

## Florence Melly Community Primary School Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 <b>2023-24</b>
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr. Aaron Leach
Pupil premium lead	Mrs. Christina O'Keefe
Governor / Trustee lead	Mr. Carl Gilbertson

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,905
Recovery premium funding allocation this academic year	£27,695 Recovery Grant £11,610 - NTP
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£317,210

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

In line with the EEF Guide: [EEF Pupil Premium Guide April 2022](#), we adopt a tiered approach to Pupil Premium spending:

1. **Quality First Teaching** - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development and training.
2. **Targeted academic support** - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.
3. **Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

The purpose of this strategy is to outline how the Pupil Premium Grant will be allocated to support pupils during the period between September 2021 and July 2025, with specific adaptations made for this academic year, 2023/24. Our determined and committed leadership team strives to ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium. Termly data analysis and pupil progress meetings ensure premium outcomes are monitored and compared to other pupils in school to ensure the correct strategies and provision are in place.

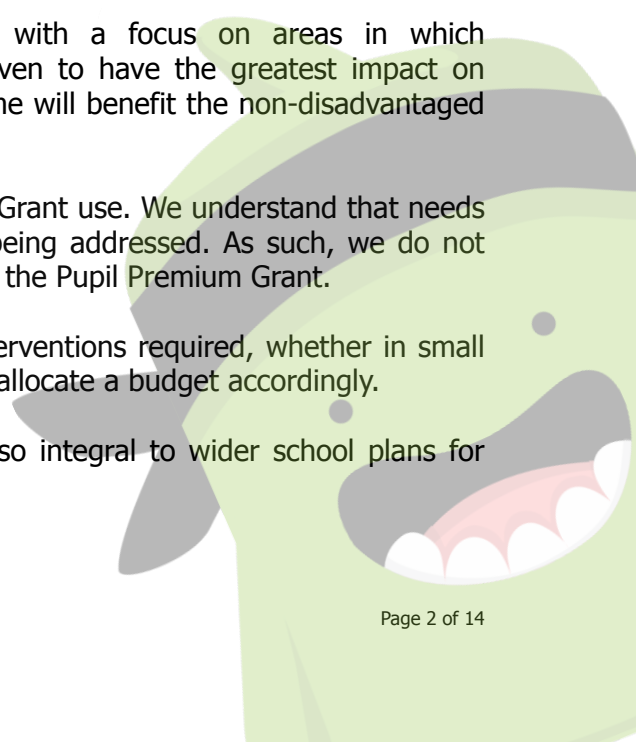
We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, aligning pupil premium use with wider school improvements and improving readiness to learn. We want our pupils to believe that, **'if they can dream it, they can do it!'**

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Overcoming barriers to learning is vital to our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant.

Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Through our recovery premium spending, our strategy is also integral to wider school plans for education recovery, following the COVID-19 pandemic.



## Challenges

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

Challenge number	Detail of challenge
1	School readiness (low academic baselines on entry into Nursery and Reception, socially and emotionally ready).
2	Delayed language and vocabulary skills (speaking & reading skills).
3	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, ASD & social emotional and mental health.
4	Effect of the national COVID-19 pandemic has caused gaps to widen; low prior attainment and increased gaps in learning.
5	Attendance and number of persistent absentees.
6	Parental partnership (parental engagement, support for home learning).
7	Enrichment experiences (life experiences, lack of funding for school visits and visitors).
8	Vulnerable families and pupils with socio-economic or social, emotional or mental health difficulties.

## 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.

Intended outcome	Success criteria
Pupils with low attendance/lateness levels are supported and challenged.	<ul style="list-style-type: none"> <li>An increase in the attendance and punctuality of identified PP children.</li> <li>The gap between the attendance of PP and non-PP children narrows.</li> </ul>
To develop communication, spoken language and verbal reasoning skills across the whole school (with particular focus on EYFS and KS1).	<ul style="list-style-type: none"> <li>To improve language skills so that PP children make at least expected progress across the curriculum.</li> <li>Improvements in the % of PP children achieving GLD between 2023 - 2025.</li> <li>To enable pupils to more fully access appropriate curriculum opportunities through improved language skills.</li> <li>Lower attaining pupils more willing to talk and articulate their thinking.</li> <li>To fully embed Read Write Inc. across the school.</li> </ul>

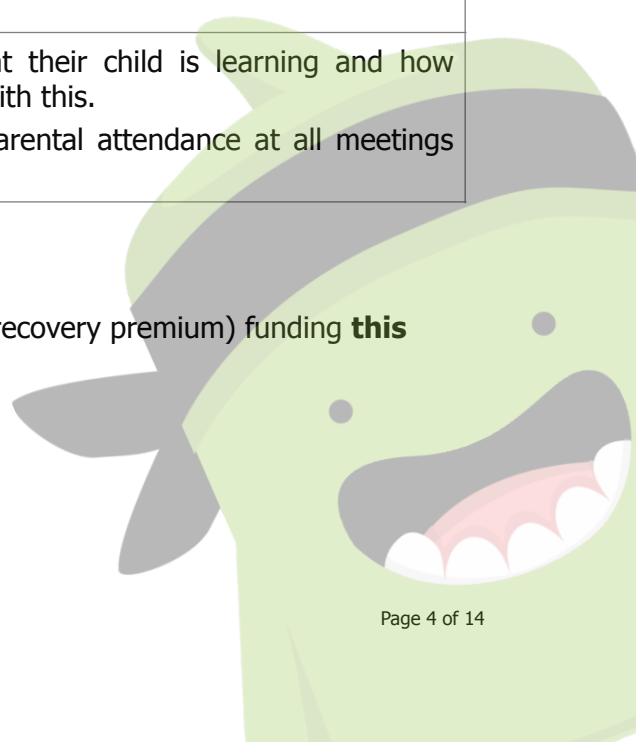
<p>Create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.</p>	<ul style="list-style-type: none"> <li>• Strengthen the leadership of SEND.</li> <li>• Development of a SEND/Inclusion Team.</li> <li>• Development of specialist SEND spaces including Nurture Spaces.</li> <li>• Operation of specialist interventions with specific focus on identified children's needs.</li> </ul>
<p>To achieve higher rates of progress across KS1 &amp; 2 for pupils (incl. those eligible for PP) across all aspects of the curriculum. To raise attainment and accelerate pupil progress in English and maths, and close gaps across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Improvement in attainment in English &amp; Maths.</li> <li>• In Y1-6 the proportion of disadvantaged pupils achieving ARE will increase of the given time period, with an improved percentage being at 'Greater Depth'.</li> </ul>
<p>Develop pupils' social, emotional and mental health so they fully access all aspects of school life. Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs.</p>	<ul style="list-style-type: none"> <li>• Improved pupil well-being through whole school culture, mentoring, PHSE, social &amp; emotional interventions/support and parent partnership etc.</li> <li>• Pupils demonstrate improved attitudes to, and behaviour for learning.</li> <li>• Ensure that pupils are provided with breadth and balance within the curriculum.</li> <li>• Equality of opportunity, improved attitudes to learning, resilience, perseverance and pupil well-being.</li> </ul>
<p>For all children to become proficient readers and develop a life-long love of reading.</p>	<ul style="list-style-type: none"> <li>• Equip our children with the essential early reading skills, through high quality systematic synthetic phonics teaching, so that reading fluency can be developed.</li> <li>• To provide increased opportunities for children to develop the habit of reading widely and often, for both information and pleasure.</li> <li>• An enhanced and enriched vocabulary.</li> <li>• Immersing our pupils in high quality texts to provoke curiosity and build rich schema across all areas of the curriculum.</li> </ul>
<p>To encourage and empower parents and carers to fully engage with their child's learning.</p>	<ul style="list-style-type: none"> <li>• Parents understand what their child is learning and how they can support them with this.</li> <li>• Significant increase in parental attendance at all meetings and school events.</li> </ul>

### 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

Budgeted cost: £120,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to prioritise and embed Read Write Inc. as a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils and to support all pupils in learning to read proficiently.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">EEF Phonics Toolkit Strand</a></p>	<p>1 &amp; 2</p>
<p>To enhance quality first teaching and levels of support; research and provide quality CPD for staff, responding to needs identified through skills audits.</p>	<p>Supporting continuous and sustained CPD on evidence-based classroom approaches is important to develop the practice of staff. EEF recommends that the content of CPD should be based on the best available evidence. Effective CPD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p>	<p>2, 3 &amp; 4</p>
<p>The introduction of the CUSP curriculum and the use of a 'floating teacher' three afternoons per week to give subject leaders and phase leaders dedicated leadership time and support to develop their area of the curriculum.</p>	<p>EEF research states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p><a href="#">EBE Great Teaching Toolkit Evidence Review</a></p>	<p>2, 3 &amp; 4</p>
<p>The appointment of an additional experienced UKS2 teacher (for two years) to enable us to split our Year 5 cohort into three smaller classes.</p>	<p>This is supported once again by the EEF research which states that evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p>	<p>1, 2, 3, 4 &amp; 8</p>

### Targeted Academic Support

Budgeted cost: £110,000

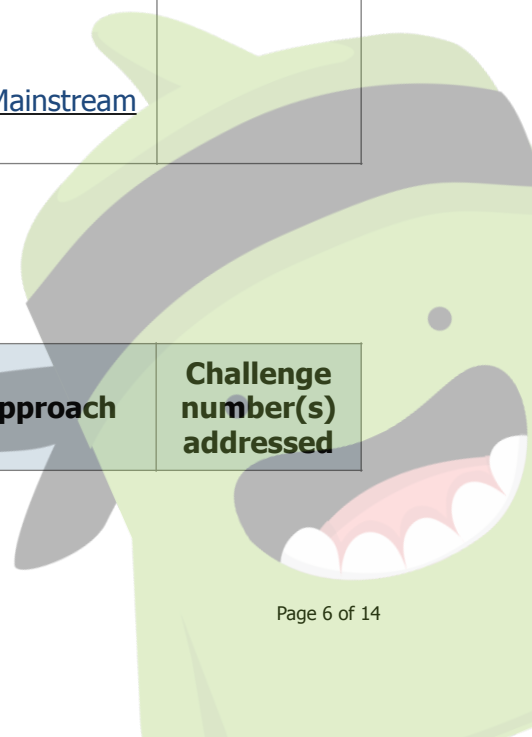
Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">EEF Phonics Toolkit Strand</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>Using booster classes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who attend booster classes will be disadvantaged, including those who are high attainers.</p>	<p>Booster classes targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">EEF One to One Tuition</a></p> <p>And in small groups:</p> <p><a href="#">EEF Small Group Tuition</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>Varied intervention programme dictated by need and provided during (and sometimes after) school to raise attainment and accelerate pupil progress in English (Reading and Writing) and Maths, and close gaps across the curriculum.</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is more impactful if provided in addition to, and explicitly linked, with normal lessons.</p> <p><a href="#">EEF One to One Tuition</a></p> <p><a href="#">EEF Small Group Tuition</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>Further development of our Nest provision, staffed by specialist staff members, in order to create an inclusive setting with a specific focus on improving the quality of education for our pupils with SEND.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p><a href="#">EEF Special Educational Needs in Mainstream Schools.</a></p>	<p>2, 3 &amp; 4</p>

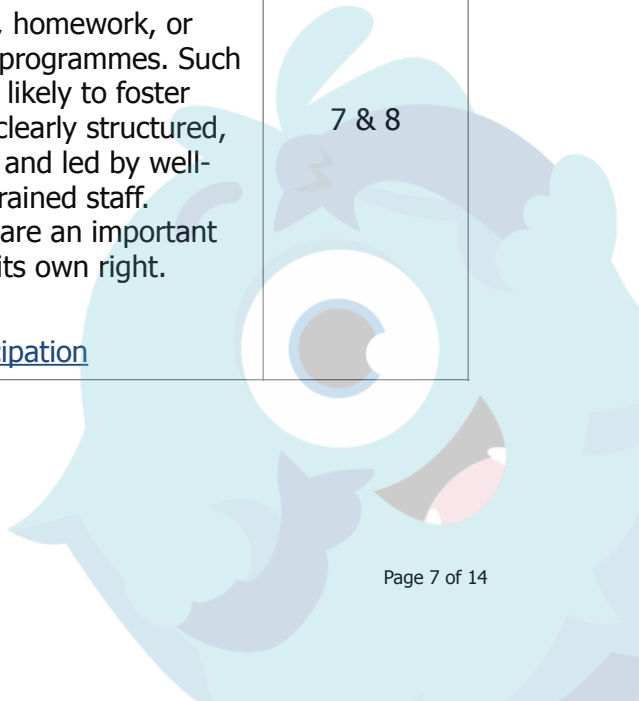
## Wider Strategies

Budgeted cost: £97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Development and roll out of a new whole school behaviour policy, with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">EEF Behaviour Interventions</a></p>	<p>1, 3, 4 &amp; 8</p>
<p>Collaborative team effort to address attendance by embedding the principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance and punctuality.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">EEF Parental Engagement Guidance Report</a></p>	<p>4, 5, 6 &amp; 8</p>
<p>Free breakfast for all children to ensure that all children receive breakfast and start their school day ready to learn.</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p><a href="#">EEF Magic Breakfast Project and Evaluation</a></p>	<p>4, 6 &amp; 8</p>
<p>Continue with various different counselling services and therapies, alongside the work of our dedicated Mental Health Lead, to develop pupils' social, emotional and mental health so they fully access all aspects of school life.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="#">EEF Social and Emotional Learning.</a></p>	<p>3, 4 &amp; 8</p>
<p>Ensure the curriculum (and beyond) provides opportunities for pupil engagement in arts projects, residential trips and after school clubs, subsidising as needed.</p>	<p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Extracurricular activities are an important part of education in its own right.</p> <p><a href="#">EEF Arts Participation</a></p>	<p>7 &amp; 8</p>



<p>Extensive support for parents/ carers (coffee mornings, EYFS Stay and Play, Open Events, Parent Workshops etc.) to support them in fully engaging with their child's learning.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p><a href="#">EEF Parental Engagement</a></p>	<p>6 &amp; 8</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £310,000**

## Part B: Review of the previous academic year

### An overview of progress in 2023

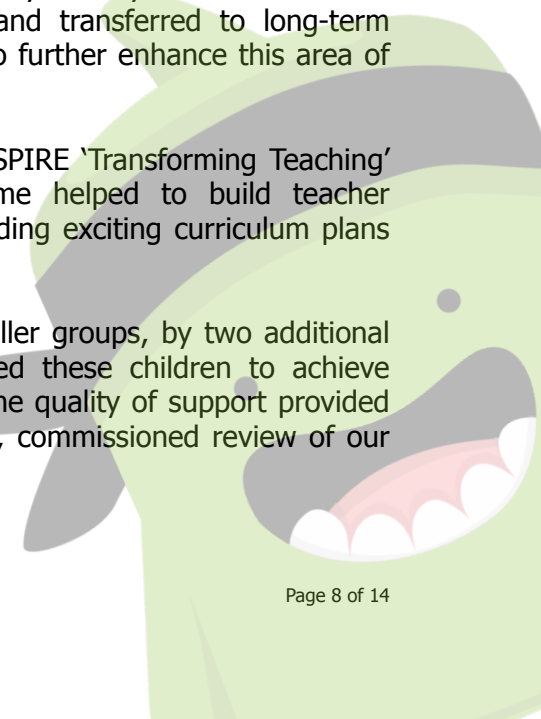
We have made significant progress towards achieving the intended outcomes set out in this strategy plan.

We have successfully adopted and embedded RWI. Phonics as our systematic synthetic phonics programme. Strong subject leadership, high-quality phonics teaching and a relentless focus on providing the best support for our pupils so that they learn to read proficiently, has led to improved outcomes. This was recognised during an audit from the Childer Thornton English Hub in March 2023. The report was very positive and confirmed the school's strong commitment to promoting early reading and raising the quality of phonics teaching: [English Hub Audit - March 2023](#). Subsequently, Florence Melly Community Primary School has become an English Hub Partner School and will continue to work with colleagues to bring about further improvements.

The school has a strong commitment to supporting the CPD of all staff. A multitude of training and support has been put in place to enhance the skills of our biggest resource and, in return, led to improvements in the quality of first teaching. Considerable time and resource has been spent improving staff knowledge and understanding of cognitive neuroscience, to develop a strong understanding of how pupils learn so that we can build upon what they already know and want to find out so that knowledge and skills are retained, embedded and transferred to long-term memory. The school is currently exploring appointing a CPD Lead to further enhance this area of school life.

Three Subject Leaders and three Senior Leaders engaged in the ASPIRE 'Transforming Teaching' initiative through School Improvement Liverpool. This programme helped to build teacher knowledge and pedagogical expertise and supported staff with building exciting curriculum plans for our pupils.

Our most vulnerable Year 6 pupils were expertly supported, in smaller groups, by two additional teachers across the 2022/23 academic year. This approach helped these children to achieve improved outcomes in the end of KS2 SATs in the Summer term. The quality of support provided by our Inclusion team was identified as a strength during a recent, commissioned review of our SEND provision: [SEND Review - October 2023](#).





## Outcomes for disadvantaged pupils in the 2023 statutory assessments

We have analysed the performance of our school's disadvantaged pupils last the end of the 2022/23 academic year using national performance data, phonics check results and our own internal tracking system and assessments.

This review captures the attainment of pupils in Reception, Year 1, Year 2, Year 4 and Year 6 - those areas where a statutory testing and data submission is required. All disadvantaged pupil data is highlighted in yellow. Percentage breakdowns are provided for each section alongside the number of pupils.

For comparative purposes, the 2022 data is also presented (and 2019 where possible and/or relevant).

Contextual information for each of these year groups has also been provided.

### EYFS Good Level of Development in 2023

Outcomes in EYFS continue to improve with 65.0% of our Reception cohort achieving a Good Level of development in 2023; a 5% improvement from 2022 and broad inline with the national average (67.2%).

Outcomes for all pupils in 2023 were inline with the outcomes achieved pre-pandemic.

Standards for our disadvantaged pupils improved in 2023, with 51.7% achieving GLD. This marked an 8.2% improvement compared to outcomes 2022 and was inline with the national average.

Reception Contextual Information - Summer 2023												
	All	Dis	Boys	Girls	PA	SEND	SEND Initial	EAL	LAC	Aut	Spr	Sum
Number of children	60	30	28	32	16	21	13	3	0	19	14	27
%		50.0%	46.7%	53.3%	26.7%	35.0%	21.7%	5.0%	0.0%	31.7%	23.3%	45.0%

EYFS Good Level of Development (GLD) Overview				
	All Children	Disadvantaged	National (all pupils)	National (FSM)
<b>2023</b>	65.0% (↑ 5.0%)	51.7% (↑ 8.2%)	67.2%	51.6%
<b>2022</b>	60.0%	43.5%	59.2%	49.1%

### Year 1 Phonics Screening Check in 2023

Outcomes in the Year 1 PSC continue to grow from strength to strength and we continue to close the gap to national. Our outcomes in 2023 were better than in 2019, pre-pandemic; due to the successful implementation of our SSP (RWI. Phonics) and strong teaching as a result of strong subject leadership. Staff are relentless in their focus to ensure that every child acquires the phonics knowledge and understanding they need to become fluent readers.

In 2023, the average point score improved by 0.8% to 32.0% and the percentage of pupils achieving between 37-40 marks improved significantly too - meaning that not only did pupils pass the PSC, they securely passed.

Year 1 Contextual Information - Summer 2023												
	All	Dis	Boys	Girls	PA	SEND	SEND Initial	EAL	LAC	Aut	Spr	Sum
Number of children	60	26	29	31	12	13	12	3	0	19	22	19
%		43.3%	48.3%	51.7%	20.0%	21.7%	20.0%	5.0%	0.0%	31.7%	36.7%	31.7%
Prior Attainment												
GLD	Year 1 PSC	KS1 RWM	KS1 Reading	KS1 Writing	KS1 Maths	Year 4 MTC						
60.0% GLD in 2022.	76.7% PSC in 2023.	N/A	N/A	N/A	N/A	N/A						

Year 1 Phonics Screening Check Overview				
	All Children	Disadvantaged	National (all pupils)	National (FSM)
<b>2023</b>	76.7% (↑ 8.4%)	69.6% (↑ 11.9%)	79%	67%
<b>2022</b>	68.3%	57.7%	75.0%	62%

Year 1 Phonics Screening Check Mark Breakdown												
Year	Cohort	No Score	1-15	16-23	24-31	32-36	37-40	Average Points Score	Absent	Disapplied	Total	National
<b>2019</b>	58	0	10.3%	10.3%	3.4%	44.8%	31.0%	29.5	0	0	<b>75.9%</b>	82%
<b>2022</b>	60	0	5 8.3%	8 13.3%	6 10.0%	16 26.7%	24 40.0%	31.2	0	0	<b>68.3%</b>	75%
<b>2023</b>	60	2 3.3%	5 8.3%	3 3.3%	4 6.7%	13 21.7%	33 55.0%	32.0	0	0	<b>76.7%</b>	79%

Year	Cohort	No Score	1-15	16-23	24-31	32	33	34-36	37-40	40	Average Points Score	Total
<b>2022</b>	58	0	5 8.6%	7 12.1%	6 10.3%	3 5.2%	3 5.2%	9 15.5%	25 43.1%	5 8.6%	31.2	<b>68.3%</b>
<b>2023</b>	60	2 3.3%	5 8.3%	3 3.3%	4 6.7%	3 5.0%	3 5.0%	7 11.7%	33 55.0%	6 10.0%	32.0	<b>76.7%</b>

Additional phonics sessions, targeted at disadvantaged pupils who require further phonics support (as set out in our strategy) proved to be a successful activity and will be continued next year and enhanced through our collaboration with our local English hub.

## Year 2 Phonics Resit Data Overview in 2023

Year 2 Phonics Screening Check Resit Overview			
	All Children	Disadvantaged	National (all pupils)
2023	66.7%	60.0%	89%
2022	78.7%	75.8%	87%

Year 2 Phonics Screening Check Resit Mark Breakdown												
Year	Cohort	No Score	1-15	16-23	24-31	32-36	37-40	Average Points Score	Absent	Disapplied	Total	National
2023	18	1 5.6%	0 0%	2 11.1%	4 22.2%	8 44.4%	4 22.2%	30.8	0	0	66.7%	-

Year	Cohort	No Score	1-15	16-23	24-31	32	33	34-36	37-40	40	Average Points Score	Total
2023	18	1 5.6%	0 0%	2 11.1%	4 22.2%	2 11.1%	1 5.6%	5 27.8%	4 22.2%	1 5.6%	30.8	66.7%

## Attainment at Key Stage 1 in 2023

Outcomes at the end of KS1 improved significantly in 2023.

Attainment at KS1 increased in all subjects (apart from Science) compared to 2022. Outcomes were above the national average in maths and writing and slightly below in reading (66.7% compared to 68% nationally).

Year 2 Contextual Information - Summer 2023												
	All	Dis	Boys	Girls	PA	SEND	SEND Initial	EAL	LAC	Aut	Spr	Sum
Number of children	60	26	27	33	11	9	4	3	0	18	28	14
%		43.3%	45.0%	55.0%	18.3%	15.0%	6.7%	5.0%	0.0%	30.0%	46.7%	23.3%
Prior Attainment												
GLD	Year 1 PSC		KS1 RWM		KS1 Reading		KS1 Writing		KS1 Maths		Year 4 MTC	
N/A COVID	68.3% PSC in 2022.		61.7%		66.7%		66.6%		75.0%		N/A	

Year 2 Teacher Assessment Overview																	
RWM				Reading				Writing				Maths		Science			
All		Dis		All		Dis		All		Dis		All	Dis	All	Dis		
EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	All	Dis

<b>2023</b>	61.7	13.3	53.8	11.5	66.7	20.0	57.7	15.4	66.6	13.3	57.7	11.5	75.0	20.0	69.2	15.4	76.7	65.4
	↑ 19.1	↑ 13.3	↑ 18.5	↑ 11.5	↑ 20.8	↑ 20.0	↑ 15.5	↑ 15.4	↑ 24.0	↑ 13.3	↑ 22.4	↑ 11.5	↑ 19.3	↑ 20.0	↑ 19.2	↑ 15.4	↓ 8.5	↓ 16.4

\* the bottom row of the table above indicates whether the results signified an improvement from the 2022 results (↑) or a decline (↓).

## Year 4 Multiplication Tables Check in 2023

Our pupils continue to outperform their counterparts nationally in the Year 4 MTC; particularly those considered to be disadvantaged.

29% of pupils scored 25 (full marks) in the multiplication table check nationally, compared to 44.2% of pupils at Florence Melly Community Primary School. Nationally, the average points score of those who took the check was 20.2 compared to 21.1% at our school

Nationally, disadvantaged pupils did not perform as well in the multiplication check as other pupils. At Florence Melly, disadvantaged pupils outperformed all pupils. The average point score for disadvantaged pupils nationally was 18.3, compared to 20.8 at our school.

Year 4 Contextual Information - Summer 2023												
	All	Dis	Boys	Girls	PA	SEND	SEND Initial	EAL	LAC	Aut	Spr	Sum
Number of children	55	32	31	24	15	23	7	5	0	17	20	18
%		58.2%	56.4%	43.6%	27.3%	41.8%	12.7%	9.1%	0.0%	30.9%	36.4%	32.7%
Prior Attainment												
GLD	Year 1 PSC	KS1 RWM	KS1 Reading	KS1 Writing	KS1 Maths	Year 4 MTC						
64.8% GLD in 2018.	55.6% PSC in Year 2 in 2021.	N/A COVID	N/A COVID	N/A COVID	N/A COVID	44.2%						

Year 4 Multiplication Tables Check (MTC) Overview						
	All Pupils (Full marks)	All Pupils (APS)	Disadvantaged (Full marks)	Disadvantaged (APS)	National (all pupils APS)	National (Disadvantaged APS)
<b>2022</b>	44.3%	22.2	25.8%	21.7	19.8	17.9
<b>2023</b>	44.2%	21.1	44.8%	20.8	20.2	18.3

Multiplication Check Mark Breakdown 2023										
Group	Number	Below 15	15-19	20-22	23	24	25	Average Point Score	Absent	Disappplied
<b>All Pupils</b>	55 (52)	<b>8</b> 15.4%	<b>6</b> 11.5%	<b>6</b> 11.5%	<b>6</b> 11.5%	<b>3</b> 5.8%	<b>23</b> 44.2%	21.1	0	3

<b>Dis</b>	31 (29)	<b>5</b> 17.2%	<b>2</b> 6.9%	<b>5</b> 17.2%	<b>2</b> 6.9%	<b>2</b> 6.9%	<b>13</b> 44.8%	20.8	0	2
<b>4L</b>	26 (24)	<b>6</b> 25.0%	<b>3</b> 12.5%	<b>2</b> 8.3%	<b>3</b> 12.5%	<b>2</b> 8.3%	<b>8</b> 33.3%	19.6	0	2
<b>4M</b>	29 (28)	<b>2</b> 7.1%	<b>3</b> 10.7%	<b>4</b> 14.3%	<b>3</b> 10.7%	<b>1</b> 3.6%	<b>15</b> 53.6%	22.4	0	1
<b>Boys</b>	31 (29)	<b>4</b> 13.7%	<b>1</b> 3.5%	<b>3</b> 10.3%	<b>3</b> 10.3%	<b>3</b> 10.3%	<b>15</b> 51.7%	21.9	0	2
<b>Girls</b>	24 (23)	<b>4</b> 17.4%	<b>5</b> 21.7%	<b>3</b> 13.0%	<b>3</b> 13.0%	<b>0</b> 0%	<b>8</b> 34.8%	20.1	0	1

## Attainment at the end of Key Stage 2 in 2023

Outcomes at the end of KS2 were pleasing considering the traumatic events experienced by these pupils and the significant amount of need in the cohort. These pupils experienced significant disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4.

At Florence Melly, 64.3% of our pupils achieved the expected standard in reading, writing and maths (RWM) in 2023, compared to 59% of all pupils nationally.

Nationally, in reading, 73% of pupils met the expected standard, down from 75% in 2022. 67.9% of our pupils achieved this standard in 2023.

In maths, 73% of pupils met the expected standard nationally, up from 71% in 2022. 67.9% of pupils at Florence Melly achieved this standard in 2023.

In writing, 64.3% of our pupils achieved the expected standard in 2023, compared to 71% of pupils nationally.

In grammar, punctuation and spelling, 72% of pupils nationally met the expected standard, unchanged from 2022. 58.9% of our pupils achieved this standard in 2023.

Year 6 Contextual Information - Summer 2023												
	All	Dis	Boys	Girls	PA	SEND	SEND Initial	EAL	LAC	Aut	Spr	Sum
Number of children	56	34	27	29	12	22	8	4	1	18	24	14
%		60.7%	48.2%	51.8%	21.4%	39.3%	14.3%	7.1%	1.8%	32.1%	42.9%	25.0%
Prior Attainment												
GLD	Year 1 PSC	KS1 RWM	KS1 Reading	KS1 Writing	KS1 Maths	Year 4 MTC						
64.9% GLD in 2017.	78.0% PSC in 2018.	64.4% RWM in 2019.	67.8% Reading in 2019	67.8% Writing in 2019	76.3% Maths in 2019	N/A						

Year 6 End of KS2 Assessment Tracker											
RWM		Reading		EGPS		Writing		Maths		Science	
All	Dis	All	Dis	All	Dis	All	Dis	All	Dis	All	Dis

Year	All	Dis	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	
2022	59	30	66.1	5.1	63.3	3.3	71.2	22.0	70.0	23.3	58.3	21.7	56.7	26.7	68.3	8.3	70.0	6.7	75.0	25.0	76.7	26.7	71.7	80.0
2023	56	34	64.3	7.1	52.9	0	67.9	28.6	55.9	11.8	58.9	12.5	47.1	8.8	64.3	7.1	52.9	0	67.9	19.6	58.8	8.8	64.2	52.9

Using booster classes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic proved to be a very successful strategy. A significant proportion of the pupils who attended our booster classes were disadvantaged, including those who are high attainers. These booster classes helped to ensure that our outcomes at the end of KS2 were in line (and often above) their counterparts nationally.

## Further Information

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.