

Pupil Premium and Recovery Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2021 to 2022 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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	Mere Green primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Kristal Brookes
Pupil premium lead	Miss Lucia Thornton
Governor / Trustee lead	To be appointed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69940
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,735
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	£104,215

Part A: Pupil premium strategy plan

Statement of intent

At Mere Green our aim is to ensure that children thrive as a result of their enriched and high-quality education experience. We strive to ‘make a difference’ to all of our pupils through high expectations, excellent teaching, an exciting engaged curriculum and a purposeful parent partnership. We believe that through a personalised approach we are able to meet children’s individual needs, ensuring that every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils’ outcomes so that children are engaged and achieve well.

High quality teaching, targeted academic support and wider approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

We are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive high quality teaching in every lesson and that disadvantaged children who have ‘fallen behind’ their peers with similar starting points, receive regular intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.
2	A high proportion of children in receipt of PP funding have gaps in their reading knowledge and reading fluency. In addition, they have limited access to high quality books.
3	Due to socio-economic inequalities some pupils have limited life experiences beyond their home and immediate community. They also have limited access to technology.
4	As a result of Covid, attendance for some PP children has been a significant challenge. Historically attendance of PP children has been at least 2% below non PP children. Attendance rates for the academic year 2020/2021 Whole School 95.2% - PP children 92.7% non PP 97.5%
5	A high proportion of pupils in receipt of PP funding require additional emotional support. They demonstrate weaknesses in their learning behaviours and show lower levels of mental strength.

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
<ul style="list-style-type: none"> • Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. • Attainment for PP children to be in line with non PP children unless there are additional needs relating to SEND. • The gap is narrowed in the progress and attainment of PP and non-PP children 	<ul style="list-style-type: none"> • Those pupils who are identified in not making the expected progress are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards. • Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. • Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. • A bespoke flip learning package is in place, tailored to address identified gaps for individual PP children.
<ul style="list-style-type: none"> • The reading deficit for children in receipt of pupil premium funding is diminished. • A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. 	<ul style="list-style-type: none"> • Those pupils identified as not making the expected progress are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards. • Targeted pupils receive additional phonics teaching to ensure that they meet the expected standard in Year 1. • Targeted pupils receive additional phonics and reading interventions. • Parents are engaged in the development of their child’s reading. • Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading, in addition to high quality books at home.

	<ul style="list-style-type: none"> • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in phonics and reading.
<ul style="list-style-type: none"> • All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. • Pupils love learning and have access to an engaging, broad and varied curriculum • All children have access to high quality technology at home. 	<ul style="list-style-type: none"> • The ATLP curriculum will provide pupils with an exciting, varied curriculum. • Teachers will plan a wide range of visits and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • All pupils from Years 2-6 will receive a one to one device with a range of apps and access to high quality teaching. PP children identified as needing additional support, will be offered a one-to-one device to access learning from home. • Home learning is organised through the flip learning approach to support the link between home and school to enrich the children's learning experiences more.
<ul style="list-style-type: none"> • All disadvantaged pupils will meet national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by SLT and Pastoral Attendance lead brings about an increase in PP pupils' attendance and a decrease in persistent absence.
<ul style="list-style-type: none"> • All pupils will demonstrate the school value of having mental strength; they will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence and will have a range of strategies to support them when faced with a challenge. 	<ul style="list-style-type: none"> • Children know and understand the meaning of our value 'Mental Strength'. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. • Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour. • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • Forest school sessions are used effectively to develop these learning behaviours.

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
<p>CPD Engagement in CPD including:</p> <ul style="list-style-type: none"> • The Maths Hub • Read Write Inc • Feedback 	<p>Mastery Maths is the approach strongly encouraged by the DFE. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Systematic teaching of phonics = + 5 Months</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Feedback = + 7 Months (digital feedback +4 months) Evidence suggests that some approaches may have a greater impact on disadvantaged pupils and low prior attaining pupils than other pupils.</p>	<p>1/2</p>
<p>Coaching: Daily phonics coaching by the phonics leader. (cost of training and cover) Weekly instructional coaching in reading (cost of release time cover) Regular coaching (leverage leadership) in writing (cost of training and release cover time)</p>	<p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach To Spending</p>	<p>1/2</p>
<p>Subject Leader release time (cost of cover)</p>		<p>ALL</p>
<p>Teaching and Learning responsibility for Reading, Writing and Maths</p>		<p>ALL</p>

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention teachers and HLTA (1:1 and small group support).	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months	1, 2, 3 and 5
Catch-Up Tutor (1:1 and small group support)		1, 2, 3 and 5
Additional speech and language support and intervention.		1, 2, 3 and 5
Purchase of high quality reading texts for PP children to read at home		1, 2, 3 and 5
Purchase of or funding towards Ipads for PP pupils to support learning in school and at home		1, 2, 3 and 5

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

Budgeted cost: £ 21,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and wellbeing support through pastoral service	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	1,4 and 5
Forest School Sessions	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	All

	Social and emotional learning = +4 Months	
Breakfast Club	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	1, 2, 4 and 5
Beyond Horizons Play Therapist	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	5
School uniform and equipment	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	3 and 5
Trips and visits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1, 2, 3 and 5

Total budgeted cost: £45,000

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.

Desired Outcomes	Impact
Improve pupil's mental strength and emotional well-being.	<ul style="list-style-type: none"> A high proportion of PP pupils engaged with online learning and live zoom sessions Pupils were able to confidently communicate with others during online learning sessions. Pupils used strategies taught during pastoral interventions, Commando Jo sessions and Beyond Horizons sessions to support their well-being.
Ensure pupil's are prepared for potential school/bubble closures as a result of Covid-19.	<ul style="list-style-type: none"> Pupil's were able to access online learning and were able to continue to make progress against their individual starting points. Children who did not engage as well with remote learning were contacted regularly and other solutions offered. The children benefitted from additional pastoral support and intervention during lockdown and when they returned to school. Parent's/carer's were supported by school. All pupils were able to access remote learning (with a one to one device) when needed at different points in the year.
All pupil premium pupils make at least expected progress from their starting points.	<ul style="list-style-type: none"> A high proportion of pupil premium pupils made at least expected progress from their own individual starting point. Isolation and school closures as a result of COVID-19 impacted on the progress of some disadvantaged pupils. The gap between disadvantaged and non-disadvantaged has started to narrow, particularly for pupils working at age related expectation.
Attendance of pupil premium children is at least in line with national expectation.	<ul style="list-style-type: none"> Attendance rates for the academic year 2020/2021 Whole School 95.2% - PP children 92.7% non PP 97.5 A high proportion of PP pupils attended and engaged well with remote learning. Disruption and anxiety caused by COVID-19 impacted on the attendance of some disadvantaged pupils. Parents of persistently absent pupils did engage with the pastoral team and improvements were evident over the course of the year.
All pupils to have access to a broad and balanced curriculum allowing them to thrive	<ul style="list-style-type: none"> Pupils engaged with cultural events online (music festival etc)

	<ul style="list-style-type: none"> Pupils received high quality, one to one or small group music tuition in person or remotely during the academic year.
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Internal school data for the end of Key Stage 2

NOTE: 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.

	Pupils eligible for PP 11 pupils	Pupils non PP 22 pupils
% achieving expected standard in reading, writing and maths	82%	86%
% achieving expected standard in reading	82%	95%
% achieving expected standard in writing	91%	91%
% achieving expected standard in maths	100%	86%
% achieving greater depth standard in reading, writing and maths	0%	0%
% achieving greater depth standard in reading	18%	45%
% achieving greater depth standard in writing	0%	5%
% achieving greater depth standard in maths	27%	55%

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

Programme	Provider
Respect Programme	Commando Jo
Counselling and play Therapy	Beyond Horizons

Service pupil premium funding (optional)