

Pupil premium strategy statement

This statement details our school’s use of pupil premium and recovery premium for the 2022 to 2023 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	411
Proportion (%) of pupil premium eligible pupils	41 (10%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Kristal Brookes
Pupil premium lead	Miss Lucia Thornton
Governor / Trustee lead	Lisa Nelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,970
Recovery premium funding allocation this academic year	£7783
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	£79,753

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 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 targeted intervention and 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	Low attainers: 38% of pupil premium pupils are also on the SEND register and a high proportion (65%) are low attainers, entering Reception below age related expectation. On average, pupil premium pupils have lower attainment (in core subjects) than non-pupil premium. They make slower progress than their non pupil premium peers with similar starting points.
2	A high proportion of children in receipt of pupil premium funding have gaps in their reading knowledge and reading fluency. 37% (3 pupil) did not achieve the required mark to pass the phonics check and over 50% of pupils in Key Stage 2 were below age-related expectation at the end of KS1. There’s a greater need for children requiring speech and language support.
3	Due to socio-economic inequalities some pupils have limited enrichment experiences and opportunities. We have limited take up on PP children participating in extra-curricular activities or engagement with our enrichment offer.
4	Attendance: For some pupil premium pupils, their attendance has been lower than the average attendance of non-pupil premium pupils. Attendance rates for the academic year 2021/2022

	are as follows: Whole School 92% and PP children 90% - non-PP 93% and 32% (14) of PP pupils were identified as persistently absent.
5	Social and Emotional- A high proportion of pupils in receipt of PP funding require additional support for social and emotional learning. They demonstrate gaps in their social and emotional learning behaviours and show lower levels of mental strength. At least 50% of disadvantaged pupils require additional support for social and emotional learning.

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
Attainment (in reading, writing and maths) for disadvantaged pupils at the end of Key Stage 1 and Key Stage 2 is in line with non PP children (with similar starting points).	<ul style="list-style-type: none"> • 100% of disadvantaged pupils to make at least the expected progress across a key stage in Reading, Writing and Maths • Those pupils who are identified as 'not on track' receive a bespoke package of support to ensure that they make accelerated progress • Where pupils have similar starting points, there is no gap between the attainment of PP pupils and non-PP pupils • 100% of pupils on Welcomm programme will make rapid progress and the gap between their peers will have closed • Increase in % of disadvantaged achieving age related expectation
The reading deficit for children in receipt of pupil premium funding is diminished.	<ul style="list-style-type: none"> • Phonic Outcomes demonstrate that all disadvantaged pupils achieve the PSC pass mark by the end of KS1 • The reading attainment gap is closed between disadvantaged and non-disadvantaged pupils • Pupil Premium pupils achieve above the national average progress score at the end of KS2.
Disadvantaged pupils engage with the enrichment offer, to broaden their experiences and harness their skills and talents.	<ul style="list-style-type: none"> • There will be a significant increase in the number of disadvantaged pupils accessing the enrichment offer. • Engagement of disadvantaged pupils is in line with engagement of non-disadvantaged pupils • A high proportion (at least 80%) of disadvantaged pupils will participate in the MAD Guarantee enrichment offer.

<p>To achieve and sustain a good level of attendance (above national) for all pupils, particularly those in receipt of pupil premium.</p>	<p>There is a sustained improvement in attendance demonstrated by:</p> <ul style="list-style-type: none"> • Whole school attendance average is above the national average • Attendance (average) of disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils • Pupils identified as persistently absent (with attendance below 90%) will have significantly improved attendance; which is above 90%
<p>Pupils demonstrate high levels of social and emotional learning and interactions and barriers to learning are overcome</p>	<ul style="list-style-type: none"> • Children know, understand and demonstrate the meaning of our value 'Mental Strength'. • There is a demonstrable impact on the social and emotional learning behaviours of pupils, particularly those disadvantaged • There is a significant reduction (at least 50%) in the number of pupils identified with social and emotional needs. • A significant increase (at least 50%) in the number of pupils demonstrating the required SEL 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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching and assessment, professional development and coaching in reading and phonics</p> <p>Budget:</p> <p>Cover costs for regular release of phonics leader for coaching for all</p>	<p>There is strong evidence to suggest that a systematic phonics approach, which explicitly teaches pupils a comprehensive set of letter-sound relationships for reading and sound letter relationships for spelling is key. It is fundamental that training for all staff is in place to ensure effective engagement and progress in reading:</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Systematic teaching of phonics = + 5 Months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF- It is recommended that using teaching assistants and other trained adults, to deliver high quality, small group reading can impact attainment of on average +4 months additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1 and 2</p>

<p>staff delivering phonics</p> <p>Training and cover costs for all staff delivering phonics</p> <p>Training and cover costs for the phonics leader to work alongside RWI consultant</p> <p>Training for teaching assistants in delivering high quality small group reading intervention</p>		
<p>Develop high quality teaching, assessment and curriculum, which respon</p>	<p>The impact of mastery learning approaches in maths can add an additional 8 months progress (average in primary school) over the course of the academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1</p>

<p>ds to pupils needs, through a mastery maths approach.</p> <p>Budget: Cover for regular release of maths leader for coaching and mentoring</p> <p>Cover and training for lead teacher and teaching assistants in research based intervention</p> <p>Additional teaching staff deployed in identified year groups /subjects to support</p>	<p>EEF- It is recommended that using teaching assistants and other trained adults, to deliver high quality, small group maths intervention can impact attainment of on average +4 months additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>A study from Edge Hill university shows that success at arithmetic is effective and pupils make a number age gain of 14.5 months in a 4 month period.</p> <p>https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic/</p>	
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<p>coaching and modelling through team teach approach</p>		
<p>Develop high quality teaching, assessment and curriculum in writing, which responds to pupils needs</p> <p>Budget: Training and support package for Talk for Writing with St Matthews research school</p> <p>Release time and cover costs for all staff to attend training</p>	<p>The Talk for Writing Curriculum supports the EEF guidance reports for improving literacy at KS1 and KS2.</p> <p>literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Evidence suggests that small group tuition is effective and pupils make on average of +4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF- It is recommended that using teaching assistants and other trained adults, to deliver high quality, small group maths intervention can impact attainment of on average +4 months additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	

<p>Weekly leadership release time for writing leader to coach and support staff</p> <p>Supporting guides and teacher support books and resources</p> <p>Additional teaching staff deployed in identified year groups /subjects to support coaching and modelling through team teach approach</p>		
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<p>Develop high quality teaching, assessment and curriculum in oral language</p> <p>Budget: Cost for engagement with St Matthews Research school Oracy project</p> <p>Resources to support Oracy</p> <p>Release and cover for staff to attend training</p>	<p>The average impact of oral language intervention is on average an additional 6 months progress over the course of the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2 and 5</p>
<p>To develop high quality teaching and assessment.</p> <p>Budget:</p> <p>Release time</p>	<p>Evidence indicates that high quality teaching is the most important lever that schools have to improve pupil attainment, including disadvantaged pupils. The overwhelming body of research finds that the most important factor in improving student outcomes is good teaching.</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p>	<p>1 and 2</p>

<p>and cover costs for training and buddy /coaching</p> <p>Subscription to online platform and initial training for Walk Thrus</p> <p>Cost of walk thru guides and teacher work books</p> <p>Cost of texts to support teacher development</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for identified pupils	Evidence suggests that small group tuition is effective and pupils make on average of +4 months progress.	1, 2 and 5

<p>in research based interventions in Reading, writing and maths</p> <p>Budget: Cost of member of staff to deliver small group tuition</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Small group/ one to one interventions in reading, writing and maths</p> <p>Third Space Maths Tutoring</p> <p>Budget: Release time for training Release time to deliver intervention</p>	<p>EEF- It is recommended that using teaching assistants and other trained adults, to deliver high quality, small group maths intervention can impact attainment of on average +4 months additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2 and 5</p>
<p>Targeted speech and language intervention and support</p> <p>Budget: Release time for staff to deliver intervention</p>	<p>Extensive research into oral language intervention demonstrates high impact, where pupils make an average of +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2 and 5</p>
<p>Implementation of high quality feedback and feedback interventions, through the deployment of additional teaching staff</p> <p>Budget: Cost of additional staff deployed to</p>	<p>Feedback studies tend to show high impact on learning. Where feedback/feedback interventions are implemented effectively pupils can make an additional 6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2 and 5</p>

supprt effective feedback		

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Chall enge number(s) addressed
<p>Targeted attendance support to improve rates of attendance and reduce the number of pupils identified as persistently absent.</p> <p>Budget: Release of attendance mentor and senior leader to support monitoring</p>	<p>Recommendations for working with parents to improve pupil attendance from the EEF guidance report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> <p>The average impact of parental engagement approach is + 4 months progress over the course of the year, this impact is higher for lower attainers and children within EYFS https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Good attendance is essential for pupils to get the most out of their school experience, including attainment, wellbeing and wider life chances https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>A study into providing a free breakfast club evaluated this approach as moderate impact. Pupils in KS1 made an average of +2 months progress over the course of the year and demonstrated improved behaviour. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>1, 2, 4 and 5</p>

<p>ng, tracking, Early Help and fast tracking</p> <p>Cost of Breakfa st club to support attenda nce in KS1</p>		
<p>A bespoke menu of pastoral support availabl e to improve mental health and wellbein g:</p> <p>Pastoral team to support behavio ur for learning and mentorin g</p> <p>Release of staff member to deliver ELSA (weekly)</p> <p>Release time for senior leader to attend Mental Health training</p>	<p>The average impact of social and emotional learning is +4 months over the course of the year; however where this focus is on improving social interaction the impact is greater (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>All</p>

<p>(funded course)</p> <p>Release and training cost for x2 mental health first aiders</p> <p>Release time to support reading therapy dog</p> <p>Release time to deliver art therapy, music therapy and forest school nurture group</p> <p>Annual cost of external play therapist</p> <p>Annual cost of external mentoring</p> <p>Training for Thrive, Learning Mentors and Peer Mediators</p>		
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<p>An enrichment and extra curricular menu for all pupils</p> <p>Budget: Release and cover cost for lead teacher to attend training for children's university</p> <p>Financial contribution to fund (where required) disadvantaged pupils attending extra curricular activities and enrichment opportunities</p>	<p>Extra curricular activities are an important part in education in its own right. Engagement with enrichment opportunities supports the development of cultural capital and learning opportunities.</p> <p>Research suggests that engagement in arts enrichment has a moderate impact, where pupils make an average of +3 months progress over the course of the year. There are also wider benefits such as improved wellbeing and positive attitudes to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Further research suggests that extra curricular activities play a valuable role in developing a range of skills and positive outcomes (attainment, attendance and wellbeing)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>1, 2, 3, 4 and 5</p>
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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 2021 to 2022 academic year.

Desired Outcomes	Impact
Attainment (in reading, writing and maths) for disadvantaged pupils at the end of Key Stage 1 and Key Stage 2 is in line with non PP children (with similar starting points).	<ul style="list-style-type: none"> 75% of PP pupils achieved ARE in RWM at end of KS1 compared to 64% non PP 80% of PP pupils made at least the expected progress from KS1 to end of KS2 25% of pp children in year 1 made better than expected progress in maths and 50% of pp children made better than expected progress in reading and writing
The reading deficit for children in receipt of pupil premium funding is diminished.	<ul style="list-style-type: none"> 25% of pp children in year 1 made better than expected progress in RWI phonics compared to 14% of non pp children 75% of pp children are now at ARE in reading compared to 72% non pp in year 2 85% of pupils achieved ARE in PSC compared to 75% national Of the 8 pp pupils in Year 1 and 2, 63% passed the PSC 98% of pp pupils have made at least the expected progress in reading 70% of PP pupils achieved ARE in Reading at the end of KS2, which is above the national average
Disadvantaged pupils engage with the enrichment offer, to broaden their experiences and harness their skills and talents.	<ul style="list-style-type: none"> 50% of pp pupils accessed one to one or small group music tuition All pp children have had access to school trips and visits 60% of pp pupils attended the residential to France, compared to 50% non pp <p>The enrichment offer was affected due to the restrictions of Covid 19. This will continue to be a priority in 2022-2023</p>
To achieve and sustain a good level of attendance (above national) for all pupils, particularly those in receipt of pupil premium.	<p>Attendance was impacted by the Covid 19 pandemic, particularly in the Autumn and Spring 1 terms.</p> <ul style="list-style-type: none"> Attendance whole school 92% and disadvantaged 90% 34% of disadvantaged pupils were identified as persistently absent; however this was effected by covid 19. Attendance during the summer term 2 improved - whole school 95% and disadvantaged 93%. 80% of pupils identified as persistently absent achieved above national (94%) attendance for this period

	Attendance needs to continue to be a high priority in 2022-2023
Pupils demonstrate high levels of social and emotional learning and interactions and barriers to learning are overcome	<ul style="list-style-type: none"> • 50% of pp pupils last year accessed high quality, in house pastoral support. Of the pupils who accessed support for social and emotional learning, 75% made at least the expected progress in reading, writing and maths. • Highly effective pastoral support has enabled children’s emotional development to become more secure and as a result, children are now accessing their learning • Improved learning behaviours evident for pupils who received SEL support • Play therapy has provided targeted support and children who accessed this have higher levels of emotional wellbeing and resilience

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 10 pupils	Pupils non PP 51 pupils
% achieving expected standard in reading, writing and maths	50%	78%
% achieving expected standard in reading	80%	90%
% achieving expected standard in writing	50%	90%
% achieving expected standard in maths	70%	78%
% achieving greater depth standard in reading, writing and maths	10%	14%
% achieving greater depth standard in reading	20%	39%
% achieving greater depth standard in writing	10%	18%
% achieving greater depth standard in maths	20%	27%

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

Service pupil premium funding (optional)