St Meryl School

Pupil Premium Impact Report 2023/2024

Our Pupil Premium funding is used to remove barriers to learning for Pupil Premium learners and diminish the differences between Pupil Premium learners and Non-Pupil Premium learners. Our funding supports all different aspects of school life.

A summary of aims for our Pupil Premium learners this academic year, based on addressing their barriers to educational achievement:

- To improve attendance and punctuality of PP learners to be in line with or above the attendance of non – PP learners

- To ensure the provision in place for PP learners results in at least expected progress and attainment

- To accelerate progress through the use of targeted intervention and 1:1/small group tuition

- To ensure the wellbeing of PP learners is supported - To promote access to activities to enrich PP learners' school life and experiences by partially funding non-sport clubs, educational visits and residential trips

- To ensure musical opportunities are available to all PP learners in order to develop their creative skills through partially funded music lessons

- To offer support to families of PP learners, where necessary

- To promote opportunities that could have a positive effect on PP learners' future adult lives

- To promote equal opportunities by providing partially funded school uniform for PP learners

Pupil Premium Spending Summary 2023 - 2024

Total Spending for academic year (September 2023 – August 2024)= **£33,221**

Summary Information					
School:	St Meryl School				
Academic Year:	2023-24	**Total PP Budget:**	£33,240	Date of most recent PP Review	July 2023
Total Number of pupils:	221	**Number of pupils eligible for PP:**	24 22 Current FSM 2 Post LAC	**Date for PP Review**	July 2024
Year Group (s)	**Item/ Project**	**Cost**	**Objective(s)**	**Impact**	
All	**Employment of Support Staff to help PP pupils**	**£12,562**	To facilitate small group and 1:1 interventions with pupils in the afternoons.	PP learners have benefited from small group and 1:1 interventions which address gaps in learning. Progress has been accelerated TAs have delivered, recorded and tracked interventions with PP learners in order to show progress and plug gaps in learning	
All	**Counselling**	**£1800**	To give our most vulnerable PP learners the opportunity to talk to a trained counsellor	PP learners are using and applying strategies to deal with their emotions enabling them to manage their behaviour and develop positive relationships with others. Targeted PP learners have received blocks of counselling/play therapy. Preparation for transition has taken place. (Not as much Art Therapy went ahead this year, due to Art Therapists not being available for the children).	

All	**Support for pupils with uniform,**	**£100**	To enable all PP children to access the full range of school uniform	Uniform (fleeces, sweatshirts and shirts) was purchased for PP children.
All	**Support for pupils for trips, residentials, music lessons and clubs**	**£6,410**	To enable all PP children to access the full range of on and off-site educational visits and raise self-esteem	PP learners taking a fully active role in the curriculum to enable them to have similar opportunities as their peers PP pupils were able to attend trips this year, as well as residentials (2 in Year 5, 3 in Year 6). Experiences were transferrable to learning, which enabled PP learners to achieve better academic / social outcomes Greater social interactions have been seen.
All	**School Based Family Support Worker**	**£1,614**	To enable learners to thrive within their families and to increase self-esteem and resilience To improve attendance To remove barriers to learning	Targeted families have benefitted from the support received from the FSW. PP learners have improved attendance, although we were unable to effectively review due to partial school closures, impact of post-COVID-19 Emotional barriers were reduced for PP learners, enabling them to access the curriculum and make progress with learning.
All	**iPad Charging Trolley**	**£825**	To assist in recording and documenting the progress of PP pupils. To ensure that PP pupils have opportunities to learn through ICT.	Pupil progress has been recorded and documented sufficiently. PP pupils have created and learnt high quality computing skills using the iPads.
All	**Software and Resources**	**£248 (Letterjoin) £475(Purple Mash Subscription – part funded by PTA)**	Licences to academic software, such as Letterjoin have been subscribed to – in order for PP pupils to	Pupils have made very good progress in their handwriting skills, thanks to Letterjoin. Sensory equipment has ensured that pupils who have needed it have had an outlet when they

		£100 (iPad software Apps) **CPOMs (£685)**	"catch up" on the quality of their handwriting, Sensory equipment for PP pupils purchased.	have needed it – therefore providing balance to their school days.
All	**Upkeep of Google Chromebooks**	**£198 (Google sync licencing)**	To cater of PP pupils who needed to loan Chromebooks at home during remote learning, or for when they are in school as vulnerable pupils	Chromebooks were fully integrated into pupil learning both at school and at home. A number of these were sent out on loan to vulnerable pupils, and this enabled the transition from at school learning to remote learning to be smooth.
All	**Staff Training and Associated Costs**	**£1804**	To ensure that staff get the most up to date training to enable them to ensure that PP pupils get the best provision possible.	Vulnerable pupils have benefited from training such as visually impaired training, protective behaviours, attachment and autism awareness training being used by professionals.
All	**New set of iPads**	**£6400**	To ensure that pupils have access to apps and websites requiring newer iPad software, such as the Multiplication Tables Check Practice and test	An improvement in pupils' mathematical fluency and confidence, particularly in multiplication skills. This has been reflected in classroom assessments and has contributed to narrowing the attainment gap between disadvantaged pupils and their peers. Additionally, the increased engagement with technology has fostered a positive attitude towards learning and developed essential digital skills.