



Pupil Premium Strategy: Melbourne Infant School.

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it the most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Pupil Premium – Diminishing attainment gap

At Melbourne Infant School we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. Our aims are to ensure that as a school we provide the highest quality education in all aspects, so that **all** of our children have every opportunity to fulfil their potential, by achieving the highest standards possible and making continuous progress. We believe that with imaginative, great teaching and a lot of love and care, every child can fulfil their potential.

Some interventions are adopted on a whole school basis and are not restricted to pupils eligible for Pupil Premium. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium funding. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils and improvement of each individual child's well-being. A number of these key strategies are resourced from the school's main budget, educational support staff and intervention programmes. We have allocated the additional Pupil Premium Funding to specific initiatives to support the most disadvantaged pupils.

The key objective is to diminish the difference between pupils across groups. The achievement of pupils at the end of EYFS and Key Stage 1 is very good, however levels of attainment are lower for some children who are eligible for Pupil Premium funding. While we recognise this is a national trend, we are committed to doing everything we can to diminish this achievement gap. Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted interventions are also important. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social experiences in and outside of school can also have a significant impact.



Pupil Premium Strategy: Melbourne Infant School.

1. Summary information					
School	Melbourne Infant School				
Academic Year	2018/19	Total PP budget	£20145	Date of most recent PP Review	July 2018
Total number of pupils	197	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2019

2. Attainment – End of 2017 – 2018 – Early Years Foundation Stage						
	Pupils eligible for PP (7 children)			Pupils not eligible for PP (54 children)		
% achieving Good Level of Development	29%			85%		
Attainment – End of 2017 – 2018 –Key Stage 1						
	Pupils eligible for PP (6 children)			Pupils not eligible for PP (56 children)		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving national or above in reading, writing and maths KS1	67%	33%	50%	84%	84%	84%
% making at least expected levels of progress in reading, writing and maths at KS1 from EYFS outcomes	100%	83%	67%	86%	86%	86%
Attainment – Phonic Screening outcomes 2017 2018 Year 1						
	Pupils eligible for PP (5 children)			Pupils not eligible for PP (65 children)		
% achieving expected standard	60%			85%		



Pupil Premium Strategy: Melbourne Infant School.

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Children’s emotional wellbeing and self-esteem is low. Some are not ‘School Ready’ on entry into Reception and learning behaviours in Key Stage 1 are slower to develop and in some children aspirations are low.
B.	Children start school with weak oral and phonic skills – especially boys eligible for Pupil premium.
C.	The majority of children moving from Reception into Key Stage 1 did not meet the GLD, a high percentage of boys, additional interventions and support will be needed to close the attainment gap.
External barriers	
D.	Parental engagement is an issue with some of our pupil premium families with regard to supporting the learning out of school e.g. homework, reading, spellings and attending workshops ran in school.
E.	Family circumstances for some of our disadvantaged pupils include a number of single parents who experience financial hardship and adults who have poor mental health.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Children will be socially and emotionally ready for learning through the use of nurture and personalised learning within the classroom. Children are becoming empowered to be more resilient with regards to their own learning and their lives in general. Children who are of high ability aspire to do the best they can.	Children who are in receipt of PP and have been identified as needing nurture provision achieve the targets set from the Boxall profile, are accessing the curriculum and are beginning to meet more end of year expectations. Children have a ‘tool box’ of resources, which they can use to become more independent learners. Children are using the growth mindset approaches and these are evident in all lessons and in the wider curriculum.
B.	To raise progress and attainment in phonics and oracy, with a focus on improving comprehension skills. To raise engagement with reading, especially for boys.	Children’s surveys and discussions show high levels of engagement. Children are making accelerated progress from their starting points in comparison with non PP children.



Pupil Premium Strategy: Melbourne Infant School.

C.	To raise progress and attainment in the core areas through developing the mastery curriculum.	PP attainment will show an improvement on previous years. Children are making accelerated progress from their starting points in comparison with non PP children.
D and E	Parents will be interested and engage with their child's learning both in school and at home. Attendance of parental workshops will increase.	All parents actively involved in their child's learning especially through the use of Bug Club and homework format. For those that continue to be an issue – school to provide the support from within or additional Multi Agency Team.



5. Planned expenditure					
Academic year: 2018/19					
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 implement action?
<p>A.</p> <p>* Children will be socially and emotionally ready for learning through the use of nurture and personalised learning within the classroom.</p> <p>* Children are becoming empowered to be more resilient with regards to their own learning and their lives in general.</p> <p>* Children who are of high ability aspire to do the best they can.</p>	<p>Positive Play Provision (£951)</p> <p>Growth Mindset approach across the curriculum</p> <p>Outdoor learning CPD (£500)</p> <p>Lego therapy (£951)</p> <p>Access to enhanced resources/ visitors (£500)</p> <p>CPD for SLT (£632)</p>	<ul style="list-style-type: none"> • EEF toolkit utilizing high quality trained TAs effectively, collaborative learning, mastery learning. • Professional knowledge • Monitoring of Boxall Profiles 	<ul style="list-style-type: none"> • All children – entry Boxall profiles, targets set and monitored termly and exit Boxall profile. • Monitor progress through PPM • Lesson observations – at least 100% teaching is good, with much outstanding. • Growth mindset is fully embedded in all lessons – learning walks and observations. • 	SLT	<p>Review termly</p> <p>£ 3534</p>
<p>B.</p> <p>* To raise progress and attainment in phonics and oracy, with a focus on improving comprehension skills.</p> <p>* To raise engagement with reading, especially for boys.</p>	<p>Phonic drop in sessions for parents</p> <p>Bug Club (£900)</p> <p>Interventions which include</p> <ul style="list-style-type: none"> • Boys book club (£317) • Additional phonics sessions (£634) <p>Additional Phonic TA support (£740)</p> <p>Focused CPD – Boys literacy skills (£1000)</p>	<p>EEF toolkit – Phonics</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<ul style="list-style-type: none"> • Phonics will be taught in smaller groups/ additional support within groups. • Learning walks • Lesson observations • Phonic screening results • Data analysis each term • Pupil progress meetings 	<p>Phonics lead</p> <p>SLT</p>	<p>Ongoing termly</p> <p>£ 3591</p>



Pupil Premium Strategy: Melbourne Infant School.

<p>C. * To raise progress and attainment in the core areas through developing the mastery curriculum.</p>	<p>Interventions which include</p> <ul style="list-style-type: none"> • 1st Class at Number (£711) • Physical Literacy (£474) • 1:1 Precision teaching (£760) • Small group and individual work (£1000) • Targeted in class support (£2000) <p>Increased dedicated time for classroom support (£5975)</p> <p>Dedicated feedback time (Purple Pen Time)</p> <p>Additional learning aids for underachieving children (£300)</p> <p>Outdoor learning CPD (£500)</p> <p>Outdoor resources (£500)</p>	<ul style="list-style-type: none"> • We have invested some of the PP in longer term change which will impact on all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. • EEF Toolkit – individual instruction and small group tuition • Termly assessment shows improvement in all year groups. • Targets are appropriate to meet the needs of the individual child. 	<ul style="list-style-type: none"> • Pupils progress meetings and performance management • English and Maths coordinators monitor provision and targets set. • PP tracking sheets analysed termly and provision map • Maths coordinator observations of First Class at Number. • TA observations are at least good and targeted support is in the correct place. 	<p>HT</p> <p>Maths and English Coordinators</p>	<p>Ongoing termly</p> <p>£ 12220</p>
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<p>D and E. *Parents will be interested and engage with their child's learning both in school and at home. * Attendance of parental workshops will increase.</p>	<p>Early parent/teacher interviews Parental workshops Newsletters Provision in school to support Open School Events Funding for clubs, trips and uniform</p>	<ul style="list-style-type: none"> • EEF toolkit – parental involvement • Professional knowledge 	<ul style="list-style-type: none"> • Increased number of parent questionnaires completed. • Increased attendance at parents evening and other special events. • Increased participation in homework activities. 	<p>Head/ Class Teachers</p>	<p>Summer 2019</p> <p>£ 800</p>
Total budgeted cost					<p>£20145</p>