Pupil premium strategy statement – St Meryl School

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	233
Proportion (%) of pupil premium eligible pupils	9.01%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 – 2024/2025
Date this statement was published	February 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Craig Davies (Head)
Pupil premium lead	Craig Davies
Governor / Trustee lead	Tony Peiris

Funding overview

Detail	Amount

Pupil premium funding allocation this academic year	£31,855
Recovery premium funding allocation this academic year	£3,625
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£3,077 (PP) £2200.75 (RP)
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*	£40,757.75

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	Pupil Premium status coupled with other needs (SEN, CP, etc.)
2	Some children in receipt of the PPG have historically poor attendance.
3	Pupils may have limited opportunities to access cultural capital with their families.
4	Post-Pandemic: research gathered by the EEF shows that disadvantaged children have been the worst affected by the multiple lock downs of the pandemic. Levels of engagement at BPEF during the pandemic have varied.
5	Historically a limited number of pupils in receipt of the PPG achieve Greater Depth Standard at the end of Key Stage 2.

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	100% of PPG pupils make good or better progress from their starting point in Reading, Writing and Maths
To ensure all PPG pupils reach ARE	-EYPPG children will reach the GLD at the end of Reception -PPG pupils in Year 1 will pass the phonics screening check -Pupils will reach ARE at the end of KS1 in Reading, Writing and Maths -Pupils will reach ARE at the end of KS2 in Reading, Writing and Maths
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 Pupils will be supported to complete home learning activities Parents to feel confident speaking to School staff – positive relationships
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

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: **£1,473**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole Staff Training – in Sentence Types (writing) All teaching staff to be trained in September Training to be filtered through to support staff in October Refresher sessions one termly Termly monitoring by subject lead Deep dive in writing by HIP (Autumn Term)	Leaders are creative in ensuring professional development is bespoke to the need in the school. Highly skilled subject leaders are enabled to carry out bespoke coaching as part of CPD with less experienced teachers. Alongside this all external CPD accessed is logged and where appropriate disseminated to all staff. EEF Effective Professional Development -Pupil data for writing in the previous year -HIP visit outcomes -A major target in our School Development Plan this year.	
Teacher training – to improve teaching of writing and maths (Herts for Learning and other training providers)	EEF tiered approach- quality teaching Staff who feel skilled and confident leading an intervention will see better progress in the children's learning. Quality First Teaching as prescribed in the SEN Code of Practice.	
Resources and subscrip-tions to complement teacher training and cur-riculum delivery.	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.	

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

Budgeted cost: **£17,617**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1/ small group tuition 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/	

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

Budgeted cost: **£18,590**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling, play therapy and other therapeutic interventions from external professionals and agencies	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.	
Subsidised extra-curricular activities Extracurricular activities, including sports, outdoor	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	

activities, arts, culture and trips	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	
Financial support for specialist learning IT hardware and software.	Mental health is an important factor in allowing learning to happen. We identify barriers to learning and support the children to address these barriers.	
Financial support to ensure PP Pupils will have access to healthy and nutritious meals every day.	Maslow's hierarchy of need – physical needs to be catered for enabling self-actualisation	

Total budgeted cost: £37,680

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 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own in-house data collection.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

Data from tests and assessments suggest that pupils exiting Ks1 and KS2 on the whole achieved well, although there were a few discrepancies. Reasons for this ranged from disengagement, related wellbeing and mental health needs. There were however, some really positive outcomes.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

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
Sumdog (online subscription)	www.sumdog.com
Letterjoin handwriting	Letterjoin