

Pupil Premium strategy statement –Mersey Park Primary School (September 2024)



This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs M.Thomas
Pupil premium lead	Mrs M.Thomas
Governor / Trustee lead	Mr Phil Crossley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£386,280
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£386,280

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.

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	Since Covid 19 we have seen a decrease in school attendance and an increase in persistent absence for our most disadvantaged children
2	Low vocabulary on entry to school and low vocabulary acquisition for many disadvantaged children as observed in lessons and assessments. Many children need development of speaking and listening skills
3	We have seen an increase in the percentage of children starting school with special needs and disabilities. Many children with special educational needs are waiting for paediatrician appointments, educational psychologists and assessment towards EHCP. They require greater support in school.

4	Due to low starting points and, in some cases, very little support with reading, writing and maths at home, children require additional support to help them make progress 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 each morning Whole school focus on vocabulary every year Gaps in phonic knowledge closed through additional support where needed Consistent whole school approach to well planned guided reading sessions Steady increase in percentage attaining age related expectation by 2027 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 each morning 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 2027
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 each morning Targets and Assessments of Power Maths improved and consistently used throughout school Use of NTS end of term assessments 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 2027</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: £ 183,759.92

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	<p>More individual attention has led to greater progress in our pupils in all areas</p> <p>EEF Teaching and Learning Toolkit- Reducing class size + 2months</p>	4
<p>CPD will continue to focus on improving the retention of new vocabulary and developing oracy skills through Voice 21 training</p> <p>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>School will continue to buy in specialist Speech Therapy from Rebecca Pearson.</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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF- Oral Language Interventions +6months</p> <p>EEF toolkit -Reading comprehension strategies +6months</p>	2

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

Budgeted cost: £ 125,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions mapped out for children who need additional support in each year group. To include: speech and language support; additional phonics; reading and number sessions; and working memory sessions	EEF-Teaching and Learning Toolkit- small group tuition +4months EEF-Teaching and Learning Toolkit- Phonics +5months	4

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

Budgeted cost: £ 104,420.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve whole school attendance through close data analysis, timely intervention, use of attendance ambassadors and fostering a sense of belonging for all and ensuring positive relationships throughout school. Build a holistic understanding of pupils and families and diagnose needs	ImpactEd Evaluation- Understanding Attendance Findings on the drivers of pupil absence from over 30,000 young people in England January 2024 Education Endowment Foundation- Supporting School Attendance	1
Improving Mental Health, Wellbeing and learning behaviours amongst pupils through use of My Happy Mind;	Education Endowment Foundation- Improving Social and Emotional Learning in Primary Schools- Guidance Report NHS impact reports- 60% decrease in exclusions; 43% decrease in CAMHS referrals; 67% decrease in children requiring SENCO support	5

<p>Use of Think Equal resources in Early Years; Training all staff in SEND adaptations and use of validated screening tools to identify needs</p> <p>Use of pupil mentor to provide various programmes of support including Drawing and Talking, Brick Therapy, Next Steps etc.</p>	<p>Nobel laureate James Heckman found that SEL taught in early years not only has long term (into midlife) positive effects on crime, employment, health, cognitive and non-cognitive skills for the participant (Heckman and Karapakula 2019), but also benefits those around them (Heckman and Karapakula 2019b)</p> <p>EEF Teaching and learning Toolkit- Social and Emotional learning +4months</p>	
<p>Whole staff training on new behaviour recording system- Trackit Lights to help analyse behaviour concerns within different pupil groupings and adapt as necessary. Use of appropriate alternative provision where necessary</p>	<p>EEF-Behaviour interventions +4months</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Provision of a new sensory room for children who need time and space away from the mainstream classroom to help them to self regulate</p>	<p>EYFS Best Practice in Schools: Providing the best environment for children with SEND- Nicole Weinstein March 2024</p>	3

Total budgeted cost: £ 413,396.42

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

At the end of Foundation Stage 60% of disadvantaged pupils achieved a Good Level of Development. Progress from starting points was significant for all children.

74% of disadvantaged children passed the year 1 phonics check and 91% of disadvantaged children leave Key Stage 1 having passed the phonics check.

70% of disadvantaged children leave Key Stage 1 working at the expected level in all the combined subjects (Reading, Writing, Maths).

20% of disadvantaged year 4 pupils scored the full 25 mark in the multiplication check with 53% scoring 20+.

At the end of Key Stage 2, 70% of disadvantaged pupils reached the expected standard in the reading SAT, 75% in the maths SAT and 80% were assessed at expectation in writing. 68% reaching the expected level in all 3 subjects (RWM). This was higher than all pupils nationally.

Attendance

Attendance of all disadvantaged pupils over 2023-2024 was 93%.

Externally provided programmes

Programme	Provider
Power Maths	Pearsons
Little Wandle Letters and Sounds	Big Cat Collins
Learning by Questions	Learning by Questions
Purple Mash	2Simple
Times Tables Rockstars	Maths Circle
WellComm	GL Assessments
My Happy Mind	Laura Earnshaw
Think Equal	Leslee Udwin
No Outsiders	Andrew Moffat
Jigsaw PSHE	