

## Merrydale Junior School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	<b>Merrydale Junior School</b>
Number of pupils in school	<b>364</b>
Proportion (%) of pupil premium eligible pupils	<b>100 pupils 27%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2021-22</b>
Date this statement was published	<b>September 2021</b>
Date on which it will be reviewed	<b>September 2022</b>
Statement authorised by	<b>Catriona Mugglestone</b>
Pupil premium lead	<b>Louise Saunders</b>
Governor / Trustee lead	<b>Mariam Essof</b>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 134,500
Recovery premium funding allocation this academic year	£ 12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147,115

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

#### . **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- . • For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

The range of provision the leadership of the school consider making for this group include and would not be limited to:

- providing small group work with an experienced TA/teacher focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- Subsidise activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Pastoral support during the school day
- Parent link worker support for families

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Less engagement with learning during lockdown including opportunities for talk, missed phonics teaching, discussion and opportunities to write. This negatively impacts their development as readers and writers.
2	Our assessments, observations and discussions with pupils and families have identified an increase in social, emotional and mental health issues for many pupils and families, and a lack of enrichment opportunities during school closure.
3	<u>Missed school attendance during lockdown -and a lack of learning opportunities provided in KS1.</u> <u>Low attainment on entry to EYFS and Year 3.</u> Our assessments and observations indicate that the education and well-being of many of our pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all areas.
4	Social issues -including poor housing, complex family issues-mental health of adults, social services involvement.
5	Attendance and punctuality issues.

6.	<u>Weak English language and communication skills.</u> Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.
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### 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Attendance	Ensure attendance of disadvantaged pupils is above 95%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice</li> <li>• student and parent surveys and teacher observations</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 (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD Phonics to support pupil catch up	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1,3,6

<p>from KS1 missed learning during lockdown.</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	
<p>Revision of school policy on marking and feedback to ensure focused feedback to support pupil learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Providing feedback is a well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies. It provides specific information on how to improve.</p>	1,3,6
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk">Education Endowment Foundation   EEF</a></p>	1.3.6
<p>Teacher development time. Dedicated 2 hour additional to PPA for research and coaching</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,3,6

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

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group tuition. After school pre/catch up teaching sessions.	<a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1.3,6
Daily guided reading sessions for whole school. Class teaching session 30 minutes as well as bespoke small groups for differing abilities of readers	<a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1.3.6
Interventions across all year groups to support individual needs including class Teaching assistant support, individual/group phonics and catch up in all core areas of the curriculum.	<a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1.3.6
Whole school priority - Oracy project work Speech and language service support-Epic-SALT	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1.3.6
Following staff CPD focus-developing this work within the classroom through delivery and developing of pupil understanding of their own learning.	<a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1.3.6

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

Budgeted cost: £82,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
School open from 8.30am for all pupils to come into school to read and settle well for the day.	<a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	1.2.3.5,6
Pastoral support team (2 staff) provide mentoring,	<a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	1.2,3.4.5.6

<p>counselling and behaviour management support to pupils in school. They also support with bereavement and friendship groups.</p>		
<p>The parent link worker supports families with a variety of issues-housing,DV, social care involvement. She is a key link between home and school. She also supports with the school's safeguarding work and leads on attendance. The school links with the City EWO service for guidance and support.</p>	<p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1.2,3.4.5.6</p>

**Total budgeted cost: £177,592**

## Part B: Review of outcomes in the previous academic year

Actions 2020-21	Rationale
Class based L2 TA in each year group Y3-6 to support learning of pupils as class sizes 30-32 pupils	Year group data shows a positive increase in the number of pupils on track for attainment and progress. More opportunity for individual pupil support and targeted teaching/catch up
L3 TAs provide individual closing the gap support including phonics	Closing the gap catch up individual work allows pupils to access the age appropriate curriculum and ensures that children can receive rapid intervention to support gaps in learning
Teaching Assistants are deployed to carry out daily small group guided reading sessions.	Targeting of pupils enables accelerated progress
Pastoral Support Officer (PSO) <i>targeted sessions in all year groups</i> <i>Circle time, therapy sessions etc.</i> <i>Individual support and counselling</i>	Improving confidence and esteem Social and emotional learning: moderate impact for moderate cost Maslow's hierarchy of needs - ensure children have their basic needs met
Behaviour support/ ELSA worker	Behaviour intervention Sutton trust: moderate impact for moderate cost (social and emotional learning) Percentage of vulnerable children for exclusion
Family support worker role	Providing a staff member who can develop positive relationships with parents/carers to support the progress and learning of all pupils.
Education Welfare Service support - £6,251.00 per annum	Increased attendance will result in increased progress for PP pupils. Supports the work of the school's welfare worker.
Purchasing of individual laptops for all pupils in y4 to support digital and blended learning (26 pp)	Supporting both in school and home learning

## Pupil premium strategy outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Century tech	
Times tables rock stars	
Oak National Academy	
Accelerated reader	
myON	

