

Mersey Park Primary School

Pupil Premium strategy statement



School overview

Metric	Data
School name	Mersey Park Primary School
Pupils in school	457
Proportion of disadvantaged pupils	55%
Pupil premium allocation this academic year	£336,230
Academic year or years covered by statement	2020-2021
Publish date	July 2020
Review date	July 2021
Statement authorised by	M.Thomas
Pupil premium lead	Margaret Thomas/ Rebecca Eccles
Governor lead	Val Maher

Disadvantaged pupil attainment for last academic year

Measure	Score
Reading	74%. (Teacher assessed)
Writing	71% (Teacher assessed)
Maths	87% (Teacher assessed)
RWM	71% (Teacher assessed)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average progress scores at end of KS2	July 2021
Progress in Writing	Percentage achieving Expected standard in writing at end of KS1/KS2 is at or above National Average	July 2021
Progress in Mathematics	Achieve National Average progress scores at end of KS2	July 2021
Phonics	Percentage attaining pass mark in line with or above National Average	June 2021

Other	Improved attendance of disadvantaged pupils to be in line with non-disadvantaged	July 2021
-------	--	-----------

Targeted academic support for current academic year

Measure	Activity
Priority 1	Increased knowledge and retention of new vocabulary for all pupils using Word Aware approach to improving language
Priority 2	Embed teaching for Mastery in maths across all year groups using Power maths and White Rose materials and accessing Hub training
Barriers to learning these priorities address	Exposure to wider vocabulary Limited vocabulary due to not reading widely Low communication skills on entry to school Gaps in mathematical knowledge and misconceptions post lockdown
Projected spending	Additional Teaching support in each year group + training = £267,619

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve wellbeing, mental health and behaviour for learning for all
Priority 2	Decrease the % Persistent Absence of disadvantaged pupils
Priority 3	Further embed Growth Mindset approach across school through further training and access to high quality resources
Barriers to learning these priorities address	Anxieties following lockdown Lack of routines at home e.g. sleep times Pupil and parent aspirations and high expectations for all pupils Fear of failure and low self esteem
Projected spending	Pastoral staff support + support programmes= £74,914

Monitoring and Implementation

Area	Challenge	Mitigating action (Full implementation plans in place for September 2020)
Teaching	<p>Consistent approach to teaching new vocabulary</p> <p>Understanding of etymology and morphology</p> <p>Knowledge of missed learning from previous year</p> <p>Timetabling for catch up</p>	<p>Word Aware training, monitored by SLT</p> <p>Staff training throughout year</p> <p>Use of Power Maths and White Rose catch up materials and training</p>
Targeted support	<p>Many disadvantaged children will have large gaps in their learning from inconsistent home learning</p> <p>SEND children will need focussed catch up work</p>	<p>Additional staff allocated to each year group for small group intervention</p> <p>Thorough transition work between year groups</p>
Wider strategies	<p>Staff uncertainty over appropriate support following lockdown</p> <p>Consistency of expectation and outcomes for behaviour</p> <p>New routines to be embedded</p> <p>Pupil anxieties and difficulties with self- regulation</p> <p>Unhealthy lifestyles and poor sleep hygiene</p>	<p>Consistent approach modelled by SLT</p> <p>CAMHs training to support pupils and parents with anxieties</p> <p>Pastoral programmes e.g. bereavement</p> <p>Rest Easy training for all staff</p> <p>Family support programmes and home support arranged</p> <p>Parents involvement with pupil behaviour plans</p>

Review: last year's aims and outcomes

Aim (Sustained or increased % at age related expectations)	Outcome for disadvantaged pupils (All outcomes are based on teacher assessments and predictions due to Covid-19 lockdown)
KS2 Reading and Writing	74% and 71% at age related expectation based on assessments and past SAT papers prior to lockdown. This was an increase of 20% from 2019 as expected for this cohort of children
KS2 Maths	87% at age related expectation based on assessments and past SAT papers prior to lockdown. An increase of 25% from 2019.

KS1 Reading and Writing	57% and 60% at age related expectation based on assessments prior to lockdown. Understandably lower than 2019 due to lost learning for a large part of year 2.
KS1 Maths	63% at age related expectation based on assessments prior to lockdown. Understandably lower than 2019 due to lost learning for a large part of year 2.
Year 1 Phonics	76% predicted for all based on ongoing assessment up to March 2020. 72% disadvantaged pupils
GLD	41% GLD for Disadvantaged pupils based on assessments in March 2020 (52% all pupils) Children usually make the most progress towards GLD in the final term which they missed this year.