

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2024 to 2025 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils. (Year 3 of plan).

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	432
Proportion (%) of pupil premium eligible pupils	56 (13%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Kristal Brookes / Mrs Lucia Wilder
Pupil premium lead	Mrs Kristal Brookes / Mr Chris Gordon
Trustee lead	Lisa Nelson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,260
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	£84,260

## 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 are 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	Historically low level of attainment on entry for pupil premium pupils. Additionally, 48% of pupil premium pupils have SEND, compared to 13% of non pp pupils who have SEND.
2	Our disadvantaged pupils historically find early reading and phonics challenging compared to their peers.
3	Generally, our disadvantaged pupils have limited life experiences to draw upon compared to their peers, furthermore there is a lower engagement with enrichment opportunities compared to their peers.
4	Attendance of disadvantaged pupils is below that of non disadvantaged pupils despite improvements in attendance over the course of this plan.
5	A high proportion of pupils in receipt of PP funding are identified as needing social and emotional support.

## 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 close the attainment gap between disadvantaged pupils and their peers	<ul style="list-style-type: none"> <li>• Internal data will demonstrate that the gap between disadvantaged pupils and their peers is diminishing.</li> <li>• Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress of disadvantaged pupils is at least in line with national.</li> </ul>
The reading deficit for children in receipt of pupil premium funding is diminished.	<ul style="list-style-type: none"> <li>• Internal data for reading will demonstrate that the gap between disadvantaged pupils and their peers is diminishing.</li> <li>• Phonics outcomes at the end of Year 1 exceed the national expectation</li> <li>• Outcomes for reading, at the end of Key Stage 2, will demonstrate that the attainment and progress of disadvantaged pupils exceeds the national average and the gap with their peers is diminished.</li> </ul>
Disadvantaged pupils engage with the wider enrichment offer	<ul style="list-style-type: none"> <li>• The engagement of disadvantaged pupils, with the school enrichment offer exceeds that of their peers</li> </ul>
To sustain a good level of attendance for all pupils and diminish the gap between disadvantaged pupils and their peers	<ul style="list-style-type: none"> <li>• Whole school attendance is significantly above the national average</li> <li>• The gap between disadvantaged pupils and their peers is diminished</li> <li>• The number of disadvantaged pupils identified as persistently absent will reduce significantly</li> <li>• Disadvantaged pupils, identified as persistently absent, will have a demonstrable improvement in their rates of attendance.</li> </ul>
Pupils demonstrate high levels of wellbeing	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing for disadvantaged pupils</li> <li>• There is a demonstrable impact on the social and emotional learning behaviours of pupils, particularly those disadvantaged</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: £55,000

Activity	Evidence that supports approach	Challenge number (s) addressed
Professional development through coaching	Supporting high quality teaching is pivotal in improving children’s outcomes and can narrow the disadvantage gap. <a href="#">Effective Professional Development</a>	1 and 2
CPD and training in systematic phonics approach	There is strong evidence to suggest that a systematic phonics approach can improve outcomes in reading: +5months <a href="#">Systematic Teaching of Phonics</a>  Deploying teaching assistants, to deliver high quality, small group reading can impact attainment of on average +4 months <a href="#">Teaching Assistant Interventions</a>	1 and 2
CPD and coaching to support development of mastery maths	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. <a href="#">Mastery Teaching</a>	1
CPD and coaching to embed Talk for Writing	The Talk for Writing Curriculum supports the EEF guidance reports for improving literacy at KS1 and KS2. <a href="#">KS1</a> <a href="#">KS2</a>	1

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

Budgeted cost: £14,500

Activity	Evidence that supports approach	Challenge number (s) addressed
Small group tuition	Evidence suggests that small group tuition is effective and pupils make on average of +4 months progress. <a href="#">Small Group Tuition</a>	1,2 and 5
Structured Interventions <ul style="list-style-type: none"> <li>• Reading</li> <li>• SALT</li> <li>• TA interventions</li> </ul>	It is recommended that using teaching assistants and other trained adults, to deliver high quality, small group intervention can impact attainment of on average +4 months <a href="#">Teaching Assistant Intervention</a>  Extensive research into oral language intervention demonstrates high impact, where pupils make an average of +6 months progress <a href="#">Oral Language Intervention</a>	1,2 and 5
Peripatetic music programme	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. <a href="#">Arts Participation</a>	5

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

Budgeted cost: £ 14,760

Activity	Evidence that supports approach	Challenge number (s) addressed
Attendance Support	<p>Good attendance is essential for pupils to get the most out of their school experience, including attainment, wellbeing and wider life chances</p> <p><a href="#">Working Together to Improve Attendance</a>  <a href="#">Working with Parents to Improve Attendance</a></p>	All
Parental Engagement <ul style="list-style-type: none"> <li>• Forums</li> <li>• Workshops</li> </ul>	<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</p> <p><a href="#">Parental Engagement</a></p>	All
Breakfast Club	<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.</p> <p><a href="#">Magic Breakfast</a></p>	1,4 and 5
Bespoke Pastoral Menu	<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><a href="#">Social and Emotional Learning</a></p>	1,4 and 5
Enrichment opportunities <ul style="list-style-type: none"> <li>• Children's University</li> <li>• Funded enrichment</li> <li>• Residentials for Yr3-6</li> </ul>	<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><a href="#">Arts Participation</a></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><a href="#">Unequal Playing Field</a></p>	All

## 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 - 2024** academic year.

Desired Outcomes	Impact
<p>To close the attainment gap between disadvantaged pupils and their peers</p>	<p>Pupils at Mere Green make at least good progress with outcomes at the end of Key Stage 2, in Reading, Writing and SPAG at the national figure. The combined figure for Reading, Writing and Maths is also in line with the national average.</p> <p>At the end of KS2 there continued to be a variance between disadvantaged pupils and their peers, this variance can be attributed to the fact that a high proportion (57%) of the disadvantaged pupils were SEND and also entered Reception below age related expectation. Whilst 30% of pupil premium pupils reached the expected standard for reading, writing and maths, further analysis demonstrates good progress made from lower starting points for these children.</p> <p>All pupil premium children In Year 1 passed their phonics screening which was a 40% increase from the previous year 2022-2023 and a 8.7% positive gap over their non pp peers. Attainment across subjects indicate the philosophy of keep up and not catch up for this cohort, as reading and writing is effective.</p> <p>Across the school the attainment gap is varied from cohort to cohort. Particular successes in 2023-24 include:</p> <p>80% of Year 2 pupil premium children successfully reaching the phonics standard and a rise of 15.7% of pupil premium pupils achieving full marks in the multiplication check in year 4.</p> <p>Although the majority of pupil premium children are making good or better progress from lower starting points, further work is required to ensure that disadvantaged pupils make accelerated progress in order to meet or exceed the expected standard at the end of Key Stage 2.</p>
<p>The reading deficit for children in receipt of pupil premium funding is diminished.</p>	<p>A high proportion of pupil premium pupils enter reception below expectation and find reading challenging. Reading is prioritised across the curriculum to accelerate the progress of those children who enter below ARE.</p> <p>As a result of tier 1 and 2 interventions for early reading, outcomes for disadvantaged pupils in Year 1 are strong and outperform their peers in school. In 2023-2024 all disadvantaged children passed their phonics screening with 80% of disadvantaged children passing their retake in Year 2.</p> <p>There has also been a demonstrative improvement in reading outcomes for most year groups with the current Year 5 cohort being a priority for 2024-25. PP children are making accelerated progress but school is not complacent.</p> <p>Most disadvantaged pupils have made expected progress in reading. Although the gap is beginning to narrow between disadvantaged pupils and their peers, this needs to be further prioritised to ensure that disadvantaged pupils make accelerated progress, diminishing the reading deficit for this group against their peers.</p>

	<p>The table below demonstrates the reading attainment of PP and non PP pupils:</p> <table border="1" data-bbox="416 255 1449 647"> <thead> <tr> <th>Year 2022-23</th> <th>PP</th> <th>Non PP</th> <th>Year 2023-24</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 1 (5 PP)</td> <td>25%</td> <td>78%</td> <td>Year 2</td> <td>50%</td> <td>88%</td> </tr> <tr> <td>Year 2 (5 PP)</td> <td>40%</td> <td>80%</td> <td>Year 3</td> <td>63%</td> <td>74%</td> </tr> <tr> <td>Year 3 (6 PP)</td> <td>66%</td> <td>88%</td> <td>Year 4</td> <td>53%</td> <td>91%</td> </tr> <tr> <td>Year 4 (15 PP)</td> <td>53%</td> <td>87%</td> <td>Year 5</td> <td>53%</td> <td>91%</td> </tr> <tr> <td>Year 5 (12 PP)</td> <td>33%</td> <td>92%</td> <td>Year 6</td> <td>43%</td> <td>74%</td> </tr> </tbody> </table>	Year 2022-23	PP	Non PP	Year 2023-24	PP	Non PP	Year 1 (5 PP)	25%	78%	Year 2	50%	88%	Year 2 (5 PP)	40%	80%	Year 3	63%	74%	Year 3 (6 PP)	66%	88%	Year 4	53%	91%	Year 4 (15 PP)	53%	87%	Year 5	53%	91%	Year 5 (12 PP)	33%	92%	Year 6	43%	74%
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<p>Disadvantaged pupils engage with the wider enrichment offer</p>	<p>To support families and to reduce the financial burden of extra-curricular activities, we have made a financial contribution/reduced the cost of all trips and residential visits. Allowing all children to access as many opportunities as possible.</p> <p>We offer a residential visit each year in Key Stage 2, although not all pupils engage with each residential, our aim is that every pupil experiences at least 1 residential before the end of Key Stage 2. Due to the Covid Pandemic, this is the second year of our full residential offer. In 2022-2023, 55% of disadvantaged pupils attended a residential visit which is in line with that of their peers whereas last year (2023-2024) this increased to 58% of disadvantaged children attending a residential.</p> <p>We offer a comprehensive extra curricular timetable and provision, which is either free or heavily subsidised to ensure that it is available to all pupils. All pupils have the opportunity to learn the steel pans as part of a class ensemble in Year 4. Children have the opportunity to continue this as an elective in year 5 and 6 and a financial contribution ensures that this is accessible to disadvantaged pupils in upper Key Stage 2. In addition to this, we have a number of music tutors delivering one to one tuition in Keyboard, Piano, Violin, Flute, Guitar and Drums. This is available to all children from Year 1. Again, a financial contribution reduces the cost and financial burden on families allowing all children to thrive in music. 25% of disadvantaged pupils receive one to one music tuition, which is in line with that of their peers.</p>																																				
<p>To sustain a good level of attendance for all pupils and diminish the gap between disadvantaged pupils and their peers</p>	<p>We have a strong commitment to improving attendance and know that by regularly attending school pupils will have improved life chances. We set an aspirational target of 97%.</p> <p>We have seen an improvement in attendance this year: Whole school attendance for 2023-2024 was 95.2% compared to 92% (2021-2022).</p> <p>Although the number of disadvantaged pupils recorded as persistently absent has reduced since the start of this strategy, there is still a variance between the attendance of disadvantaged pupils and their peers and it remains a priority area for Improvement.</p> <p>Specific successes from 2023-24 for this group include:</p> <p>51% of pupil premium children have improved attendance from 2022-2023 to 2023-2024.</p> <p>The start to the 2024-2025 academic year has also highlighted this trend as 50% of all pupil premium children have 100% attendance.</p>																																				



	<p>Of the disadvantaged pupils, where attendance is of a concern, 80% are engaging with school-based support or Early Help.</p> <p>Work needs to continue order for the gap to diminish.</p>
<p>Pupils demonstrate high levels of wellbeing</p>	<p>We are proud of the behaviour of pupils. Through parent surveys, 97% of parents feel that their child is happy and safe at Mere Green. Disadvantaged pupils report that they are happy and safe at school and that they would feel confident to talk to an adult.</p> <p>Following the Covid Pandemic, it was clear that an increasing number of pupils required additional SEMH support. We understand that emotional wellbeing of pupils is essential in supporting their development and therefore provide a bespoke pastoral offer. This includes an in-house pastoral team, alongside the external services of mentors and therapists.</p> <p>50% of pp pupils accessed high quality, in house pastoral support. Highly effective pastoral support has enabled children's emotional development to become more secure and as a result, children are now accessing their learning and barriers have been removed or reduced.</p> <ul style="list-style-type: none"> <li>• Play therapy has provided targeted support and children who accessed this have higher levels of emotional wellbeing and resilience</li> </ul>

### Internal school data for the end of Key Stage 2

	Pupils eligible for PP 14 pupils	Pupils non PP pupils
% achieving expected standard in reading, writing and maths	29%	60%
% achieving expected standard in reading	43%	74%
% achieving expected standard in writing	38%	74%
% achieving expected standard in maths	38%	74%
% achieving greater depth standard in reading, writing and maths	0%	9%
% achieving greater depth standard in reading	7%	29%
% achieving greater depth standard in writing	0%	11%
% achieving greater depth standard in maths	0%	31%

## 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>
Mental Health and Wellbeing	Relax Kids
Mental Health and Wellbeing	Beyond Horizons
Mental Health and Wellbeing	Kids UK