementation of nurture groups, SEMH intervention and Forest Schools have been certainly worthwhile and represent whole-school approaches that will be carried forwards whilst budgets allow.	

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>£5,608</p>
<p>All pupil premium pupils' attendance above 94%+ (last year school targeted 90% with 94.88% achieved)</p>	<p>Monitoring by HT and Admin Follow up absences</p>	<p>Attendance has decreased. Persistent absenteeism has increased. Overall levels are still high in comparison to national averages at 94.5%. Our 3 year average is 96%</p>	<p>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>	

#### 5. Additional detail

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