



Mercenfeld Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 (2022-23) 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	272
Proportion (%) of pupil premium eligible pupils	13% (40 ch)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Kirstie Randle (Interim Head)
Pupil premium lead	Kirstie Randle (Interim Head)
Governor / Trustee lead	Sam Greasley

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,073
Recovery premium funding allocation this academic year	£5,510
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	£53,583

Part A Pupil Premium Strategy 2022-23

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 pupils to make good progress and achieve high attainment across all subjects. We strive to equip all our children, those that are disadvantaged or other vulnerable groups with the skills and knowledge they need for the next stage of their education.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently, write effectively and have good number skills to enable them to access all of the curriculum offered to them.
- Support all our pupils to become self-aware, resilient, respectful, and resilient and recognise these are skills for life
- Work in partnership with our families to help to remove barriers created by poverty, family circumstance and background.
- Work in partnership with our families to remove barriers that lead to poor and persistent attendance (below 97%)

How we aim to achieve these objectives.

We will consider three main approaches to our spending:

1. **High-quality teaching.** 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.
2. **Targeted academic support.** As part of our teaching staff we have dedicated 'catch up' teacher for four days a week to deliver targeted interventions and support in class. Working in close partnership with classroom teacher delivery is closely matched to gaps in learning and next steps. We understand that the research shows that interventions will have greater impact when learning in these small, focussed groups is linked to classroom teaching and planning
3. **Wider strategies.** We acknowledge that challenges linked to well-being, behaviour and attendance have an impact on learning. We also believe that it is important for children to be able to have access to extra-curricular activities which have a positive impact in all aspects of their life.

The key principles of our strategy plan.

1. Our approach here at Mercenfeld is rooted in robust diagnostic assessment, using Pixl data as a prime indicator to identify gaps and next steps in learning. Other data sets and information – such as attendance, feedback from parents, IDACi indices etc- aid our approach. However, our understanding of the personalized needs of all of our children also are used to formulate a tailored approach to disadvantaged children in order to ensure all achieve.
2. Our whole school approach is 'striving for excellence' which is becoming embedded within the school both for staff and children. We feel that 'Striving for Excellence' encapsulates our drive as professionals in school to ensure we constantly work hard to do our best for our young learners and empowering our children with excellent attitudes to learning. Using the Commando Joe character traits helps to empower our children to be the best they can be, supporting them to become lifelong learners, equipping them for their futures.
3. We have high expectations for all our children and know our children and their families well. We listen and respond to information shared with us from our families, parents and carers.

Challenges

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

Challenge number	Detail of challenge
1	We have seen that there is still an ongoing impact from Covid, especially on our youngest learners who enter the Early Years Foundation Stage. Children are not hitting developmental milestones in regard to social skills and language acquisition, having not had the nursery experience and interaction with others as in pre pandemic years.
2	Attendance – The percentage of disadvantage pupils whose attendance is below 90% is greater than that of non-disadvantaged pupils Attendance Data for 2021-2022: All Pupils: 95.1% Disadvantaged :93.6%
3	Many pupils do not engage with homework or read regularly at home. This then impacts on application of phonics, fluency, comprehension, and vocabulary. Where pupils do not practice timetables at home, this impacts on their mathematical fluency and ability to problem solve and reason.
4	Many of our disadvantaged children do not partake in after school clubs and activities out of school, which is fundamental in building relationships and supports emotional well-being

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
Improvement in oral language and early communication skills	Achievement of GLD for all disadvantaged children 90% of children achieving expected in ELGs for Communication and Language (Listening, Attention and understanding; Speaking)
Y1 phonics outcomes for disadvantaged pupils will be in line with non-disadvantaged pupils	85% of children will pass Year 1 phonics screen
Attendance for all pupils, especially those who are disadvantages, will improve and improvement is sustained	Sustained attendance over 90% for all children, until at least 2023/24 with gap between non-disadvantaged pupil being narrowed
Children wellbeing and reliance is developed and sustained, especially for the disadvantaged children	Increase in the % take up of enrichment activities by disadvantaged children with
The overall attainment of disadvantaged pupils in reading and writing will have improved from the baseline.	KS1 and KS2 reading and writing outcomes show that at least 80% of disadvantaged pupils met the expected standard.
The overall attainment of disadvantaged pupils in maths, will have improved from the baseline.	KS1 and KS2 maths outcomes show that at least 80% of disadvantaged pupils met the expected standard.

Activity This year – 2022/23

Teaching

£5,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments:</p> <ul style="list-style-type: none"> • York Assessment for Reading for Comprehension - YARC (GL Assessment) • Phonics Tracker 	<p>Providing accurate and timely assessment, through standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>They can also provide valuable information on the progress of specific groups of children, such as those that are disadvantaged. Information gained through standardised methods should be carefully considered and contributes to the understanding of what makes effective feedback.</p> <p>In regard to phonics and early reading ‘careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age’</p> <p>Teacher Feedback to Improve Pupil Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.phonicstracker.com</p> <p>https://www.winslowresources.com/yarc-york-assessment-of-reading-for-comprehension-assessment-forms-primary.html?gclid=EAlalQobChMIwPKzI4vC-wlVpWlMCh3EIQHXEAAYASAAEgIni_D_BwE</p>	<p>1,3</p>
<p>Provide high quality CPD for teachers and subject leaders in line with EEF Guidance through:</p> <p>Attendance at LA and Trust run subject leader network meetings and professional development opportunities</p> <p>External Consultants delivering CPD for teachers and support staff</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>By considering the 4 key stands and then, in turn the 14 mechanisms, CPD will be focused, purposeful and sustained:</p> <ul style="list-style-type: none"> • Build knowledge • Motivate teachers • Develop teaching techniques • Embed practice <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,3</p>

<p>Staff participation in Teacher Research Groups linked to our School Development Priorities</p>	<p>Quality Professional development should have at its core ‘treat implementation as a process , not an event; plan and execute in stages’</p> <p>The Explore, Prepare, Deliver and Sustain ...</p> <p>Putting Evidence to Work - A School’s Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>
<p>Provide high quality CPD for teachers and support staff in EYFS KS1 for Phonics to ensure that there is a systematic scheme in place (Twinkl Phonics)</p>	<p>Phonics should be taught systematically and research shows that this approach is more effective than other approaches to early reading</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>
<p>Develop reading fluency, comprehension and vocabulary use through the trial of ‘Just Reading’ Project</p>	<p>Poorer adolescent readers are often regarded by teachers as unable to read whole narratives and given short, simplified texts, yet are expected to analyse every part in a slow laborious read through. This article reports on a mixed methods study in which 20 English teachers in the South of England changed their current practice to read two whole challenging novels at a faster pace than usual in 12 weeks with their average and poorer readers ages 12-13. Ten teachers received additional training in teaching comprehension. Students in both groups made 8.5 months’ mean progress on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months progress but with no difference made by the training programme. Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned ‘poorer readers’ as ‘good’ readers, giving them a more engaged uninterrupted reading experience over a sustained period.</p> <p>http://sro.sussex.ac.uk/id/eprint/70702/</p>	<p>1,3</p>

Targeted academic support (for example tutoring, one to one support structured intervention

£35,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the school-based tutoring programme to provide school tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, particularly those in small groups(impact +4 months) or for 1:1 support (impact +5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,3</p>
<p>Delivering high quality small group intervention based on Pixl diagnostic and forensic evidence</p>	<p>Evidence from the EEF indicates that targeted deployment, where teachers are trained to deliver an intervention to small groups or individuals has a higher impact (+4 months)</p> <p>‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support ‘</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,3,4</p>
<p>Homework club to support children who may not have space or support at home. Ensuring homework links into the basic skills the children need to access the curriculum (reading, spelling, times tables)</p>	<p>Some pupils may not have a quiet space for home learning therefore regular homework clubs support all pupils</p> <p>Homework that is linked to classroom work tends to be more effective and so homework is primarily focused on ensuring children have chance to acquire and develop basic skills needed for their year group. This helps to ensure that the purpose of homework is clear to children and they can then practice and apply skills learnt in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=home</p>	<p>1,3,4</p>

Wider strategies (for example related to attendance behaviour wellbeing)

£12,907

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Embedding the principles of good practice as set out by the DfE document 'Working together to Improve School attendance'</p> <p>Training and release for staff to develop and implement new procedures. Time with Trust Attendance and Welfare Lead for regular monitoring and implementation meetings</p>	<p>The guidance support work in school to ensure that the right approaches are put in place to support all children, in particular those that are disadvantaged, to regularly attend school. It recognises that the approach must be whole school and should not be seen in isolation.</p> <p>'Improving school attendance is everyone's business'</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>2</p>
<p>Delivery of Garden Rangers Club, and Forest schools through a trained Forest School practitioner to groups of identified children, including those that are disadvantaged</p>	<p>The benefits of how gardening can help health and wellbeing and well documented as is the use of the outdoors to support and promote learning e.g</p> <p>https://www.kent-teach.com/Blog/post/2018/08/06/benefits-of-gardening-and-outdoor-living1.aspx</p> <p>https://forestschoollassociation.org/what-is-forest-school/</p> <p>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'</p> <p>The research indicates that social and emotional aspects to learning can have a positive impact on outcomes. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to improved reading or maths scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3,4</p>
<p>Delivery of a wide range of after school activities including sports, arts, craft and performing arts</p>	<p>Use of existing sports coaches aligned to the school to deliver a range of activities after school. Sports coaches are also used at dinner times which develop relationships and build trust which encouraged them to partake different activities.</p>	<p>2,4</p>

To continuation of delivery of Commando Joe as a key driver to motivate and engage and	By building on work already embedded in the school, the Commando Joe character traits and pupil passport will continue to support children to develop life skills, build resilience and motivation https://commandojoes.co.uk/impact-research/	1,2,4
To continue to support enhancement activities for pupils to support well-being	Enrichment activities enhance high quality curriculum provision and support pupil engagement and wellbeing	1,2,3,4