Pupil Premium Strategy Statement:
St Meryl School 2023- 2026

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	228
Proportion (%) of pupil premium eligible pupils	10%
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)**	2023 - 2026
Date this statement was updated	December 31st 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr C Davies
Pupil premium lead	Mr C Davies
Governor / Trustee lead	Mrs D Raftery

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year (24/25)	£ 37,579
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2024/25*	£0

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*	£ 37,579

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is for all children to leave St Meryl School having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible adults. The focus of our pupil premium strategy is to support pupil premium children to meet this goal, including those pupils who already attain highly.

Educational research indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. (Education Endowment Fund – EEF). First-quality teaching is at the heart of our approach. Our curriculum is carefully constructed, taking into consideration cultural capital, diversity and equality and is implemented in order to prepare all pupils for the next stage of their education. We work hard to provide all pupils with a platform to flourish and contribute to the wider life of the school. Through our nurturing and pastoral ethos, we support our pupils to understand that there are challenges that they will need to overcome using strategies that are taught to develop resilience, which ultimately will help develop their ability to aim high throughout their lives.

We are mindful of the well-being needs of our disadvantaged pupils. We acknowledge that whilst there are universal areas of need within this remit that can be met through well-thought out policies and pro-active provision, there will also be individual needs that will require a bespoke approach.

Further, we recognise that our vulnerable pupils may not have access to a wide range of extra-curricular activities. To mitigate this for pupils in receipt of the Pupil Premium Grant we subsidise wider opportunities such as residential trips and educational visits. We seek whole-school opportunities, such as our broad music offer, that include all pupils and invests in their cultural capital. We proactively promote opportunities, such as clubs, to our disadvantaged children and consider the provision at play and lunchtime to facilitate attendance and engagement for pupils who are unable to join before and after school activities.

Our approaches are always inclusive and non-disadvantaged children will also benefit from the strategies employed, in supporting our cohort of children entitled to pupil premium funding.

Challenges

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

Challenge number	Detail of challenge

1	Research gathered by the EEF shows that disadvantaged children have been the worst affected by the multiple lock downs of the pandemic. This includes academic progress. This is still evident in our PP children.
2	Historically a limited number of pupils in receipt of the PPG achieve Greater Depth Standard at the end of Key Stage 2.
3	Pupil Premium status coupled with other needs (SEN, CP, etc.)
4	Pupil Premium Pupils have limited opportunities to access cultural capital with their families.
5	Some children in receipt of the PPG have historically poor attendance.

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 ensure good or better progress for all PPG pupils across the curriculum.	80% of PPG pupils make good or better progress from their starting point in Reading, Writing and Maths.
Learning behaviours of PP pupils' continue to improve.	All PP pupils are engaged and taking responsibility for their learning consistently. There are consistent phone calls/ postcards home regarding progress and achievement.
To continue to ensure that all children have equal opportunities to engage in wider opportunities and to use positive discrimination to enhance the offer for pupils in receipt of the PPG	All PPG children will be offered subsidised extra-curricular activities and trips.
To develop links and engagement between the parents of disadvantaged pupils and the school	Attendance of disadvantaged pupils to be 95% or above. Punctuality to be consistently good. Parents to feel confident speaking to School staff – positive relationships.

Support children to be ready to learn	Children are able to access learning in class. They are better able to regulate and articulate their emotional needs.

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: *£ 8,834*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Writing scheme of work, including purchase and accompanying texts £1500	-Pupil data for writing in the previous year -SEA visit outcomes -A major target in our School Development Plan this year. EEF Guidance Reports https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit	1,2
Additional Staff Training (CPD, Subject Leader Conferences, External Training) £2604	- Teaching and Learning Toolkit https://d2tic4wvo1iusb.cloudfront.net/eef-guidance reports/effective-professional-development/EEF Effective-Professional-Development-Guidance Report.pdf?v=1635355217	1,2

15 iPads (Technology and other resources to support high quality teaching and learning) – to ensure that pupils have access to up to-date hardware to assist with learning £1198	- Using Digital Technology to improve learning. EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Multiplication tables check: IT guidance - GOV.UK (www.gov.uk)	1,2,3,4

Software and Resources (£475(Purple Mash Subscription – part funded by PTA) Times Tables Rock Stars £230 £475 Evidence Me (Subscription) £699 Literacy Gold Subscription CPOMs (£685) Total: £3762		

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

Budgeted cost: £ *20,478*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1/ small group support to ensure improved Attainment in Reading, Writing and Maths for PP pupils so that achievement gaps continue to diminish.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education -evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence summaries/teaching-learning-toolkit/small-group-tuition/	1,2

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

Budgeted cost: £ 10,553.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling, play therapy and other therapeutic interventions from external professionals and agencies £4068.31	The school has access to external counsellors and therapeutic interventions with a proven track-record of having an impact on pupils' SEMH. Research shows that in order for pupils to achieve and progress they need to feel good about themselves. The school understands the importance of investing time in supporting pupils to develop good learning behaviours so that they can access learning and achieve. All of the evidence studied, including that published recently by Sobel (2018) shows a direct correlation between good mental health and self-esteem and outcomes of disadvantaged pupils	3,4,5

Subsidised extra curricular activities Extra curricular activities, including sports, outdoor activities, arts, culture and trips £5765.41	We do not want any of children to miss out on the wider offer of extra-curricular activities due to financial concerns and constraints. We support our disadvantaged families to ensure that costs can be met for special school activities, visits and residential trips so that no one misses out. We have found that this has enabled children to access these opportunities, widening their cultural capital and ensuring that no one is left out of the cohort experience. https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit/outdoor-adventure learning	4,5
Financial support to ensure PP Pupils will have access to healthy and nutritious meals every day. £720	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. https://educationendowmentfoundation.org.uk/projects and-evaluation/projects/magic-breakfast	3,4,5

Total budgeted cost: £ 37,579

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged children during the 2024/25 academic year using key stage 2 performance data, phonics check results, MTC results and our own in-house data collection.

Data from tests and assessments suggest that pupils exiting KS1 and KS2 on the whole achieved well, especially in Reading and Maths, although there were a few discrepancies in Writing. Reasons for this ranged from disengagement, related wellbeing, EAL and mental health needs. There were however, some really positive outcomes.

EYFS – Good Level of Development

100% of PPG pupils exited EYFS with GLD (1 pupil)

Year 1 Phonics Screening

60% of PPG pupils passed the phonics screening assessment (3 pupils)

Year 4 Multiplication Tables Check

Average Score of PP eligible pupils (5) – 13.2

Key Stage 2 (End of Year 6) Outcomes – Validated

	EXS	EXS (PPG)	GDS	GDS (PPG)
READING	67%	50%	27%	17%
WRITING	70%	50%	23%	17%
MATHS	73%	33%	33%	17%

Whilst, in this cohort, the gap for some disadvantaged pupils in individual subjects has narrowed, more work still needs to address combined overall attainment. Mention must be given to the greater depth attainment in pupils this year. There has been a 17% improvement in all three subjects for PPG pupils in this area

Reading is clearly a focus, hence a concentration on this area for the upcoming academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	**Provider**
Literacy Gold	https://literacygold.co.uk/
Evidence Me	https://www.evidence.me/
Purple Mash	https://www.2simple.com/purple-mash/