

Pupil premium strategy statement – Merrydale Junior School

This statement details our school's use of pupil premium (and recovery 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 2023-24.

School overview

Detail	Data
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	32.5% 117 children
Academic year/years that our current pupil premium strategy plan covers 2021-22, 2022-2023, 2023-2024	2023-24
Date this statement was published	1 st September 2024
Date on which it will be reviewed	1 st December 2024
Statement authorised by	Antony Corbett
Pupil premium lead	Antony Corbett
Governor / Trustee lead	Marium Essof

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 157,329.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
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>	£ 157,329.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Merrydale Junior School is that all pupils, irrespective of their backgrounds or 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 pupils who are already high attainers.

We will consider the challenges faced by vulnerable pupils such as those who have a social worker or are 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 first teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils need the most support with. 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 Merrydale Junior School. Implicit in the details outlined below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for disadvantaged peers.

Principles.

- We ensure that teaching and learning opportunities address the needs of the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and needs addressed at the attainment level required irrespective of chronological age.
- 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, thus being ready for the next stage of education and achieve GCSEs in English and Maths.

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

- Providing small group work with an experienced TA/teacher focussed in overcoming gaps in learning through targeted analysis of attainment gaps.
- 1:1 support
- Additional teaching and learning opportunities provided through trained LSA or external agencies
- Subsidise activities, educational visits and residentials
- Ensuring children have first hand experiences in the classroom
- Pastoral support through out the day
- Family support officer to provide help to families in need

This is not an exhaustive list and will change and adapt 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	Low attainment of cohorts arriving at the Junior School due to disrupted education pathways from COVID. This is particularly evident in the attainment in writing
2	Increase in mental health issues for families, deprivation figures for the area have risen as has a rise in social service input around issues associated with deprivation such as Domestic Violence.
3	Low attainment upon entry to EYFS has impacted upon attainment Junior School has an impact upon current year 6, 5 and 4. The educational gaps created by disrupted schooling have led to children falling further behind age related expectations in all areas.
4	Social issues such as deprivation, social housing, domestic violence, shared housing accommodation, complex family issues and social service

	involvement. The current economic climate has also had a negative impact upon families in the area.
5	Attendance and punctuality – leading to a loss in learning time.
6	Levels of English as Additional language in school, currently 87%. Disadvantaged pupils have under developed oral language skills and vocabulary development.

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 will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulating evidence, observations of lessons, engagement in lessons, pupil voice, book scrutiny, formative assessment.
Progress in Reading	Achieve above national average progress scores in KS2 Reading.
Progress in Writing	Achieve above national average progress in KS2 writing
Progress in mathematics	Achieve above national average progress scores in KS2 maths
Attendance	Ensure attendance of disadvantaged pupils is above 95%
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025-26 demonstrated by <ul style="list-style-type: none"> • Qualitative data from student voice • Student and parent surveys and teacher observation

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 in Writing	<p>A strong writing programme is in place in order to provide the disadvantaged children with increased opportunities to write and develop vocabulary.</p> <p>The Write Stuff – Jane Considine has also been shown to help children develop vocabulary who have English as an additional language develop English skills.</p> <p>An emphasis upon modelling the writing for children, sharing the writing thought process, developing vocabulary and emphasis upon editing.</p>	1,3,6
<p>Continued support to the Phonics programme to support the catch up of KS1 children in KS2.</p> <p>Continued support for CPD around the DfE phonics system purchased</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact upon the accuracy of word reading (Though not necessarily comprehension) particularly for disadvantaged children.</p> <p>Phonics EEF</p>	1,3,6
Revision and updating of school feedback policy to ensure focus feedback to disadvantaged pupil learning	<p>Providing feedback is 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> <p>Feedback EEF</p>	1,3,6
Purchase of standardised diagnostic assessments	<p>Standardised tests can provide reliable insights into the specific areas of strength and development of each pupil to help ensure they receive the correct additional support through intervention or teacher input.</p> <p>EEF Blog: Testing, testing, testing! How do we respond when... EEF</p>	1, 3, 6
Involvement in Microsoft Reading	Disadvantaged children using Microsoft Reading Progress to improve fluency in order to be able to access the KS2 reading tests.	1, 3, 6

Progress project	Research proves that without fluency the children can not get meaning from the text in order to complete the comprehension Reading Paper in Y6.	
Teacher development time, dedicated 2 hour additional to PPA for research and coaching	Effective Professional Development EEF	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
Small group tuition afterschool/pre school teaching sessions.	Small group tuition EEF	1,3,6
Daily guided reading sessions for whole school. Class teaching sessions 30 minutes focus on reading domains	Reading comprehension strategies EEF	1,3,6
Daily phonic session delivered at the level needed by the learner.	Phonics EEF	1,3,6
Interventions across all year groups to support individual needs including teaching assistant support, individual or group support to provide gap support in all areas of the curriculum.	Teaching Assistant Interventions EEF	1,3,6
School Project on Oracy	There is a strong evidence base that suggest Oral interventions including dialogic activities, such as classroom discussion, are inexpensive to	1,3,6

Speech and language service support – EPIC - SALT	implement and have a high impact on reading Oral language interventions EEF	
Continued staff CPD - WALKTHRU's, emphasis on Metacognition, developing understanding how children learn in the classroom.	Metacognition and self-regulation guidance report EEF	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 8.30 for all pupils to come into school, read and settle for the day	Extending school time EEF	1,2,3,4,5,6
Pastoral team (2 staff) provide support, counselling, mentoring, and behaviour management support to pupils in school. Pastoral team provide targeted group support for disadvantaged children in order to help them succeed. Bereavement groups, friendship groups, understanding emotions, and calming clinics through the City Psychology service. Both members of the team are ELSA's	Mentoring EEF	1,2,3,4,5,6
The Family Link worker supports disadvantaged families with a variety of issues.	Parental engagement EEF	1,2,3,4,5,6

<p>Housing issues, domestic violence advise, social care, bills, secondary school placements, holidays, charity firms that are available, food parcels through the Trussel Trust.</p> <p>Family link worker supports with school's safeguarding work and leads on attendance</p> <p>Family Link Worker works alongside EWO service</p>		
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Total budgeted cost: £177,592

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

<i>Actions 2023-24</i>	<i>Rationale</i>	<i>Outcomes</i>
Whole School CPD in writing	School data has shown that writing data is behind other subjects. The development of vocabulary is key to the development of writing in the school, this is why the Write stuff writing programme has been selected	Teachers have completed the training for the Write Stuff. Pupil Books have shown an improvement in the quality of writing completed since September. The author of the programme has visited school and taught lessons alongside the teachers.
Teacher Development time for teachers	Teachers are given 2 hours a week to develop teaching and learning	Teachers have reported that the time given has improved the teaching in their classrooms. This has been shown in observations across school.
Continued support to the Phonics programme to support the catch up of KS1 children in KS2.	This continues to be an issue, as a Junior School we receive children from feeder schools that need to continue the phonics programme in order to access the curriculum.	The groups make progress through the different levels of attainment from within the scheme. The ultimate aim is to get the children back into class, we have achieved this for children
Continued support for CPD around the DfE phonics system purchased	The school maintains the training for phonics in order to ensure the quality	The phonics scheme come to school to ensure we are maintaining their

	of the offer to children is high.	standards and have provided positive feedback
Daily phonic session delivered at the level needed by the learner.	This continues to be an issue, as a Junior School we receive children from feeder schools that need to continue the phonics programme in order to access the curriculum.	The groups make progress through the different levels of attainment from within the scheme. The ultimate aim is to get the children back into class, we have achieved this for children
Providing small group work with an experienced TA/teacher focussed in overcoming gaps in learning through targeted analysis of attainment gaps	The planning of interventions comes from Pupil Progress meetings and the analysis of data. Pupil Premium children are a focus group in these meetings	Data from the pupil progress meetings shows evidence of improvements made. Pupil work in books has evidenced progress as the year progressed. Children have become more confident in their work.
Pastoral Support – targeted sessions in all year groups	Improving confidence and self esteem. Social and emotional learning: moderate impact for moderate cost Maslow’s hierarchy of needs – ensure children have basic needs met.	There has been a continued increase in pupil need in the last year. More children are experiencing anxiety as well as an increase in domestic violence incidents in home. We also have increased numbers in multiple occupancy housing.
Behaviour support/ELSA worker	Behaviour intention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High % of vulnerable children are PP	Children need more support with developing friendships and positive relationships with others. Children continue to not know how to play alone or with others

Family Support Worker Role	Having a staff member who can provide positive relationships with parents/carers to support the attendance and learning of all pupils	Families of all pupil groups continue to require support. The school has supported with food parcels, signposting to other organisations for support as the cost of living becomes ever higher.
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Merrydale 2024 SATS results

Subject - Reading	EXS+	GDS	National
All Merrydale Children	60%	21%	74%
Pupil Premium children	50%	12%	
Subject - Writing			
All Merrydale Children	54%	1%	72%
Pupil Premium	32%	0%	
Subject - Maths			
All Merrydale Children	70%	27%	75%
Pupil Premium	62%	12%	
Subject – Combined			
All Merrydale Children	49%	0%	61%
Pupil Premium	25%	0%	

Pupil results were generally in line with the school as a whole, results. Writing results are below the school average. The work completed upon a new writing system this year is going to impact all children's ability to write and produce writing that will be at expected or better levels. The Pupil Premium children are also a key pupil group that are being taught these writing skills, the Write stuff programme will develop vocabulary for all children groups, EAL and Pupil Premium.

The School continue to monitor the writing of Pupil Premium writers. The Pupil Premium group are considered during the pupil progress meetings and are focused as part of book scrutiny.

The Pastoral team continue to provide nurture and emotional support to significant numbers of pupils throughout the year. Parents continue to be well supported through

the school family link worker. Support is offered through food parcels from the Trussell trust, there is help available with translation of council letters and accessing grants.

Externally provided programmes

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

Programme	Provider
Times table Rockstar	
Century Tech	
Oak National Academy	
The Write Stuff	
Star Reader	
Star Maths	
MyOn	
Microsoft Reading Progress	