

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	The Merton Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	12/9/22
Date on which it will be reviewed	Jan 2023
Statement authorised by	Matthew Lee
Pupil premium lead	Matthew Lee
Governor / Trustee lead	Clare Moran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,976
Recovery premium funding allocation this academic year	£5670 (National Tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72646

Part A: Pupil premium strategy plan

Statement of intent

At The Merton Primary School we aim to use the Pupil Premium funding to ensure that our disadvantaged children reach their full potential and leave our school with the same skills and knowledge as our non-disadvantaged children. We have identified that 29% of our disadvantaged children also have special educational needs and are supported throughout each phase of their primary education ensuring we make reasonable adaptations and offer targeted support to ensure success.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as those with a social worker or those requiring pastoral support in response to turbulence in the home.

We Aim to:

- Remove the barriers affected by living costs, and any difficult family circumstances.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access all of the curriculum offered to them.
- Develop confidence in the ability of our pupils to communicate effectively in a wide range of contexts.
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
- Remove the barriers for our pupils that lead to poor attendance (below 95%)

Our Approaches

1. High-quality teaching. Ensuring an effective teacher is in front of every class has been 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.
2. Targeted academic support. There is strong evidence to show that activities where pupils work in smaller, more focussed groups (interventions) with an effective teacher or teaching assistant can have a positive impact on achievement as long as the intervention is linked to the classroom teaching and the curriculum.
3. Wider strategies. This is acknowledging that there are non-academic challenges to success in school such as wellbeing, attendance and behaviour which may also make it difficult for our disadvantaged pupils to achieve academically.

Challenges

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

Challenge number	Detail of challenge
1	Mental Well Being

	High number of children requiring social and emotional support due to turbulence in the home affecting their mental well-being impacting on their capacity to learn (43% of PP in all year groups).
2	Year 3/4 Gaps in Maths Basics (71% of LKS2 PP) Children have gaps in Maths with basic arithmetic and number skills not secure.
3	Attendance (63% of KS2 PP below 95%) The percentage of KS2 disadvantaged children whose attendance is below 95% is 63%
4	Lower Key Stage 2 Reading (63% of LKS2 PP) Readers whose phonic ability is low struggle to access reading at KS2 due to poor acquisition of Phonics or poor Fluency.
5	KS2 Writing Outcomes (59% of KS2 PP) Current KS2 Children have gaps and challenges in Writing including basic grammar and punctuation, stamina and sentence building.

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
Mental Well Being – To ensure disadvantaged children have improved mental health and well-being in order to have the capacity to learn, intrinsic motivation and good learning behaviour	<p>Pastoral work shows recorded impact and improvements in mental health/capacity to learn</p> <p>Pupil and parent surveys show better sustained levels of well-being, stability and parent/pupil support</p> <p>ELSA programmes delivered through increased capacity demonstrate measurable progress transferred into class – Goodmans/Boxhall</p>
Year 3/4 Gaps In Maths Basics The overall attainment of pupils in the current LKS2 will improve.	70% of disadvantaged children working at ARE (currently 38%) 9/13
Attendance (63% of KS2 PP below 95%)	<p>Attendance of disadvantaged pupils at 95% or higher (97% for all pupils)</p> <p>Persistent Absence is lower than 8% (7% for all pupils)</p>
Lower Key Stage 2 Reading (63% of LKS2 PP below ARE)	65% of disadvantaged children working at ARE (currently 31%) 8/13

KS2 Writing Outcomes (59% of KS2 PP below ARE)	70% of disadvantaged children working at ARE (currently 31%) 19/27
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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)

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of standardised diagnostic assessments platform and resource base - Pixl</i>	This support platform and test base provides accurate and consistent ways of identifying areas for improvement and providing intervention or teacher led re-teach EEF – Standardised Tests, Assessing and Monitoring Pupil Progress https://www.pixl.org.uk	2,4,5
<i>Teacher Research Groups to improve Teaching and Learning</i>	Quality Teaching and professional development through ‘defining a problem you want to solve and identifying appropriate strategies.’ 22/23 Teacher Research Group across school and Trust, focus on Feedback and Scaffolding. Specific termly Pupil Premium staff CPD EEF – Putting evidence to work	2,4,5
<i>High Quality CPD in Teaching and Learning</i>	Staff development sessions and planning process to support key ideas around effective teaching and learning based on the ideas of John Hattie: Recall, Scaffolding, Explicit Instruction, Building on Prior Knowledge, Feedback, Modelling EEF – Effective professional Development - Guidance Reports	2,4,5
<i>High Quality CPD in Maths</i>	Improve the subject knowledge and pedagogical knowledge, teaching and supporting the learning of early maths. NCETM – Specialist Knowledge for Teaching Mathematics – to develop mathematical subject knowledge and understand the pedagogy that underpins the teaching	2

<p><i>High Quality CPD in Writing</i></p>	<p>To provide CPD so that staff provide a high quality English Journey in line with the English Research Review and Talk for Writing as a base for a bespoke model developed in school to support the writing journey.</p> <p>Ofsted English Research Review Factors leading to effective teaching of writing Providing frequent opportunities to write Provide opportunities to work collaboratively on different aspects and stages of the writing process Pupils effectively plan, draft, write, revise and edit (school based: Explore Experiment Create)</p>	<p>5</p>
<p><i>Reading Fluency LKS2</i></p>	<p>Implementation of 3 Weekly Fluency Lessons to support Reading Speed in Decoding and Accuracy</p> <p>Ofsted English Research Review It is critical that children achieve fluency in the early stages of learning to read. This frees up their working memory and allows them to focus on comprehension</p>	<p>4</p>

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

Budgeted cost: £ 36,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reteach Model using overstaffing to provide weekly intervention</i></p>	<p>Teachers will ‘re-teach’ their own pupils weekly around key misconceptions. Evidence suggests that this an effective strategy for ensuring gaps are quickly identified and closed.</p> <p>EEF One to One tuition and Small group intervention</p>	<p>2,4,5</p>
<p><i>Reading Fluency Intervention groups led by TAs</i></p>	<p>TAs can provide extra groups to support the whole class model</p> <p>Ofsted English Research Review It is critical that children achieve fluency in the early stages of learning to read. This frees up their working memory and allows them to focus on comprehension</p> <p>EEF One to One tuition and Small group intervention</p>	<p>5</p>

<i>Pixl based TA interventions – Focus groups on key areas of Reading, Writing, Maths</i>	Teachers will identify key areas where gaps need to be closed through weekly programs e.g. Neli, 1:1 Reading, Writing focus groups, Fast Track Phonics, Pixl EEF One to One tuition and Small group intervention	2,4,5
<i>ELSA Support</i>	ELSA to support mental health and well-being to ensure children are in a good place to learn ELSA sessions have a strong evidence base indicating a positive impact on children from disadvantaged backgrounds Social and emotional learning approaches have a positive impact, on average of 4 months over a year of academic progress EEF – Social and Emotional Learning	1,3

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

Budgeted cost: £ 18,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play TAs at lunchtime</i>	Play TAs at lunchtime facilitate positive creative play and foster strong relationships Social and emotional learning will focus on the ways children work alongside their peers, teachers, family and community EEF - Social & Emotional Learning	1,3
<i>Pastoral programmes</i>	<i>Lego Therapy</i> to offer a resolution based therapy targeted at children who need help to overcome a particular difficulty with social or emotional skills that will transfer into class. <i>Drawing & Talking</i> as a therapeutic program to support children with trauma	1,3

	<p>in a safe space that may be a barrier to effective learning or communication.</p> <p>Social and emotional learning will focus on the ways children work alongside their peers, teachers, family and community</p> <p>EEF - Social & Emotional Learning</p>	
<i>Forest School and Outdoor Education</i>	<p>Improved confidence and self-esteem will have a positive impact on their emotional and mental well-being resulting in better capacity for learning.</p> <p>EEF – Outdoor Adventure Learning</p> <p>Evidence suggests there is a high impact on self-efficacy, motivation and teamwork, resilience</p>	1,3
<i>Embedding the principles of good practice set out in the DfE’s Improving School Attendance</i>	<p>Work with families to identify the importance and provide the motivation and incentive to raise attendance beyond 95% and work towards the school’s target of 97%+.</p> <p>Regular monitoring of disadvantaged children, swift intervention, good communication and support will result in better attendance.</p> <p>DFE Guidance following engagement with schools that have significantly reduced absence</p>	5

Total budgeted cost: £ 72, 646

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

At the End of Key Stage 2, all children achieved or were very close to the expected standard in Reading and Maths. Internal assessments in Key Stage 2 during 2021/22 indicate that disadvantaged pupils performed less well than non-disadvantaged pupils in the key areas of the curriculum, particularly in writing where due to COVID, pupils were heavily impacted. However, in terms of progress last year, they largely made accelerated progress relative to their start points and in line with their peers. Carefully matched books to phonic ability and extra high quality phonics sessions have improved phonics for all and especially the disadvantaged. Our internal data for KS1 suggests that pupils from disadvantaged backgrounds are making significant progress and in most cases this is in line with their non-disadvantaged peers.

When considering the impact of Covid-19 and considering that previous school closures were most detrimental to this group we are pleased that we were able to minimise the impact of this through our strategy. This was achieved through an excellent programme of remote learning and associated online resources during the closure, and last year a high quality curriculum with excellent Quality First Teaching. This was supported by well-structured intervention programmes and gaps in Maths and Phonics continue to be targeted and recovered

Pupil behaviour, mental health and well-being was significantly impacted by COVID-19. This placed a significant stress on families and as a result the school successfully used pupil premium funding to support the well-being of pupils, especially boys and thus increasing their capacity for learning. As the impact and need was at its greatest for disadvantage children we have built this current plan with this in mind, continuing to use strategies such as our full-time pastoral support, Forest Schools and support with Breakfast Club for those needing a more positive start to the day.

Overall attendance was 96.2% in 2021/22, higher than the national average. Disadvantaged attendance was 3% lower than their Non-disadvantaged peers with persistent absence 1.5% Higher. Attendance remains part of our plan for this reason.

Looking ahead the school would benefit from further use of ELSA trained staff, CPD for all staff and high quality monitoring, evaluation and feedback for Quality First Teaching and bespoke interventions for disadvantaged pupils.

Summary of Targets for 2021/22

Achievement in EYFS/KS1:

2/3 achieved GLD in EYFS. 6/7 Disadvantaged passed the year 1 phonics screen

Progress at KS2 – 4 Pupil Premium Children:

Progress in Reading at KS2:

Progress of Disadvantaged 1.6 vs 0.2 for the cohort

Progress in Writing at KS2:

Progress of Disadvantaged -3.6 vs 0.2 for the cohort

Progress in Maths at KS2:

Progress of Disadvantaged -0.47 vs 1.1 for the cohort

Year 1 Phonics Results:

6/7 Disadvantaged passed phonics at the end of Year 1, 83% for the overall cohort

Y4 Multiplication Check:

5/6 Disadvantaged close to 25 marks (within 7 or better), 16/60 achieved 25 marks or more for the overall cohort

Attendance:

93.3% for Disadvantaged which is higher than 92.8% target. PA 5% for all, 6.5% Disadvantaged