

Pupil premium strategy statement

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 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	416
Proportion (%) of pupil premium eligible pupils	11.54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	18/10/23
Date on which it will be reviewed	Sept 2025
Statement authorised by	Patrick Betts
Pupil premium lead	Rebecca Elsome
Governor / Trustee lead	Clare Moran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,830
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	£72,830

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 both academically and personally and leave our school with the same skills and knowledge as our non-disadvantaged children. We have identified that a significant percentage 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, adaptive 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, which affects their mental well-being and impacts on their capacity to learn.
2	Language and Communication Lower levels of language and communication skills on entry for disadvantaged pupils
3	Attendance Attendance of disadvantaged pupils is significantly below non disadvantaged with a particular focus on persistent absence
4	Phonics and Reading Some disadvantaged pupils with low phonic ability and delayed early reading skills who struggle to access the curriculum
5	KS2 Writing Outcomes Disadvantaged children have gaps and challenges in writing including basic grammar and punctuation, stamina and sentence building.
6	Cultural capital Experiences of some disadvantaged children outside of school is limited

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
To ensure disadvantaged children have improved mental health and well-being in order to have the capacity to learn, to develop intrinsic motivation and to develop good learning behaviour	<ul style="list-style-type: none">• Pastoral work shows recorded impact and improvements in mental health/ pupils' capacity to learn• Pupil and parent voice show better sustained levels of well-being, stability and parent/pupil support

	<ul style="list-style-type: none"> • ELSA programmes delivered through increased capacity demonstrate measurable progress transferred into class – Goodman's' / Boxall / SDQ
To prioritise Early Reading so that a greater number of Pupil Premium children pass the phonics screening in Year 1.	<ul style="list-style-type: none"> • All Pupil Premium children pass their phonics screening in year 1. • Children have the correct reading books and are progressing through the book levels / are receiving additional adult support to enable this • All Pupil Premium pupils access our libraries and choose books for pleasure
Improved language and communication levels for disadvantaged pupils enabling progress and attainment across the curriculum	<ul style="list-style-type: none"> • Pupils demonstrate increased levels of confidence in speaking and listening and can discuss their knowledge and learning using ambitious vocabulary • Pupils access and demonstrate ambitious vocabulary from across the curriculum and transfer this into their written work. • Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny • All pupils develop fluency in speaking and reading and a love of reading
To ensure that all our disadvantaged pupils attend school in line with non-disadvantaged pupils and to be above the National Expectation of 96%.	<ul style="list-style-type: none"> • Attendance data will show that attendance among Pupil Premium children does not fall below that of non-pupil Premium children. • Any persistent absence is rapidly addressed and barriers to attendance removed and supported
To enable pupil premium children to make expected, and accelerated progress to achieve at the expected standard.	<ul style="list-style-type: none"> • The percentage of Pupil Premium children achieving ARE and above will match that of non-pupil Premium children in Reading, Writing and Maths • Children will demonstrate progress following high quality first teaching and additional interventions including

	<p>phonics interventions, additional reading support and talk boost</p> <ul style="list-style-type: none"> • Pupil discussions will show that our Pupil Premium children are knowing and remembering more in line with what has been taught and in-line with non-Pupil Premium pupils
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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
Quality first, adaptive teaching strategies are employed to ensure the highest quality teaching adaptations and scaffolds are in place. Ensuring that leadership time is provided to enable time is given to this	<p>The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap.</p> <p>Being responsive to information about learning, then adjusting teaching to better match pupil need by:</p> <ul style="list-style-type: none"> • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. <p>EEF</p>	2,4,5
Robust assessment procedures including the implementation of the standardised diagnostic assessment platform and resource base – Pixl is used to highlight gaps in learning to inform high-quality first teaching	<p>This support platform and test base provides accurate and consistent ways of identifying areas for improvement and providing intervention or teacher led re-teach</p> <p>Use of Provision Map to target and track interventions based on entry / exit tasks ensure intervention is specific and targeted</p> <p>EEF – Standardised Tests, Assessing and Monitoring Pupil Progress professional judgement about the best next steps; it also makes teaching more efficient by</p>	2,4,5

	<p>ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy- EEF</p> <p>https://www.pixl.org.uk</p>	
Teacher Research Groups and shared year group planning time in place to improve and develop teaching and learning	<p>Quality Teaching and professional development through 'defining a problem you want to solve and identifying appropriate strategies' EEF 22/23 Teacher Research Group across school and Trust, focus on Feedback and Scaffolding. Specific termly Pupil Premium staff CPD and regular T&L CPD for Teachers and Support Staff</p> <p>EEF – Putting evidence to work</p>	2,4,5
High quality CPD in teaching and learning	<p>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</p> <p>EEF – Effective professional Development - Guidance Reports</p>	2,4,5
High quality CPD in Maths	<p>Improve the subject knowledge and pedagogical knowledge, teaching and supporting the learning of early maths.</p> <p>NCETM Mastering Number Program – embedding into KS1 and Implementing in KS2</p> <p>NCETM – Specialist Knowledge for Teaching Mathematics – to develop mathematical subject knowledge and understand the pedagogy that underpins the teaching</p> <p>Effective professional development plays a crucial role in improving classroom practice and pupil outcomes- EEF</p>	2
High quality CPD in Writing	<p>To provide CPD so that staff provide a high quality English Journey in line with the English Research Review and develop 'explore, experiment and create' approach as a base for a bespoke model developed in school to support the writing journey.</p> <p>Ofsted English Research Review</p> <p>Factors leading to effective teaching of writing</p> <p>Providing frequent opportunities to write</p> <p>Provide opportunities to work collaboratively on different aspects and stages of the writing process</p> <p>Pupils effectively plan, draft, write, revise and edit (school based: Explore Experiment Create)</p>	5

Reading Fluency LKS2	<p>Embedding of 3 Weekly Fluency Lessons to support Reading Speed in Decoding and Accuracy</p> <p>Ofsted English Research Review</p> <p>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>	4
Early Reading Lead, supported by DHT to provide CPD and support for teachers and TAs	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.	1,2

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

Budgeted cost: £ 35,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-teach model using overstaffing to provide weekly intervention – Y6	<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>	2,4,5
Phonics interventions for pupils in EYFS and KS1	<p>Our phonics progress and successes following our 'keep up not catch up' approach and daily interventions/ over learning during the last academic year have guided us to continue this approach this academic year</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Phonics</p>	2
Reading interventions and daily reading for targeted readers	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading	4

	<p>comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>EEF reading comprehension.</p>	
<p>Reading Fluency Intervention groups led by TAs (Y3/4)</p>	<p>TAs provide extra groups to support the whole class model</p> <p>Ofsted English Research Review</p> <p>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>	4 5
<p>Pixl based TA interventions – Focus groups on key areas of Reading, Writing, Maths</p>	<p>Teachers will identify key areas where gaps need to be closed through weekly programs e.g. Neli, Talk boost 1:1 Reading, Writing focus groups, Phonics, Pixl</p> <p>EEF One to One tuition and Small group intervention</p>	2,4,5
<p>ELSA Support, targeted Drawing and Talking and pastoral sessions</p>	<p>ELSA to support mental health and well-being to ensure children are in a good place to learn</p> <p>ELSA sessions have a strong evidence base indicating a positive impact on children from disadvantaged backgrounds</p> <p>Social and emotional learning approaches have a positive impact, on average of 4 months over a year of academic progress</p> <p>EEF – Social and Emotional Learning</p>	1,3

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

Budgeted cost: £ 18,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play TA's at lunchtime, nurture lunch club, provision of zones of play	<p>Play TAs at lunchtime facilitate positive creative play and foster strong relationships that</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 approaches have a positive impact on pupil learning by up to 4 months.</p>	1,3
<p>Pastoral Support Worker to provide targeted support for children and families</p> <p>NHS Mental Health Worker to offer specialist mental health support</p>	<p>Including Lego Therapy and drawing and talking 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.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)</p> <p>Drawing & Talking as a therapeutic program to support children with trauma 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>	1,3
Forest School and Outdoor Education	Improved confidence and self-esteem will have a positive impact on their emotional and mental well-being resulting in better capacity for learning.	1,3

	<p>EEF – Outdoor Adventure Learning</p> <p>Evidence suggests there is a high impact on self-efficacy, motivation and teamwork, resilience</p>	
Embedding the principles of good practice set out in the DfE's Improving School Attendance	<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
Bespoke and targeted support to ensure our most disadvantaged pupils have access to a wealth of opportunities to increase the cultural capital experiences including clubs, residential, trips, music lessons	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF</p>	6

Total budgeted cost: £ 72, 830

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 2023 to 2024 academic year.

At the end of key stage 2, the majority of children achieved or were very close to achieving the expected standard in reading and maths: 75% of pupil premium pupils reached the expected standard in maths and 62% in reading. Internal assessments in key stage 2 during 2023/24 indicate that disadvantaged pupils performed less well than non-disadvantaged pupils in the key areas of the curriculum including writing (50% achieved the expected standard for writing). Around two thirds of children 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 continue to improve phonics for nearly all disadvantaged children. 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. Only two of our disadvantaged children did not meet the expected standard in the phonics screening at the end of year 1, this year one of the pupils has moved schools and the other is receiving targeted support in year 2. The impact on our current Year 6 cohort indicates our strategy is resulting in significant improvement both in terms of attainment and progress.

Pupil behaviour, mental health and well-being continues to be a priority for children and their families at The Merton. Significant stress remains on families and as a result the school successfully uses pupil premium funding to support the well-being of pupils. We continue to see success from and 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. Disadvantage children have benefitted hugely from extending pastoral support into lunchtimes and the increasing capacity for mental health provision and support including developing strong links the Charnwood Mental Health team who offer targeted and effective support to pupils and their families who require more specialist support with regard to mental health.

Overall attendance was 96% in 2023/24, higher than the national average. Disadvantaged attendance was 93.1%. Attendance remains part of our strategy for this reason but there is an improvement in the number of disadvantaged children over 95% attendance due to targeted support including the provision of free or subsidised breakfast club.

The school has benefited from extended use of ELSA trained staff, links with Charnwood NHS support, CPD for all staff and high quality monitoring, evaluation and feedback for Quality First Teaching and bespoke interventions for disadvantaged pupils.

The school has made significant improvements to the school environment to allow better provision for intervention and support. Further work is focused on embedding adaptive teaching as a quality first teaching strategy designed to support pupils