

# 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	Mersey Park Primary School
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022-2024/2025
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	M.Thomas
Pupil premium lead	M.Thomas/R.Eccles
Governor / Trustee lead	V.Maher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,000
Recovery premium funding allocation this academic year	£42,195
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	£390,195

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for *all* pupils at Mersey Park to achieve highly and make rapid progress in their learning. We want to ensure they feel safe and happy in school and ready to learn. We want our parents and carers to feel supported and confident that we are giving their children the best start to their education.

We will offer high quality teaching to all our disadvantaged pupils and ensure that intervention for all pupils, including disadvantaged pupils, is closely matched to ongoing and accurate assessment. Our strategy aims to offer targeted support to those most affected by school closures.

We will continually self- evaluate our practice in light of assessments in order to adapt practice as necessary to support our most disadvantaged children and help to close gaps.

## Challenges

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

Challenge number	Detail of challenge
1	Low vocabulary on entry to school and low vocabulary acquisition for many disadvantaged children as observed in lessons and assessments
2	Engagement with maths homework- often due to some parents being unsure about how to support their children at home
3	Gaps in learning within maths units due to lockdown and some poor engagement with online learning
4	Lockdown has affected mental health and resilience as evidenced in lessons and book scrutiny
5	Gaps in phonic knowledge due to missed learning in lockdown and poor engagement with online learning- evidenced in ongoing assessment

## 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
<p>Percentage of children attaining the expected phonics pass mark to be above National Average</p>	<p>Staff trained in Letters and Sounds ‘Little Wandle’</p> <p>Resources purchased</p> <p>New fully decodable books purchased and organised for effective phonics and teaching of reading</p> <p>Staff following progression timetable and using catch up materials</p> <p>Steady increase in percentage of children attaining the expected standard in Phonics screening</p>
<p>Disadvantaged children to achieve above National Average Progress score in reading</p>	<p>Children working in 3 smaller classes with TA support</p> <p>Whole school focus on vocabulary every year</p> <p>Gaps in phonic knowledge closed</p> <p>Steady increase in percentage attaining age related expectation by 2025</p> <p>VIPERS approach used for test technique</p>
<p>Disadvantaged children to achieve above National Average Progress score in writing</p>	<p>Children taught in 3 smaller classes with TA support</p> <p>Writing activities carefully planned to meet interests of children</p> <p>Clear progression in writing skills planned and taught by all staff</p> <p>Steady increase in percentage attaining age related expectation by 2025</p>
<p>Disadvantaged children to achieve above National Average Progress score in maths</p>	<p>Children taught in 3 smaller classes with TA support</p> <p>Catch up NCETM materials used</p> <p>Power Maths support from SLE</p> <p>Small group maths tuition in place – EEF recommended interventions</p> <p>Increased parental confidence in supporting children at home through training and increased information offered</p> <p>Steady increase in percentage attaining age related expectation by 2025</p>

## 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: £215,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes with additional teachers available in each year group	More individual attention has led to greater progress in our pupils EEF Toolkit +3months	1,3,4
Staff will receive ongoing training in 'Word Aware' and Etymology Staff to continue to use VIPERS approach to reading comprehension with peer observation as necessary	Children given tools to use to decipher unknown words EEF- Oral Language Interventions EEF toolkit -Reading comprehension strategies +6months	1

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

Budgeted cost: £111,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of School Led tutors for targeted children in Maths, Phonics and Rading	EEF- small group tuition +4months One to One Tuition (EEF Toolkit)	2,3,5
Training and resources for 1 <sup>st</sup> Class@Number and Success@Arithmetic Children highlighted for intervention and pre and post assessments carried out to track progress	EEF evidenced interventions	2,3

<p>New phonics programme 'Little Wandle' purchased and all staff trained</p> <p>Big Cat Collins books purchased to match scheme</p> <p>Children in Year 2 and KS2 assessed for gaps in phonic knowledge and intervention put in place with additional phonics sessions</p>	<p>DFE approved scheme</p> <p>Strong evidence base that indicates a positive impact on accuracy of word reading</p>	<p>5</p>
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £67,437

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Improving Mental Health, Wellbeing and learning behaviours amongst pupils through use of REST EASY, training all staff in Attachment and Trauma and use of validated screening tools to identify needs</p>	<p>EEF-Behaviour interventions +3months</p> <p>REST EASY outcomes</p> <p>Chester University audit</p> <p>EEF- Social and Emotional Learning document</p>	<p>4</p>
<p>Decrease persistent absence for disadvantaged pupils through various strategies included in full implementation plan</p>	<p>Prior to lockdown PA decreased by 7% using these strategies but has risen again since return to school</p>	<p>4</p>

**Total budgeted cost: £ 394,350**

## 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.

Aim	Outcome
Increased knowledge and retention of new vocabulary for all pupils using Word Aware approach to improving language	All classrooms have word walls with illustrations and word pots to be used throughout the year. All staff using the Word Aware approach to vocabulary retention. KS1- Reading 65% of disadvantaged children at age related expectation + KS2- 72% of disadvantaged children at age related expectation + Assessment levels were lower than hoped due to some lack of engagement with learning during lockdown- particularly amongst disadvantaged children.
Embed teaching for Mastery in maths across all year groups using Power maths and White Rose materials and accessing Hub training	Staff trained in White Rose units during lockdown. One staff member now trained as SLE. Monitoring of Maths shows most teachers using the CPA approach successfully KS1-68% of disadvantaged children at age related expectation + KS2- 63% of disadvantaged children at age related + Assessment levels were lower than hoped due to some lack of engagement with learning during lockdown- particularly amongst disadvantaged children.
Improve wellbeing, mental health and behaviour for learning for all	A second lockdown during the year significantly affected mental health and learning behaviours- this will continue to be a priority next year

### Externally provided programmes

Programme	Provider
Power Maths	Pearsons
Little Wandle Letters and Sounds	Big Cat Collins
Learning by Questions	
Purple Mash	2Simple
NELI	Nuffield
Times Tables Rockstars	Maths Circle

WellComm	GL Assessments
REST EASY	Emily Gearing
Spelling Shed	Ed Shed