

Mersey Park Primary School

Pupil Premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 461 |
| Proportion (%) of pupil premium eligible pupils | 59% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | M.Thomas |
| Pupil premium lead | M.Thomas |
| Governor / Trustee lead | Mark Gilbertson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £378,300 |
| Recovery premium funding allocation this academic year | £28,384 |
| 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 | £406,684 |

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 recent school closures and to help them catch up on lost learning. This includes the use of small group tuition funded by the National Tutoring Programme.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

We will implement a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Lockdowns and other external influences have affected physical health. Many children have poor diets and are overweight |
| 2 | Low vocabulary on entry to school and low vocabulary acquisition for many disadvantaged children as observed in lessons and assessments. Many children are in need of development of speaking and listening skills |
| 3 | Covid 19 is still having an impact on attendance with levels of persistent absence having risen and holiday requests in term time having risen |

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|---|--|
| 4 | Many children with special educational needs are waiting for paediatrician appointments, educational psychologists and assessment towards EHCP. They require greater support in school |
| 5 | An increasing number of children have been affected by adverse childhood experiences leading to mental health problems such as anxiety and extreme behaviours |

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 |
|--|--|
| Disadvantaged children to achieve above National Average Progress score in reading | <ul style="list-style-type: none"> Children working in 3 smaller classes with TA support Whole school focus on vocabulary every year Gaps in phonic knowledge closed Consistent whole school approach to well planned guided reading sessions Steady increase in percentage attaining age related expectation by 2026 VIPERS approach used for reading test technique |
| Disadvantaged children to achieve above National Average Progress score in writing | <ul style="list-style-type: none"> Children taught in 3 smaller classes with TA support All staff to have received full training in Talk for Writing approach Writing activities carefully planned to meet interests of children Clear progression in writing skills planned and taught by all staff Steady increase in percentage attaining age related expectation by 2026 |
| Disadvantaged children to achieve above National Average Progress score in maths | <ul style="list-style-type: none"> Children taught in 3 smaller classes with TA support Catch up NCETM materials used for specific groups of children Targets and Assessments of Power Maths improved and consistently used throughout school Consistent whole school approach to CPA approach and use of Maths Dictionary for knowledge retention Small group maths tuition in place – EEF recommended interventions |

| | |
|--|---|
| | <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 2026</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: £297825

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Smaller class sizes with additional teachers available in each year group and TAs to support specific groups of children | More individual attention has led to greater progress in our pupils EEF Toolkit +3months | 2,4 |
| <p>CPD will continue to focus on improving the retention of new vocabulary and oracy. Staff will continue to plan well structured, heavily vocabulary based guided reading sessions</p> <p>Staff to continue to use VIPERS approach for whole class reading comprehension with peer observation as necessary</p> <p>Staff will continue to use P4C sessions to develop spoken language skills</p> | <p>Children given tools to use to decipher unknown words</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF- Oral Language Interventions EEF toolkit -Reading comprehension strategies +6months</p> | 2,4 |

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

Budgeted cost: £ 172068

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Use of School Led tutors and Academic Mentor for targeted children in Maths, Phonics and Reading | EEF- small group tuition +4months One to One Tuition (EEF Toolkit) Children in 2022-2023 made significant progress following individual and small group tuition | 2,4 |
| Training and resources for 1 st Class@Number and Success@Arithmetic Children highlighted for intervention and pre and post assessments carried out to track progress | EEF evidenced interventions | 2,4 |

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

Budgeted cost: £ 4547

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Improving Mental Health, Wellbeing and learning behaviours amongst pupils through use of My Happy Mind, training all staff in Attachment and Trauma and use of validated screening tools to identify needs | EEF-Behaviour interventions +3months Chester University audit EEF- Social and Emotional Learning document | 5 |

| | | |
|---|--|----------|
| <p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. Use of appropriate alternative provision where necessary</p> | <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>5</p> |
| <p>Decrease persistent absence for all pupils through various strategies included in full implementation plan including attendance cards and prizes and various rewards</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | <p>Prior to lockdown PA decreased by 7% using these strategies but has risen again since return to school</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>3</p> |
| <p>Improve physical health and fitness through increased extra- curricular physical activities on offer, family fitness club, parents' cookery course and daily running activities etc.</p> <p>Health and Wellbeing ambassadors will be used to promote healthy diets, sleep and exercise.</p> | <p>It is common knowledge that increased exercise and healthy diets improve overall health and fitness</p> | <p>1</p> |

Total budgeted cost: £ 474440

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 2022 to 2023 academic year.

Attainment

Two years of lockdowns had an impact on attainment, but catch up tutoring and focussed catch up lessons have accelerated progress. Academic mentoring led to rapid progress in reading and phonics for a number of children in year 2,3,4 and 5.

Additional adult support, new phonics teaching/ books and a focus on vocabulary acquisition led to significant progress in reading and writing.

At the end of Foundation 2 the percentage of children assessed as at a Good Level of Development was 57% overall with 50% of children entitled to Pupil Premium funding reaching this standard.

In year 1 the percentage of children who attained the pass mark in the phonics check was 90% overall with 86% of children entitles to Pupil Premium funding reaching this standard.

At the end of Key Stage One, 75% attained the expected level in reading (Pupil Premium children 71%). In writing 73% attained the expected level (Pupil Premium 71%) and in maths 73% attained the expected level (Pupil Premium 71%).

95% children leave KS1 having reached the expected standard in phonics

At the end of Key Stage Two, 78%attained the expected standard in reading (Pupil Premium 73%). In writing 73% reached the expected standard (Pupil Premium 71%). In maths 76% reached the expected standard (Pupil Premium 68%)

67% of all Year 6 children achieved the expected standard in all three subjects (Reading, Writing and Maths) (Pupil Premium 59%)

Academic Mentoring and tuition will continue to be in place to support disadvantaged children who have fallen behind in their learning in order that we can close gaps.

Attendance

Attendance will continue to be an action plan for 2023-3024 as 2022-2023 was a poor year for attendance for various reasons. The impact of Covid has left some pupils less resilient. More holidays have been taken in term time and infections such as stomach bugs and chicken pox have caused a lot of absence.

The overall whole school attendance up to the end of July was 93.6%

Persistent absence was 18.6 %. Improving attendance will continue to be a priority for the next academic year.

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 |
|----------------------------------|-----------------------|
| Power Maths | Pearsons |
| Little Wandle Letters and Sounds | Big Cat Collins |
| Learning by Questions | Learning by Questions |
| Purple Mash | 2Simple |
| NELI | Nuffield |
| Times Tables Rockstars | Maths Circle |
| WellComm | GL Assessments |
| My Happy Mind | Laura Earnshaw |