

Pupil premium strategy statement – Merebrook Infant School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Merebrook Infant School
Number of pupils in school	142 (09.12.2022) 137 (01.12.2023)
Proportion (%) of pupil premium eligible pupils	18% (09.12.2022) 15% (01.12.2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	16.12.2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs Hayley White
Pupil premium lead	Miss Tracy Hurwood
Governor / Trustee lead	Mrs Becky Cosgrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year	£1958
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	£39,788

Part A: Pupil premium strategy plan

Statement of intent

Our ethos at the Merevalley Federation is that every child has the ability to achieve through the values of 'Community, Pride and Aspire'. We believe that every child is able to make good progress and achieve high attainment, standing them in good stead for becoming lifelong learners, responsible, global citizens and becoming the best version of themselves they can be. The overarching aim of this strategy is that: irrespective of backgrounds, opportunities and experiences, all of our children can achieve their potential. At the core of our strategy is understanding what our cohort entitled to pupil premium have as barriers to their learning and what support and opportunities we can offer to diminish the life experience and academic gaps.

The period that includes the disruption due to Covid-19, and subsequent recovery period for education, had ramifications for our children's education and an element of this strategy aims to support children to achieve their potential through recognising these gaps in knowledge or development before targeting intervention, whether at a whole school, group or individual level.

The aims of our Pupil Premium Grant strategy are split into three foci. Our first focus is on teaching, ensuring all children are given the best standards of Quality First Teaching. This wide approach aims to support all children in achieving their potential, aiming to support children to keep up and not have to catch up. This has the greatest impact on provision for all, supporting progress for each child and diminishing the difference in progress and attainment between children entitled to Pupil Premium Grant funding and their peers.

The second focus of our strategy is on targeted support for children that are entitled to the Pupil Premium Grant. This is based on analysis of the areas that this cohort require the most support with and aims to close these gaps, enabling them to make the same progress as their peers. We recognise that each of our children face different challenges and it is our aim to diminish the barriers our children face in their learning. In attempting to provide the same opportunities for all children to level the playing field, we believe that this may be around group or individualised support in their learning or pastoral support.

The third aim of our strategy, is to develop our children as holistic individuals. We believe all children should have access to all opportunities in their wider school life and that an element of this strategy should support this.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils performed significantly less well than peers in Reading than peers.
2	Pupil premium pupils performed less well than peers in the Phonics Screening Check . Poor phonological awareness for some pupils.
3	Pupil premium pupils performed less well than peers in writing .
4	Pupil premium pupils performed significantly performed less well than peers in mathematics .
5	Observations and assessments indicate that a number of pupils are presenting with poor speech and language skills. This has an impact on pupil progress and attainment.
6	The cost of living crisis is having an impact on some pupils accessing wider opportunities such as school clubs before and after school.

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
1. To reduce attainment gap in Reading between pupil premium and non-pupil premium pupils.	Assessment data shows an upward trend, year on year, of pupil premium pupils achieving the expected standard in Reading as well as a closing of the attainment gap when compared to non-pupil premium pupils. By end of academic year 2022-2023 the gap to be reduced by 9%.
2. To reduce attainment gap in phonics between pupil premium and non-pupil premium pupils.	Assessment data shows an upward trend, year on year, of pupil premium pupils passing the phonics screening check. By end of academic year 2022-2023 the gap to be reduced by 10%.
3. To reduce attainment gap in writing between pupil premium and non-pupil premium pupils	Assessment data shows an upward trend, year on year, of pupil premium pupils achieving the expected standard in writing as well as a closing of the attainment gap when compared to non-pupil premium pupils. By end of academic year 2022-2023 the gap to be reduced by 8%.
4. To reduce attainment gap in mathematics between pupil premium and non-pupil premium pupils.	Assessment data shows an upward trend, year on year, of pupil premium pupils achieving the expected standard in writing as well as a closing of the attainment gap when compared to non-pupil premium pupils. By end of academic year 2022-2023 the gap to be reduced by 10%.
5. Pupils identified with speech and language and communication needs are quickly identified and timely specialist support is put in place.	Pupils accessing the support receive targeted intervention which secures improvements on each child's individual learning journey.

6. To ensure pupil premium pupils have the opportunity to take part in extracurricular clubs and access wider curriculum opportunities .	The experiences of pupil premium children are wide and the confidence gained impacts upon the child as a learner.
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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: £ 34,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff developing skills and knowledge on Rosenshine's principles of instruction as a structured pedagogy to develop quality first teaching throughout the school.	The National College: What makes great pedagogy? Principles of Instruction (Renshine, 2012).	1, 2, 3, 4
CPD for teaching staff developing skills and knowledge of adaptive teaching and how this is integral to quality first teaching.	'Early Career Framework – Exploring the Evidence (Education Endowment Foundation, EEF).	1, 2, 3, 4, 5
Read Write Inc Phonics training for all staff and purchase of resources to support the teaching of phonics across the school. CPD for all teaching staff. Purchase of reading books for use in school and at home. Regular assessments for grouping and targeted support.	Improving Literacy in Key Stage 1 (EEF). Read Write Inc - Testing the impact of a systematic synthetic phonics programme for early readers. (EEF).	1, 2, 3
Retention of teaching assistants to deliver phonics and speech and language intervention support. Purchase of additional resources to support delivery.	EY Toolkit Evidence (EEF).	1, 2, 5
CPD for all teaching staff on identifying the right children for the right reading and phonics support.	Improving Literacy in Key Stage 1 (EEF). Read Write Inc - Testing the impact of a systematic synthetic phonics programme for early readers. (EEF).	1, 2
Whole Class Reading and Story Time training for staff and workshops for parents to support home learning.	Improving Literacy in Key Stage 1 (EEF)	1, 2
CPD for all teaching staff on the structure of delivering small group	Improving Literacy in Key Stage 1 (EEF).	1, 2

reading and 1:1 tuition in line with the Read Write Inc scheme.	Read Write Inc - Testing the impact of a systematic synthetic phonics programme for early readers. (EEF).	
Continuation of the use of the White Rose Maths scheme and continued participation at Enigma Maths Hub CPD events and Mastering Number Programme.	Mastery Learning (EEF) Fair Education Alliance	4

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

Budgeted cost: £ 2,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1 tutoring	British Educational Research Association. The Literacy Trust Ofsted The Reading Framework EEF Improving Literacy in Keystage 1	1, 2
Small group reading interventions	EEF Improving Literacy in Keystage 1 Reading Comprehension Strategies (EEF)	1, 2
Small group writing interventions	EEF Improving Literacy in Keystage 1	3
Speech and language support. Professional Therapist bought in to advise on interventions for pupils. This includes staff training on strategies.	EEF Toolkit states that Oral Language has an average impact of +5 months for a low cost. On average children who are involved in communication and language approaches make approximately +6 months additional progress over the course of a year.	5

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

Budgeted cost: £ 2,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils to continue to experience Forest School.	The New Economics Foundation (NEF), Forest School Association – Increased awareness of consequences and actions on peers, language development, develop ability to concentrate over longer periods of time. Association for Physical Education (afPE). Outdoor learning (EEF)	1, 2, 3, 4, 5, 6
Subsidies for families for clubs, trips, visits and uniform.	Social and Emotional Development (EEF)	6

Pupil premium pupils have priority booking for clubs.		
Parent/carer workshops and coffee mornings supporting focussing on how they can support with learning at home.	Parental Engagement (EEF)	1, 2, 3, 4, 5, 6

Total budgeted cost: £39,788

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 academic years 2020-2021 and 2022-2023.

Intended outcome	Review 2021-2022	Review 2022-2023																		
1. To reduce attainment gap in Reading between pupil premium and non-pupil premium pupils.	<p>Table shows the percentage of pupil achieving EXS+ in Reading at the end of Key Stage 1.</p> <table border="1"> <thead> <tr> <th></th><th>2020-2021</th><th>2021-2022</th></tr> </thead> <tbody> <tr> <td>Pupil Premium</td><td>27%</td><td>40%</td></tr> <tr> <td>Non-pupil premium</td><td>75%</td><td>50%</td></tr> </tbody> </table> <p>Data evidences a 13% increase in percentage of pupils achieving EXS+ in Reading. The gap in attainment between the groups closed by 38%.</p> <p>Further accelerating the progress for pupil premium pupils in Reading continues to be a key area for development.</p>		2020-2021	2021-2022	Pupil Premium	27%	40%	Non-pupil premium	75%	50%	<p>Table shows the percentage of pupil achieving EXS+ in Reading at the end of Key Stage 1.</p> <table border="1"> <thead> <tr> <th></th><th>2021-2022</th><th>2022-2023</th></tr> </thead> <tbody> <tr> <td>Pupil Premium</td><td>40%</td><td>75%</td></tr> <tr> <td>Non-pupil premium</td><td>50%</td><td>68%</td></tr> </tbody> </table> <p>Data evidences a 35% increase in percentage of pupils achieving EXS+ in Reading. The gap in attainment between the groups closed so that pupil premium pupils outperformed non-pupil premium pupils by 7%.</p> <p>EYFS outcomes</p>		2021-2022	2022-2023	Pupil Premium	40%	75%	Non-pupil premium	50%	68%
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4. To continue to reduce attainment gap in mathematics between pupil premium and non-pupil premium pupils.	<p>Table shows the percentage of pupil achieving EXS+ in Maths at the end of Key Stage 1.</p> <table border="1"> <thead> <tr> <th></th><th>2020-2021</th><th>2021-2022</th></tr> </thead> <tbody> <tr> <td>Pupil Premium</td><td>0%</td><td>33%</td></tr> <tr> <td>Non-pupil premium</td><td>52%</td><td>50%</td></tr> </tbody> </table> <p>Data evidences a 33% increase in percentage of pupils achieving EXS+ in Maths. The gap in attainment between the groups closed by 49%.</p> <p>Further accelerating the progress for pupil premium pupils in Writing continues to be an area for development.</p>		2020-2021	2021-2022	Pupil Premium	0%	33%	Non-pupil premium	52%	50%	<p>Table shows the percentage of pupil achieving EXS+ in Maths at the end of Key Stage 1.</p> <table border="1"> <thead> <tr> <th></th><th>2021-2022</th><th>2022-2023</th></tr> </thead> <tbody> <tr> <td>Pupil Premium</td><td>33%</td><td>83%</td></tr> <tr> <td>Non-pupil premium</td><td>50%</td><td>81%</td></tr> </tbody> </table> <p>Data evidences a 50% increase in percentage of pupils achieving EXS+ in Maths. The gap in attainment between the groups closed so that pupil premium pupils outperformed non-pupil premium pupils by 2%.</p>		2021-2022	2022-2023	Pupil Premium	33%	83%	Non-pupil premium	50%	81%
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6. To ensure pupil premium pupils have the opportunity to take part in extracurricular clubs and access wider curriculum opportunities .	<p>Pupil voice and lesson observations evidence that pupil premium pupils' wider development offer is in line with non-pupil premium pupils.</p> <p>Pupil premium pupils are given first priority to access the wider curriculum.</p>	<p>Pupil voice and lesson observations evidence that pupil premium pupils' wider development offer is in line with non-pupil premium pupils.</p> <p>Pupil premium pupils are given first priority to access the wider curriculum.</p>																		

Table below show the percentage of pupil achieving a Good Level of Development at the end of Early Years. TT

	2020-2021	2021-2022	2022-2023
Pupil Premium	33%	50%	50%
Non-pupil premium	32%	45%	50%

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
Read Write Inc Phonics	Ruth Miskin

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

Further information (optional)

Swimming is offered to all Keystage 1 pupils to provide an opportunity for pupils to develop experiences beyond their immediate environment.