

Pupil premium strategy statement – Melbourne Junior School

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	226
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 – 2027/2028
Date this statement was published	1/12/2025
Date on which it will be reviewed	1/12/2026
Statement authorised by	Danielle Martin
Pupil premium lead	Danielle Martin
Governor / Trustee lead	Jackie Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,530
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£65,530

Part A: Pupil premium strategy plan

Statement of intent

We aspire to raise the progress and attainment of our disadvantaged pupils so they are achieving as much as their non-disadvantaged peers.

We want our disadvantaged pupils to have access to the same academic opportunities, cultural capital, broad, enriching experiences and powerful knowledge as their peers. We aspire to develop pupils who are capable learners, ready for the next stage of their education and keen to contribute to both their school and their wider community.

Our Pupil Premium strategy aims to ensure that all children have the same access to quality first teaching; the same access to a broad and balanced curriculum that gives them the same advantages as their peers; and, an environment where they do not experience social isolation and are nurtured to become well rounded and successful learners.

Equality and opportunity are the guiding principles for our Pupil Premium Strategy plan and our school values of Ambition, Belonging and Participation aim to raise the attainment of all learners in all aspects of their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in writing – Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Observations suggest that a weakness in writing is linked to an overall weakness in language and vocabulary experienced by many pupils in receipt of the Pupil Premium Grant compared to their non-disadvantaged peers.</p> <p>On entry to Year 3 in the last 3 years, between 60% and 71% of our disadvantaged pupils arrive below age-related expectations in writing compared to between 17% and 25% of other pupils. This gap narrows but remains significant to the end of KS2.</p>

	<p>Attainment in Maths - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Maths than their peers.</p> <p>At the end of KS2, on average, only 58% of our disadvantaged pupils achieve age-related expectations in Maths, compared to an average of 79% of non-disadvantaged pupils over the same 3 year period.</p>
2	<p>Aspiration – pupils from a disadvantaged background benefit from more encouragement to enable them to participate in extracurricular activities, leadership opportunities and additional learning opportunities than their non-disadvantaged peers.</p>
3	<p>Attendance – Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils averages 94% compared to 96.1% for all pupils.</p> <p>This gap has narrowed by 0.5% in 2024- 2025, but remains an area of focus.</p> <p>15% of the school's disadvantaged pupils are persistently absent; this is 4.7% higher than the national non-disadvantaged cohort. This gap has narrowed by 0.8% in 2024-2025, but remains an area of focus.</p>
4	<p>Multiple vulnerabilities and SEND – Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. 36% of pupils who are disadvantaged are also on the SEND register. 60% of disadvantaged pupils have additional vulnerabilities around home and family circumstances that may present barriers to learning and engagement.</p>
5	<p>Parental engagement – how we engage as a school with all parts of the parent body so that all families feel included and involved in their child's education is an area of focus.</p>

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
Disadvantaged children make as much progress as their non-disadvantaged peers.	<p>Outcomes in Writing and Maths show that children reach their targets and make expected rates of progress.</p> <p>Outcomes in Writing and Maths improve so that outcomes for disadvantaged pupils are in line with national outcomes and showing a year-on-year improvement.</p> <p>All children develop skills in Oracy to enable them to communicate clearly in written and spoken language.</p>
Disadvantaged children have access to the same opportunities as their non disadvantaged peers.	Participation in trips and activities is the same as for non-disadvantaged pupils.

	<p>Uptake of the offer for free clubs/music is greater than 25% of disadvantaged pupils.</p> <p>The number of disadvantaged pupils in school who take on extra-curricular and leadership roles exceeds 25% of disadvantaged pupils.</p>
Attendance for disadvantaged children is in line with that of their peers.	<p>Attendance of disadvantaged pupils is in line with non-disadvantaged peers.</p> <p>Repeat absence is reduced.</p> <p>Unauthorised absence is reduced.</p>
Relationships with all families are strong and collaborative.	<p>Teachers build strong working relationships with disadvantaged families.</p> <p>Teachers understand the different challenges faced by different families and know how to respond to these.</p> <p>All families are represented at school events and in working parties.</p> <p>Engagement with homework and reading improves for all pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: Purchase of handwriting intervention to support – focus on transcription, sentence level work and spelling.</p> <p>Purchase of a whole school approach to Maths, Mastery in Number.</p> <p>Focus groups in writing for all staff.</p>	<p>Evidence indicated that high quality teaching is the most powerful way for schools to improve pupils' attainment especially for socio-economically disadvantaged pupils. (EEF Evidence brief September 2024).</p>	<p>1,2,3,4</p>

<p>Whole school staff CPD on writing and Mastery in Number.</p> <p>Maths Lead and Deputy Head teacher participation in the Maths Hub Teaching for Mastery and cascade of CPD to teachers.</p> <p>Performance of disadvantaged pupils in Writing and Maths is linked to appraisal targets for all teachers.</p>		
<p>Additional small group teaching for year 6 and year 4 pupils in Maths.</p>	<p>+4 months. Moderate impact for relatively low cost. EEF</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	1
<p>Feedback</p> <p>Teachers to use the school's marking and feedback policy effectively to improve pupil's performance by redirecting and refocusing them to enable them to achieve a goal or improve an aspect of their learning.</p>	<p>+6 months. Very high impact for low cost. EEF</p> <p>Feedback can be written or verbal. It can be used in the moment or as part of marking.</p>	1,2,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early reading and phonics programmes to</p>	<p>+5 months. High impact for low cost.</p> <p>+6 months. High impact for low cost. EEF</p>	1,2

prioritise disadvantaged pupils.		
Handwriting programmes delivered by both TAs and teachers to prioritise disadvantaged pupils.	+4 months. Moderate impact for moderate cost.	1,2
Mastery in Number delivered by both TAs and Teachers , to prioritise disadvantaged pupils, intervention in years 3. Whole school input year 4,5,6.	+5 months. High impact for low cost.	1,2
Appropriate deployment of support staff for pupils with SEND, EHCP and specific vulnerabilities. This may include one to one tuition and small group work.	+4 months. Moderate impact for moderate cost. +5 months. High impact for moderate cost.	1,2,3,4
Teaching assistant interventions including Oral language interventions, literacy and numeracy interventions.	+4 months. Moderate impact for moderate cost. +6 months. High impact for very low cost. EEF	1,2,3

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

Budgeted cost: £15,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional learning. Whole school delivery of the UNICEF Rights Respecting Curriculum. Forest school provision at whole school and intervention level. Fully trained ELSA and Nurture trained TAs working with disadvantaged children	+4 months. Moderate impact for low cost. EEF Outdoor learning has limited evidence to support data	1,2,3, 4

as required using a range of talking therapies.		
Additional activities Trips, activities, after school clubs, music tuition and residential visits are subsidised by the school for children in receipt of the PP grant.	+3 months. Moderate impact for moderate cost.	1,2

Total budgeted cost: £65,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the academic year 2024 – 2025 disadvantaged children made progress in line with their individual targets. Year 6 end of key stage assessments showed that:

53% of disadvantaged pupils achieved ARE in Reading, Writing and Maths.

56% of disadvantaged children achieved ARE or above in Reading. 20% of these pupils achieved the higher standard in Reading.

61% of disadvantaged children achieved ARE or above in Writing.

49% of disadvantaged children achieved ARE or above in Maths.

Internal data from years 3 -5 shows that writing remains an areas of particular weakness for children in receipt of the PP grant. However, internal data in Maths showed the gap in this subject is narrowing for disadvantaged pupils.

Internal data shows reading to be an area of strength for our disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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