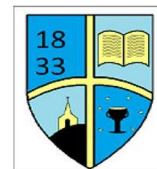


Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



Believing, Learning &
Sharing Together

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Metric	Data
School name	Mellor St Mary CE Primary School
Pupils in school	144
Proportion of pupil premium eligible pupils (based on Oct 2020 census)	(18) 12.5%
Actual % Oct 2021	(20) 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J.Embley-Peers
Pupil premium lead	J.Embley-Peers
Governor lead	J.Taylor

Funding Overview

Detail	Amount
Pupil premium allocation this academic year	£18,692
Recover premium funding allocation this academic year Based on October 2020 Census numbers (20)	£2,610
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£21,302

Part A: Pupil Premium Strategy Plan

Measure

Statement of Intent *What are your ultimate objectives for your disadvantaged pupils?*

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

At Mellor St Mary CE Primary some of the common barriers to learning for our disadvantaged children include: lack of self-esteem, poor self-confidence, more frequent behaviour difficulties, attendance and punctuality issues, less support at home, poor language, vocabulary and social communication skills, metacognition and learning needs which may include those with SEND. For some of our children there may also be complex family situations that prevent them from flourishing. As a small school, the challenges our individual children face are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum – focusing on basic knowledge and skills linked to reading, writing and mathematics.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this by:

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate enrichment provision is made for all pupils which includes adequate and appropriate assessment of needs.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for individuals include:

- Ensuring all children have access to quality first teaching and learning support. Therefore, teaching is good or better across school.
- Reducing class sizes thus improving opportunities for effective teaching and learning

accelerating progress and narrowing the gap in attainment in Key Stage 1.

- Pupil Premium resources to be used to target children on Free School Meals to achieve or exceed Age Related Expectations.
- Allocating a 'Keep up and/or Catch Up' Teaching Assistant to each Year Group for basic knowledge and skills development linked to reading, writing and mathematics - providing small group work focussed on overcoming gaps in learning.
- 1-1 support for specialised programmes including those who are socially disadvantaged with SEND and the promotion of mental health and wellbeing.
- Support payment for enrichments including activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom and opportunities to develop their skills and talents outside of school.
- An online platform and additional parent meetings to ensure families are involved in sharing targets, progress and achievements.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of challenge
1	Poor phonic and reading skills: <i>Improve phonetic understanding and enhance reading skills to ensure children develop a love of reading.</i>
2	Poor writing skills, stamina and engagement in written tasks: <i>Improve basic writing skills and knowledge– sentence structure, grammar, punctuation is not secure, to ensure children have a real purpose and love of writing.</i>
3	Poor basic numeracy skills and application of these. <i>Improve basic maths mastery skills to ensure that children can apply these to reasoning and problem-solving activities.</i>
4	Narrow the gap in attainment between disadvantaged and non-disadvantaged pupils. <i>Improve access to high quality support via targeted electronic programmes and keep up/ catch up adult led interventions.</i>
5	Access to enrichment activities which support positive mental health and wellbeing are limited. <i>Provide financial support for wider curriculum learning opportunities within and beyond the school day so that pupils experience rich and varied activities to develop confidence, self-esteem and promote positive mental health.</i>

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.

CN	Intended Outcome	Success criteria <i>What will success look like?</i>
1	Progress in phonics and reading	Pass the statutory phonics screening check Achieve age related expectations in KS1 and achieve national average progress KS2 in Reading.
2	Progress in writing	Achieve age related expectations in KS1 and achieve national average progress scores in KS2 in writing.
3	Progress in mathematics	Achieve age related expectations in KS1 and achieve national average progress scores in KS2 in mathematics.
4	Narrowed gap in attainment	Age related expectations are achieved at the end of each year group for core learning.
5	Improved confidence and self-esteem	Pupils have access to rich and varied activities and positive mental health.

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 (for example CPD, recruitment and retention)

Budget cost: £39,340 (<i>school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.</i>)		
Activity	Evidence that support this approach	Challenge number(s) addressed
<p><i>MPS teacher appointed to work with Year 2 cohort to allow mixed Y1 /Y2 class to be taught as two small separate year groups.</i></p> <p>MPS2 Including on costs. £38,380</p>	<p>EEF(+2 months)</p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our KS1 cohorts and have identified that 2 small classes of 20 children would allow teachers to increase the</i></p>	1, 2, 3, 4

	<i>amount of attention each child will receive.</i>	
<p><i>Ongoing CPD to improve teaching and non teaching staff understanding and pedagogy in phonics reading and writing.</i></p> <p>CPD lead costs: £480</p>	<p>EEF (+5 months)</p> <p>EEF guidance (Putting evidence to work, Improving Literacy in KS1 and KS2)</p> <p>Ensure all relevant staff (including TA's, volunteers and new staff) have received training to deliver Literacy Tree programme effectively and training on new home phonetic reading books and class novels to share in class.</p> <p>Additional time out of class for English Lead to facilitate training, monitoring and assessment of the teaching and learning of reading and writing across school.</p>	1, 2,4
<p><i>Ongoing CPD to improve teaching and non teaching staff maths mastery understanding and pedagogy.</i></p> <p>CPD lead costs: £480</p>	<p>EEF (+5 months)</p> <p>NCTEM North North West Maths Hub (participation in 3 year training.)</p> <p>Ensure all relevant staff (including TA's, volunteers and new staff) have received training to deliver maths mastery programme effectively and to include new mastery pupil books to send home/ share in class.</p> <p>Additional time out of class for Maths Lead to facilitate training, monitoring and assessment of the teaching and learning of maths across school.</p>	3,4

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budget cost: £11,000 (school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.		
Activity	Evidence that support this approach	Challenge number(s) addressed
<p><i>Pre teach / same day/ specific skills-based intervention (Keep Up / Catch up adult support)</i></p> <p>Part time TA salary including on costs:</p>	<p>EEF (+4 months)</p> <p>EEF making best use of Teaching Assistants guidance and Teaching and Learning Toolkit</p> <p>Small group interventions for disadvantaged pupils falling behind age related expectations catch up</p>	1, 2, 3, 4

<p>£8,299 Maths on the Move MOTM Intervention £2,700</p>	<p>intervention for phonics, maths and handwriting led by experience teaching assistants within school. MOTM focused active maths interventions supporting the mastery curriculum and boosting pupil confidence with maths.</p>	
<p><i>Reading for pleasure</i> Total cost for Literacy Tree books and programmes £595</p>	<p>Investment in Phonetically decodable home reading books for disadvantaged pupils in early reading phase. Investment in high interest home reading books for disadvantage pupils in the reading development phase.</p>	1,2,4
<p><i>Pupil resource books to support in school and home learning.</i> Total cost for maths mastery support programmes £1493</p>	<p>EEF (+5 months) NCTEM North North West Maths Hub teaching for mastery (White Rose Maths programme) Investment in individual pupil booklets and electronic online learning platforms for disadvantage pupils to support mastery teaching and learning.</p>	3,4
<p><i>Online learning platforms to ensure consistency of curriculum learning between school and home (homework)</i> KS2 = LBQ SATS Companion, Mathletics, TTRS KS1 = Oxford Owl, Letter Join, 1 Decision Total cost of licenses £1474</p>	<p>EEF (+5 months) <i>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</i> <i>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</i></p>	1, 2, 3, 4

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budget cost: £7048 (school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.

Activity	Evidence that support this approach	Challenge number(s) addressed
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<p><i>Weekly specialist music tuition linked to instrumental and performance music in KS2</i></p> <p>Music service £2028</p>	<p>EEF (+3 months)</p> <p><i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i></p>	<p>5</p>
<p><i>Access to quality social and emotional learning resources</i></p> <p>Coram Life education £700</p>	<p>EEF (+4 months)</p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p>	<p>5</p>
<p><i>Weekly participation in additional enrichment activities based around the arts, STEM and physical activities. Included in this are addition lifesaving/swimming lessons for PPG children in KS2.</i></p> <p>Total cost £3400</p>	<p>EEF (+1 month)</p> <p><i>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</i></p> <p><i>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits and improved attendance.</i></p>	<p>5</p>

<i>Breakfast and food support during the school day</i> £920	Pupils are physically and mentally reading for learning, basic needs have been met.	5
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Total Budgeted cost: = £57,388
(£18,048 PPG funds plus the additional teacher costs £39,340)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No Service pupils in school
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (optional)

For schools that receive this funding, you may wish to provide the following information:

<p>2020-2021:</p> <p><i>School Governors approved additional funding (using some school reserves) to exceed government funding to enable us to accomplish our objectives and outcomes. This has included the temporary appointment of a full time teacher and part time learning support assistant.</i></p>
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Part B: Review of outcomes 2020-2021

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	White Rose
Phonics Intervention : Fast Track and Bounce Back Phonics	Lancashire LPDS

Review: last year's aims and outcomes

This details the impact that our pupil premium activity had on pupils in the 2020-2021 academic year. Analysing internal progress data from year group to year group has proved challenging this

year due to being in lockdown last summer 2020. We have no KS1 SATs data for our year 3 children so cannot analyse progress data using this starting point for this year group.

Feedback from parents and pupils relating to remote learning is included.

Aim	Outcome
<p>Priority 1</p> <p>Improve basic mathematical skills and a love of mathematics across KS1 and KS2. maths hub and</p>	<p>Due to COVID-19, we do not have statutory end of year data for EYFS, KS1 or KS2. All data is internal for this year throughout school.</p> <p>End of Summer Term 2021 FPS data for EYFS:</p> <ul style="list-style-type: none"> • 1/3 (33%) PPG children achieved ARE for reading. • 1/3 (33%) PPG children achieved ARE for writing • 1/3 (33%) PPG children achieved ARE for maths • 1/3 (33%) achieved GLD. <p>End of Summer Term 2021 in house KS1 and KS2 data only</p> <ul style="list-style-type: none"> • 8/18 (44%) PPG children achieved ARE for reading. • 4/18 (22%) PPG children achieved ARE for writing • 9/18 (50%) PPG children achieved ARE for maths <p>Maths mastery approach will continue to be embedded across the whole school, to ensure we narrow the gap of attainment enabling disadvantaged pupils to meet national average expectations by July 2022. An additional teacher will be employed to work in KS1 in order to reduce the class size and avoid mixed year group teaching for fundamental maths mastery teaching and learning. Additional TA support will be provided to support and lead keep up / catch up interventions in maths.</p>

<p>Priority 2</p> <p>Improve the spiritual and enrichment opportunities available for PP and PPG+ pupils within school to ensure they have the same equality of access to enhanced spiritual, academic, communication, musical, sporting, creative and STEM activities so they are free to flourish and live life in all its fullness.</p>	<p>Covid 19 and lockdown restrictions have significantly impacted on this target. Prior to lockdown PPG children accessed ‘bubble only’ football, dodgeball, drama, dance and multisports after school clubs.</p> <ul style="list-style-type: none"> • All KS2 PPG children were taught by specialist music teaching on a weekly basis • All PPG children had access to library books and research materials through books or computers on a daily/weekly basis to support their love of reading. • All PPG children were taught by specialist sport coaches on a weekly basis. <p>Pupil wellbeing and remote learning questionnaire (see results below)</p> <ul style="list-style-type: none"> • 85/142 responses. • 14/20 PPG responses during lockdown. • All PPG pupils were provided with electronic devices including tablets and laptops to access remote learning at home. • 18/20 attended school with full time or part weeks during the Spring term lockdown. • All enrichment activities ceased and did not restart until the beginning of the summer term. It is therefore very difficult to evaluate the impact these enrichments have had on the lives of all pupils.
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5. How easy or difficult has it been to keep learning?

[More Details](#)

● Very easy	6
● Quite easy	50
● Difficult	20
● Very difficult	2
● Don't know	7



6. How happy are you with the help you get from your teacher?

[More Details](#)

● Very happy	45
● Quite happy	31
● Unhappy	2
● Very unhappy	2
● Don't know	5



10. In general, how well do you feel these days?

[More Details](#)

● Very well	35
● Quite well	39
● Not well	2
● Don't know	9



12. How often do you feel sad these days?

[More Details](#)

● All the time	0
● Sometimes	40
● Rarely	23
● Never	15
● Don't know	7



13. How often do you feel lonely these days?

[More Details](#)

● All the time	3
● Sometimes	22
● Rarely	23
● Never	29
● Don't know	8

