

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	Mercenfeld Primary
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Chris Chorlton (Head)
Pupil premium lead	Kirstie Randle (Lead Practitioner)
Governor / Trustee lead	Sally Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,191
Recovery premium funding allocation this academic year	£4,640
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	£48,831

Part A: Pupil premium strategy plan

Statement of intent

At Mercenfeld we aim to provide the highest quality of education and provision for all the children, regardless of their socio-economic background, in order for children to achieve to their full potential. Our focus for our pupil premium strategy is to support disadvantaged pupil to make good progress and achieve high attainment across all subjects.

We have considered carefully the needs and challenges faced by our vulnerable pupils who are clearly showing a the longer lasting impact of the Covid 19 pandemic. The impact on their personal, social and emotional wellbeing is being seen on a daily basis and is impacting on all areas of schooling

We believe that high quality teaching will always be at the core of support for these children. Teachers, Cover Supervisors and TAs at Mercenfeld clearly understand the needs of the vulnerable children in their class and are able to focus in on what specifically they need. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Any additional support is clearly thought through and based on what is known to work well. Intervention and nurture groups are specifically designed with disadvantage children in mind so learning becomes highly personalised and tailored to meet not just the academic needs of these children but also their wellbeing needs. These groups are delivered, again by staff that understand what works well and why and who work in class partnership with class teachers and the SENDCo

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach here at Mercenfeld is rooted in robust diagnostic assessment, using Pixl data as a prime indicator. However, our understanding of the personalised needs of all of our children also are used to formulate a tailored approach to disadvantaged children in order to ensure all achieve

Our key overarching principles are:

- A whole school approach where all staff take responsibly to support disadvantaged children, and their families, and have high expectations of their achievement
- All disadvantaged children are challenged in the work set and are supported accordingly

- That their needs (both academically, socially and emotionally) are met either within the classroom or nurture group setting

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate that the personal, social and emotional development of this key group have been adversely affected by the pandemic. Their resilience, social interactions, perseverance, concentration levels and stamina have all been impacted</p> <p>Currently there are 13 PP children who are on the SEN register. Of these there are 5 children who are in Yr 6. These children all need enhanced transition to secondary due to identified gaps and needs in regard to social and emotional development. The pandemic has exacerbated their needs in this area.</p>
2	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils with a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
3	<p>Data, assessments, observations, and discussions with pupils, especially in Year 6, and Year 3, suggest that disadvantaged pupils generally have greater difficulties in all areas than their peers</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified a lack of engagement in enrichment opportunities for disadvantaged children with a low take up of after schools clubs that are now on offer. Only 12% of PP children take up the offer of an after school club</p>
5	<p>School attendance (Autumn 2021) 94.4%, with 92.4% for disadvantaged children, PA for school (Autumn 2021) is 17.8%, 26.7% for disadvantaged children</p>

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>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Assessments and observations will show significantly improved PSE skills among disadvantaged pupils. They will show better engagement, resilience, perseverance and social interaction thought the day.</p> <p>The introduction of Commando Joe strategies which are deigned to develop life skills, a growth mindset and build resilience will support these children during.</p> <p>This will be evidenced by:</p> <ul style="list-style-type: none"> • sources of evidence including book scrutiny, learning walks and ongoing formative assessment. • significant increase in participation in enrichment activities, particularly among disadvantaged pupils • pupil discussion and parent surveys • Commando Joe data
<p>Improvement in Attendance for PP children</p>	<p>To improve the attendance of PP children to ensure they are at national. All staff who have PP children to ensure continued good relationships with parents and expectation that PP children who have not attended are chased up immediately through the school attendance channels.HT to collect children directly from home if necessary.</p>
<p>Improvement in outcomes for KS 2</p>	<p>To ensure through both quality first teaching and intervention outcomes in 2024/25 show a greater percentage of disadvantage children will achieve the expected standard in reading, writing and maths, therefore narrowing the attainment gap</p> <p>Yr3 (Aut 2021 at ARE) Writing 25% PP children – 50% all other Reading 50% PP children – 67.3% all other Maths 37.5% PP children – 65.4% all other</p>

	<p>Yr 6 (Aut 2021 at ARE)</p> <p>Writing 46% PP children – 73% all other</p> <p>Reading 53.7% PP children – 73.6% all other</p> <p>Maths 41.5% PP children - 76.4% all other</p>
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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: £31,540 on Cover Supervisor Salaries

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on quality first teaching.</p> <p>Cover Supervisors to release teachers to provide 1:1 and small group teaching to fill COVID gaps and stretch/support children</p>	<p>Where TAs are used effectively they add to the teacher's role. Cover Supervisors and TAs at Mercenfeld are used as in a 'complementary role' in the classroom. Where interventions occur or specific support is needed for disadvantaged children teachers take these groups to enable Cover Supervisors to continue quality first teaching. Interventions are highly structures and focussed.</p> <p>EEF Guidance report 'Making the best use of Teaching Assistants' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,3
<p>Implementation of Research Groups for teachers, Cover supervisors and TAs with a clear</p>	<p>There is strong evidence base that supports the use of peer to peer collaboration as a highly effective form of CPD. Where there is a focus on 'what works well and why' there is benefit to all children, in particular those living with disadvantage</p>	3,

focus on teaching and learning	<p>Use of Cover Supervisors enables the school to release staff to undertake research group work</p> <p>EEF Guidance Report 'Putting Evidence to work – A schools Guide to Implementation'</p> <p>Recommendation 5</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,125 (25 weeks x 5 afternoon sessions, 2 x TAs plus Sport Coach)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of 'The Beehive' nurture provision to support PP children</p> <p>Use of 'The Foxes Den' for Year 6 children with TA and Sports Coach</p> <p>Commando Joe training and strategies</p>	<p>Targeted support for SEL has a long-standing evidence base. A carefully planned approach to support children's Social and emotional learning is a key factor. The use of support staff who work in the school then enables this approach to be continued back into the classroom environment. The use of 'The Foxes Den' for Year 6 and 'The Beehive' ensure that a SAFE curriculum for SEL is followed (Sequential, Active, Focused, Explicit)</p> <p>EEF Guidance Report 'Improving Social and Emotional Learning in primary Schools'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1,2,3,5

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

Budgeted cost: £9,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues. Class teacher to engage with parents of PP children to encourage participation	Often payment for out of school clubs, trips and events can be a barrier for our families to engage. Therefore there is a small amount of money put aside to help in these cases.	2,4
New laptops for PP children	During lockdown it was found that many of the PP children did not have access to a device that could support learning. The school ensured all children that needed access to a laptop both in school and working from home were able to do so. This was also supported by funding from a local charity. Pupil Premium children who do not have access to a laptop currently at home are also loaned equipment. Additional laptops are being purchased to enable our Pupil Premium children to have greater access to technology at school. This enables additional teaching input to also be given to Pupil Premium children by teachers, cover supervisors and learning support assistants. A significant focus is to specifically improve Pupil Premium children's technology skills.	3
Whole staff training on teaching and learning principles with the aim of improving delivery of all aspects of the curriculum	<p>Engagement in whole Trust focus on teaching and learning in particular key elements of what works well and why' – managing cognitive load, underrating working/long term memory ,revisiting prior learning, developing teaching techniques such as modelling and feedback</p> <p>EEF Guidance Report 'Effective Professional Development'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3

Total budgeted cost: £ 48,831

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.

Our internal assessments showed that disadvantaged children did exceptionally well Y6 (100% at ARE) which showed that the focus on quality first teaching had a significant impact

During the lockdown, due to the Covid 19 pandemic, the school was able to provide high quality online learning for all children which included twice daily live on-line lessons. Those that were identified to be struggling with a concept also benefited for on line face to face, 1:1 support session given by teachers or TAs. 90% of disadvantaged children still came into school where they benefited from the smaller class numbers and the targeted support they could access during this time. The quality of the provision and a continuation of the delivery of the curriculum during lockdown was not only deemed to be of good quality through a Trust wide scrutiny of provision but also from a remote inspection by Ofsted in March 2021. Here Ofsted deemed 'Leaders and those responsible for governance are taking effective action to provide education in the current circumstances'.

Some of the previous actions – such as paying for a magazine subscription for disadvantaged children to encourage more home reading – did not have an impact. Parents and children did not report that this encouraged more reading at home and data did not show a significant impact due to this intervention

When children returned to school we recognised that disadvantaged children PSED had been significantly impacted and therefore continued to use pupil premium funding to provide tailored support such as Garden Rangers and Beehive provision. It is such approaches that we continue to use and build on.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This information is not shared due to such small numbers of children within school being eligible. This is done to reduce identification due to the bespoke provision provided
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

N/A
