

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	Merrylands Primary School and Nursery
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	15.7% (74 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Robinson Headteacher
Pupil premium lead	Megan Tildesley Assistant Headteacher
Governor / Trustee lead	Steve West Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,055
Recovery premium funding allocation this academic year	£18,006
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	£178,061

Part A: Pupil premium strategy plan

Statement of intent

At Merrylands Primary School and Nursery, we believe that teaching and learning opportunities must meet the needs of all the pupils, irrespective of their background or the challenges they may face, to ensure we provide the very highest standards of education for every child. The focus of our Pupil Premium Strategy is to support disadvantaged pupils and provide them with opportunities they may not always have in order to achieve that goal.

Our ultimate objectives are to:

- Ensure the quality of education for all children is improved.
- Close the attainment gap between disadvantaged pupils and their peers.
- Improve the attendance of disadvantaged pupils.

High-quality teaching is at the core of our approach. By focusing on areas in which disadvantaged pupils require the most support, we aim to close the attainment gap between the advantaged and disadvantaged pupils. This should not only improve the attainment and progress of disadvantaged pupils but it should also provide sustainability and improved progress for non-disadvantaged pupils. Alongside high-quality teaching, targeted academic support is also vital to focus on specific needs. Both high quality teaching and targeted academic support is provided in a variety of ways including:

- An additional teacher to support Year 6 pupils
- Experienced lead teachers who will coach those in their early teaching career
- Lead teachers who will provide targeted interventions for reading, writing and maths as well as social skills development groups
- Lead teachers who will work with groups of children to improve their social skill
- Additional LSAs to support reading in Key Stage 1
- Targeted interventions delivered by LSAs in Key Stage 1 and Key Stage 2
- Speech therapy to support pupils identified with speech, language and communication needs.

Our strategy also takes into account the need for our recovery curriculum where education has been disrupted for all pupils. The recovery curriculum provides structure and ensures teaching and learning is delivered in the most effective way. It is also vital to help rebuild relationships and support pupils with their social, emotional and mental wellbeing.

The next focus area is for the wider approaches where support is also needed for non-academic issues that impact success in school such as attendance, behaviour and social and emotional challenges. Our approach will be responsive to common challenges and individual needs to help pupils excel. To ensure they are effective we will:

- Work closely with parents and vulnerable children throughout the school by ensuring our Parent Liaison Officer/Attendance Officer communicates and offers support to parents/carers.
- Ensure Counselling and Play Therapy sessions are available to pupils and their families to provide professional support and guidance.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.02 and 0.18 lower than for our non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Attainment & Progress (KS1 and KS2)</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, particularly in the core subjects.</p> <p>The percentage of Pupil Premium children in KS1 and KS2 who did not achieve age related expectations at the end of the academic year (2020-2021) are as follows:</p> <p>51% - Reading 57% - Writing 56% - Maths</p>

3	<p>Reading (KS1)</p> <p>Our assessments and observations indicate that reading attainment among disadvantaged pupils in Key Stage 1 is below that of non-disadvantage pupils.</p> <p>59% of KS1 Pupil Premium children did not meet age related expectations by the end of the academic year (2020-2021) in comparison to 25% of pupils who are not Pupil Premium.</p>
4	<p>Speech, Language and Communication</p> <p>Assessments, observations, discussions with pupils and referrals from teachers indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout the school but are more prevalent among our disadvantaged pupils.</p> <p>Currently 3% of children require additional support whereby 20% of these children are disadvantaged pupils.</p>
5	<p>Social, Emotional and Mental Health</p> <p>Our assessments, observations and discussions with pupils and their families have identified social, emotional and mental health issues for some of our pupils. This is notably due to school closures where there was a lack of enrichment opportunities available and professional help was difficult to receive.</p> <p>Currently 2% of children require additional support whereby 70% of these children are disadvantaged pupils.</p>
6	<p>Staff Development</p> <p>Discussions with teachers in their early teaching career as well as new subject leaders identify that further training and support is needed. As a result of school closures due to the pandemic, teachers/subject leaders have not had the same opportunities and experiences as other teachers/subject leaders who are further along in their career.</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
To achieve and sustain improved attendance for all	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 4% and the attendance gap

pupils, particularly our disadvantaged pupils.	between disadvantaged pupils and their non-disadvantaged peers continues to reduce.
To improve attainment and progress in KS1 and KS2 in the core subjects for disadvantaged pupils.	Reading, Writing and Maths outcomes in 2024/2025 show that more than 60% of disadvantaged pupils met the expected standard.
To improve reading attainment among disadvantaged pupils in KS1.	Reading outcomes in 2024/2025 show that more than 75% of disadvantaged pupils meet the expected standard.
To improve speech, language and communication needs among the disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, engagements with their peers, book scrutiny and on-going formative assessments.
To improve social, emotional and mental health for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 evidenced through qualitative data from student voice, student and parent surveys and teacher observations.
To improve staff developmental opportunities.	Sustained improvement of the quality of teaching and learning evidenced through assessments, observations, pupil voice and staff surveys.

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: £54,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Year 6 teacher to support disadvantaged pupils by providing a supplementary set group. This set will reduce the class sizes and will focus on supporting disadvantaged pupils.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Reducing Class Size Teaching & Learning Toolkit Education Endowment Foundation EEF</p>	<p>2</p>
<p>Two lead teachers to provide coaching to those in their early teaching career and new subject leaders.</p> <p>The two lead teachers will attend the Power of Coaching training. They will work closely with new teachers and subject leaders to identify and build on their strengths and to identify and address their areas of development.</p>	<p>Research indicates that high quality teaching can narrow the disadvantage gap. By creating our own coaching programme, we can ensure that professional development effectively:</p> <ul style="list-style-type: none"> • Builds on staff knowledge • Motivates staff • Develops teaching techniques • Embeds practice <p>Effective Professional Development Education Evidence Education Endowment Foundation EEF</p>	<p>2, 3, 6</p>

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

Budgeted cost: £64,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions focusing on disadvantaged pupils will be delivered by LSAs in KS1 and KS2. The interventions will focus on Maths, Reading, Writing and Grammar.</p> <p>LSAs will be delivering the Rising Stars – On Track interventions. They will all be provided with effective training prior to starting the interventions.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver:</p> <p>Teaching Assistant Interventions Teaching & Learning Toolkit Education Endowment Foundation EEF</p>	2
<p>Additional reading interventions targeted at KS1 disadvantaged pupils will be delivered by LSAs.</p> <p>Accurate assessments and gap analysis will be used to ensure interventions are appropriately matched to pupils' needs and pupils' progress will be</p>	<p>Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.</p> <p>There is consistent evidence that one-to-one and small group tutoring involving structured interventions supports children struggling with aspects of literacy:</p> <p>Literacy KS1 Education Evidence Guidance Report Education Endowment Foundation EEF</p>	3

<p>regularly reviewed to ensure the support enhances their learning.</p>		
<p>Speech therapy to be delivered by a speech therapist. The speech therapist will support children with SLCN and will make 1:1 speech and language recommendations. They will also provide staff training and whole school approaches that can be used.</p>	<p>There is evidence to suggest that disadvantaged pupils are more likely to be behind their more advantaged peers in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one:</p> <p>Oral Language Intervention Teaching & Learning Toolkit Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Small group tuition will be delivered by our lead teachers. They will work in blocks of 6 and will deliver Maths, Reading and Writing interventions. They will also work with targeted children to develop their social skills.</p> <p>Accurate assessments and gap analysis will be used to ensure tuition sessions are appropriately matched to pupils needs and pupils' progress will be regularly reviewed to ensure the</p>	<p>Evidence shows that small group tuition is effective and usually the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5</p>

support enhances their learning.		
----------------------------------	--	--

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

Budgeted cost: £59,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's - Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures. This will also involve the continuing appointment of the Attendance Officer to improve attendance particularly for our disadvantaged pupils by communicating and providing additional support for vulnerable families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><u>Improving School Attendance DfE</u></p>	1, 2, 3
<p>Professionally trained counsellors and play therapists will work with pupils and their families to provide professional support and guidance.</p>	<p>Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes.</p>	2, 3, 5

	Early intervention to identify issues and provide effective support is crucial: Mental health and behaviour in schools (publishing.service.gov.uk)	
--	---	--

Total budgeted cost: £178,061

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.

School closures, due to the pandemic, were detrimental to all children especially to our disadvantage pupils as they were not able to benefit from our Pupil Premium funded improvements to the degree we had intended. During this time, we focused on pupils' wellbeing whilst also maintaining a high quality curriculum which, at times, was delivered remotely during school closures.

The Outdoor Play And Learning Primary Programme (OPAL) began but this was impacted by lockdown periods/restrictions. Equipment was purchased and plans have been made for the programme to be fully implemented during the next academic year. OPAL aims to improve play experiences by providing children with the freedom to explore 16 types of play. In turn, this should decrease low-level behaviour and improve classroom learning. By children feeling happier on the playground, they should enter the classroom more willing and ready to learn.

Attendance and punctuality has been tracked throughout the year and procedures have been followed for persistent absence. Overall attendance for Pupil Premium children during this academic year was 95.13%. Several families were supported by the Parent Liaison Officer/Attendance Officer throughout the academic year including sign posting to agencies who can support with finance, accommodation etc.

Rising Stars interventions have taken place across the school for identified children. By July 2021, more Pupil Premium children across the school were working at age related expectations compared to the baseline assessments in September 2020 for reading, writing and maths.

By July 2021, more Pupil Premium children in Year 6 were working at age related expectations compared to the baseline assessments in September 2020 for reading, writing and maths.

Gaps in attainment between Pupil Premium children and all children are closing across KS1. 60% of Pupil Premium children passed the Phonics Screening during the Autumn Term 2020.

The deployment of afternoon LSAs has enabled interventions to take place across the school using the Rising Stars and IDL intervention programmes. By July 2021, more Pupil Premium children across the school were working at age related expectations

compared to the baseline assessments in September 2020 for reading, writing and maths.

A counsellor from Brentwood Catholic Children's Society worked with three children one day per week. Two play therapists provided sessions for individuals one day per week. Based on observations and pupil voice, children have expressed how they have found the sessions beneficial and have been given strategies they can use to support their own well-being and self-regulate their emotions. Staff have also observed positive changes within the classroom and on the playground resulting in less incidents involving these individuals.

Staff have received regular training throughout the year which has had a positive impact on pupil well-being, safety and academic progress.

Homework has been set weekly using Tapestry/SeeSaw with many children accessing it. Parents have used Tapestry/SeeSaw as a tool for communication with the class teacher. E-safety lessons for children and newsletters for parents sent throughout the academic year have raised the profile of online safety. We will continue to raise the interaction with these online platforms to continue to support homework, learning and communication.

Children who had Speech Therapy showed increased ability to pronounce letter sounds and spoken words. During this academic year, sessions have taken place virtually.

By July 2021, more Pupil Premium children across KS2 were working at age related expectations compared to the baseline assessments in September 2020 for reading.

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
On Track	Rising Stars
Literacy & Numeracy Software	IDL

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.