

Merton Bank Primary 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	Merton Bank Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	55%
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	December 2021
Date on which it will be reviewed	July 2022, July 2023, July 2024
Statement authorised by	Melanie Clark Headteacher
Pupil premium lead	Melanie Clark Headteacher
Governor / Trustee lead	Paul Leadbeater Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,880
Recovery premium funding allocation this academic year	£15,370
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	£158,250

Part A: Pupil premium strategy plan

Statement of intent

At Merton Bank Primary School, our aim is to support our disadvantaged learners in the following ways:

- remove barriers to learning and create ambitious, motivated, confident pupils equipped with the skills needed for adult life.
- ensure equality of opportunity by addressing socio/economic barriers.
- improve future life chances and create potential for social mobility, through opportunities for engagement in various social experiences and enterprise
- develop, encourage and support individual interests and talents
- nurturing a love for learning

All pupils receive quality first teaching as a foundation to build upon. Targeted academic support is given, in a variety of forms, to identified pupils, with the aim of addressing gaps in attainment and progress between groups of pupils. Pupils' wider development is nurtured through our PATHS programme and our carefully planned PSHE and SMSC curriculum which is woven through the fabric of our rich, curriculum. I

We ensure that all pupils have access to a wide range of additional opportunities to enrich their school experience through trips, visits, visitors, music lessons, extra curricular clubs, charity events and links with local community partners.

All staff at Merton Bank share the same ambitions for all our pupils. Our Vision, Mission and Core Values underpin all that we offer and our pupil's share these common goals. Our bespoke curriculum meets the needs of our pupil's, reflecting their starting points, their characteristics and their needs. We have the highest expectations for academic and personal achievement and progress and are relentless in our determination to ensure all pupils reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged pupils fall below achieving age related expectations in Reading, Writing and Maths, and this impacts upon progress and learning across the wider curriculum.
2	All pupils have been affected by the impact of school closures due to the pandemic but our most disadvantaged pupils have been most acutely affected by the lack of routine, lack of support from adults at home (for a variety of reasons), lack of interaction with peers, lack of contact with familiar adults in school and lack of access to food and nutritionally balanced meals.
3	All of our pupils who receive the Pupil Premium Grant are also in receipt of Free School Meals and this is a nationally recognised indicator of adverse circumstances such as sleep deprivation, obesity, poor dental health and poor diet and nutrition.
4	Internal baseline assessments and observations identify the very low starting points of our children entering our Early Years Provision including poor communication and language skills and limited social skills.
5	34% (31/106) of children entitled to Pupil Premium Grant have identified Special Educational Needs, with many experiencing difficulties with Social, Emotional and Mental Health as their primary need and others as their secondary identified need after Cognition and Learning.
6	There are a significant number of children who have been exposed to adverse childhood experiences including trauma, witnessing or experiencing domestic violence, inadequate housing, erratic and insecure home circumstances, abuse, death or illness of a close family member, neglect etc. Many of these pupils display poor behaviours, emotional distress and erratic characterisation. They struggle to form secure friendships or make connections with adults around them. They struggle to maintain attention and focus in class. They struggle to cope with changes to routines. They have difficulties maintaining high standards of behaviour.
7	There are a significant number of pupils and families requiring support from our internal Pastoral and Safeguarding Team and external multi agency support teams.
8	Some pupils are impacted by poor attendance patterns, persistent absenteeism and punctuality issues resulting in lost learning time and impact on wider social aspects that are affected by late arrivals e.g. playtimes.
9	Some of our disadvantaged pupils have limited or no access to enrichment opportunities and experiences outside of school impacting on their wider knowledge and understanding of the world and adversely affecting their aspirations for life and the future.

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
Pupils' make excellent progress in their learning, which results in most of them reaching standards in line with national age-related expectations.	<ul style="list-style-type: none"> • Early identification of individual starting points so that learning is bespoke and targeted. • Pupils' make excellent progress in their learning as a result of high-quality, research based Quality First Teaching • Pupils' are identified to receive targeted interventions to support accelerated progress to maximise the potential to reach national age related expectations and personal progress targets. • The percentage of children reaching age related expectations is in line with local and national averages.
Improved standards in Reading	<ul style="list-style-type: none"> • All pupils will make at least good progress in Reading • An increased percentage of disadvantaged pupils will be working at national age-related expectations or above in Reading • An increased percentage of disadvantaged pupils will meet the national threshold in the Year 1 Phonics Screen Check. • All pupils will benefit from our bespoke teaching methods for reading and comprehension, developing their language skills and exposing them to high quality texts and ambitious vocabulary. • Levels of engagement in reading at home will increase for disadvantaged pupils.
Improved standards in Writing	<ul style="list-style-type: none"> • All pupils will make at least good progress in Writing • An increased percentage of disadvantaged pupils will be working at national age-related expectations or above in Writing • Pupils' will have a range of opportunities for writing across the curriculum and develop their use of spoken language in written form equipping them with writing skills for life.
Improved standards in Maths	<ul style="list-style-type: none"> • All pupils will make at least good progress in Mathematics. • An increased percentage of disadvantaged pupils will be working at national age-related expectations or above in Maths • All pupils will benefit from our bespoke teaching methodology for Maths based on our training and links with the Maths Hub.
Pupils' arrive in school emotionally equipped to learn each day.	<ul style="list-style-type: none"> • PATHS programme is embedded throughout the curriculum • Pupils are independently able to implement taught social and emotional strategies into practise and manage social interactions • Pupils' are confidently able to identify and express their emotions and show resilience and control in self-regulation • Pupils' self esteem is improved through giving and receiving "compliments" as part of the PATHS programme.
An increased percentage of our pupils' and their families engage in a healthier lifestyle	<ul style="list-style-type: none"> • More pupils walk to school or arrive by bike/scooter. • Fewer pupils are identified by health professionals as being obese or overweight. • Pupils packed lunches demonstrate healthy food choices. • More Pupils try new, healthy options at lunchtime (school dinners) • Fewer pupils require dental surgery / extraction due to tooth decay • More pupils participate in extra-curricular sports/activity clubs

<p>Pupils with identified Special Educational Needs and Disabilities, achieve their full potential and personal progress targets.</p>	<ul style="list-style-type: none"> • Clear, consistent and swift approach to identification of children with Special Educational needs • All staff follow a graduated approach to supporting children with Special Educational Needs, including working with external agencies, where applicable • All pupils, with Special Educational Needs, achieve their personal progress and attainment targets, through targeted intervention and quality first teaching • All children identified as having social and emotional needs, are supported through behaviour plans, the pastoral team, a consistent approach, strong partnership with parents/carers and support from outside agencies if required.
<p>Pupils receiving support for SEMH needs demonstrate improved levels of social and emotional regulation.</p>	<ul style="list-style-type: none"> • Reduction in the number and frequency of children displaying unacceptable behaviours • Reduction in the number of Red and Amber warnings given, evident in Class Behaviour Logs each term. • Improved behaviour at playtimes and lunchtimes • Pupil Questionnaires and discussions in PATHS/PSHE/SMSC demonstrate that pupil's feel happy, safe and secure in school and at home. • Improved attendance and punctuality data.
<p>Families require less support and intervention from the school Pastoral Team and external agencies.</p>	<ul style="list-style-type: none"> • Percentage of families requiring support from external agencies reduces • Families require less intense and/or shorter periods of intervention • Families are confident in applying the strategies learnt through interventions, such as Incredible Years Parenting Programme
<p>Improved levels of attendance and punctuality</p>	<ul style="list-style-type: none"> • An increased percentage of disadvantaged pupils will have sustained attendance of 96% plus and overall attendance will be in line with that of all pupils. • Persistent absenteeism will reduce significantly for disadvantaged pupils • Improved punctuality for disadvantaged pupils will lead to maximised learning time.
<p>All pupils have access to a bespoke, rich, enhanced curriculum</p>	<ul style="list-style-type: none"> • All pupils who attend Merton Bank Primary School will experience our full curriculum offer regardless of perceived or real barriers to learning or personal circumstances • All disadvantaged pupils will have access to extra-curricular activities

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: **£37,518**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER). 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4
<p>Read Write Inc - Phonics Systematic approach to teaching phonics (resources, staff training and small group teaching) Read Write Inc Home Reading Books High quality home reading books to support the development of early reading. Read Write Inc Development Days 3 development days, providing reading leader training, refresher training/updates and bespoke continuous professional development for all RWInc group leaders</p>	<p>EEF states that Phonics has a positive impact overall (up to +5 months over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF studies show that Parental engagement has a positive impact on average of 4 months additional progress. EEF Effective Professional Development document states that high quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	1, 4
<p>White Rose Maths Subscription to premium online teaching resources to supplement Quality First Teaching.</p>	<p>Develop practitioners' understanding of how children learn mathematics. Dedicate time for children to learn mathematics and integrate mathematics throughout the day. Use manipulatives and representations to develop understanding. Ensure that teaching builds on what children already know.</p>	1
<p>Collins Primary Connected - History and Geography Curriculum materials/ resources/ CPD</p>	<p>Collins Primary Connected resources are carefully sequenced to build pupils long-term memory and secure understanding in History and Geography themes. The programmes written by David Weatherly offer a pedagogical approach which excites children and provides opportunities for them to deepen their knowledge and understanding and make connections to wider learning.</p>	1, 9

<p>PATHS programme (Promoting Alternative Thinking Strategies)</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months development.</p>	<p>2, 5, 6, 7, 8</p>
<p>High Quality Continuing Professional Development for Staff ECT programme through Rainbow Teaching Hub and Best Practice Network supported by in house Mentor. National College subscription Carefully selected CPD from external partners e.g. ECM Participation in National Professional Qualifications, including NPQ's and National Senco Award (Edge Hill) Collaborative networking (St Helens First Network)</p>	<p>EEF states, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.'</p>	<p>1, 4, 5</p>

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

Budgeted cost: £53,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language Intervention Talk Boost Programme Nuffield Early Language Intervention	EEF evidence states that oral language intervention can produce up to 6 months extra progress, over the course of a year.	1, 4
Early Reading (Phonics) Tuition Read Write Inc 1:1 tuition Read Write Inc additional speed sounds session	EEF evidence states tutoring can produce up to 5 months extra progress, over the course of a year.	1, 4
Reading Intervention Reading Plus	EEF evidence states small group tuition can produce up to 4 months extra progress, over the course of a year.	1, 4
In-school interventions Small group Reading, SPaG, Maths intervention - delivered by the class teacher. Y6 Third Space maths tuition sessions TT Rockstars	EEF evidence states this can create up to an additional 4 months progress, over a course of a year. It is important to ensure this support supplements rather than replaces quality first teaching.	1, 4
SEND interventions Individual Education Plans inform carefully devised provision, which include, advice, strategies and programmes from external agencies, such as SALT, physio etc. and packages of support arranged and monitored by the SENCo.	EEF evidence states that teaching assistant intervention has a positive effect of plus 4 months progress, over the course of the year.	1, 4, 5

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

Budgeted cost: **£66,707**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Multi-agency support Additional DDSL CPOMs Strengthened Pastoral Team (appointed Learning Mentor, Attendance Officer and permanent Safeguarding and Pastoral Lead)</p>	<p>Maslow’s ‘Hierarchy of Needs’ shows that pupils must have their safety needs met before they are able to succeed in any environment. EEF studies show that Parental engagement has a positive impact on average of 4 months’ additional progress. EEF studies show that behaviour interventions have a positive impact on average of 4 months’ additional progress.</p>	<p>2, 3, 6, 7, 8</p>
<p>Attendance support Robust implementation of the Attendance Policy and Procedures Inventory sign in system SIMS in the classroom Learning Mentor, Attendance Officer and Safeguarding and Pastoral Manager work closely with families to help overcome barriers to attendance, punctuality and learning. Whole school attendance initiatives</p>	<p>Regular attendance at school means that pupils can make the most of their educational opportunities. Regular attendance also helps in developing a child’s social skills, such as making and developing friendships. Regular and punctual attendance patterns will help prepare children when they enter the world of work and adult life. The link between attendance and attainment in school is clear. The more a pupil is in school the more they increase their opportunities to fulfil their potential.</p>	<p>2, 6, 7, 8</p>
<p>Partnership with external agencies Counselling through Philippi and St Helens Mental Health Team Speech and Language Therapy through Speech Bubble Educational Psychology Services - Dr Joanne Dean St Helens Chamber ADHD counsellor Griffin Safeguarding Services</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils’ decision- making skills, interaction with others and their self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months. EEF studies also show that behaviour interventions aimed at reducing a variety of behaviours, from low- level disruption to aggression, violence, bullying and general anti-social activities, have a positive impact on average of 4 months’ additional progress.</p>	<p>2, 3, 6, 7, 8</p>
<p>Enrichment and Extra-Curricular opportunities and Experiences for all children These include: Forest school, enrichment through trips and visitors, wider opportunities including music and sport tuition, lunchtime and after school clubs.</p>	<p>EEF studies show that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. They can also offer a route to re-engage older pupils in learning (+3 months) EEF studies show that physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. (+1 month)</p>	<p>9</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £158,250