

Pupil premium strategy statement – Merrydale Infant school

This statement details our school's use of pupil premium (and recovery premium for the academic year 2022 to 2023) 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	270 (Fs2- Yr2)
Proportion of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2022- 2023
Date this statement was published	9 th July 2023
Date on which it will be reviewed	January 2024
Statement authorised by	M Tipple-Johnson
Pupil premium lead	M Tipple-Johnson
Governor / Trustee lead	Mrs C Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-2023	£ 72,000
Recovery premium funding allocation this academic year 2022-2023	£ 7,500
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

We are committed to provide a stimulating and caring learning environment to ensure our children achieve their highest potential to be successful in life. Excellence in learning is supported by developing moral values and respect for each other through a variety of different experiences including beyond the immediate school community. Our children study the full curriculum; it is not narrowed with Language and the development of reading skills at the heart of all learning.

Through quality, first teaching and targeted interventions we ensure our disadvantaged children are given every opportunity to close their attainment gaps with their national peers. Language acquisition and the development of reading skills are a critical focus in meeting the needs of our pupils who enter our school at a considerable language deficit. In addition to this, we deliver interventions and extra-curricular activities to develop our children's self-esteem and improve their well-being.

Our Practitioners have good subject knowledge and a clear understanding of where our children are in their learning journey and understand how to move them forward.

Challenges

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

Challenge number	Detail of challenge
1	Our EAL children enter the school with very low baseline scores and particularly underdeveloped language skills. Jan census 2023 80% EAL) with 25 languages spoken across the school
2	Our children enter the school with low scores for Physical, Social and Emotional development
3	From low baseline scores (baseline- operational V chronological average deficit of 1yr and 5 months across all areas) the challenge is to narrowing the attainment gap with national peers in core, phonic and prime areas of learning.
4	The school location deprivation indicator is in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation- IDSR 2021. The challenge is to ensure our children have the same access to learning as their national peers.
5	Our attendance and punctuality is below national. (24th Aug 2022- 16 th Dec 2022 -91%). The challenge is to raise attendance to national standards.

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 improve oral language skills	The continuous provision / learning environment has enabled language gaps to be closed from low starting points with some evidence of accelerated progress.
To improve physical, social and emotional development	Children will understand their own feelings and those of others, showing independence, resilience and perseverance. The children will be able to work and play cooperatively. They will be able to demonstrate strength balance and coordination.
To narrow the attainment gap with national peers in core, phonic and prime areas of learning.	Gaps are closed and children achieve broadly in line with national standards.
To ensure our children's low socio-economic backgrounds are not disadvantaging their learning	Children's basic needs are being met so they are ready to learn. Individual barriers are removed e.g. uniform or opportunities for extra-curricular learning.
To improve attendance and punctuality	Children arrive on time to ensure the maximisation of learning time. Attendance is broadly in line with national expectations

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accessing Talk for Writing cpd</p>	<p>https://www.talk4writing.com/about/</p> <p>Many schools have found that daily storytelling can have a dramatic influence on progress in composition. For instance, the initial teacher research into this approach focused on 4-and 5-year-olds in Reception classes. At the start of the year, only 2% of the sample was able to retell a whole story. By the end of the year, 76% retold a whole tale in fluent standard English. The approach works very powerfully for children who have English as a new language.</p> <p>Additional data from Talk for Writing: https://www.talk4writing.com/wp-content/uploads/2020/01/Does-Talk-for-Writing-work-F.pdf</p>	<p>1,3</p>
<p><i>Core book approach in the Early Years</i></p>	<p>Our school recognises the importance of young children being introduced to good quality literature as an essential way of enabling them to build a wide and rich vocabulary. In the Early Years, where children are developing a wider sense of self, it is important for them to be able to see themselves in stories and be able to respond to stories using their personal experience to develop comprehension. Our core books inspire a focus on children learning more about themselves and the world around them. As our children learn to self-regulate, they are able to empathise and discuss answers to repeated refrains drawing on their developing knowledge and experience of a sense of right and wrong and actions and consequences. Our core books are used as a stimulus for our children to hear the differences in the voice and tunes of narrative and informational language. They listen to examples of descriptive, comparative and technical language enabling our children to enlarge and enrich their stock of words. The development of text-level literacy (reading comprehension and writing composition) requires a secure foundation in word-level skills in addition to a broader range of skills in-</p>	<p>1,3</p>

	<p>cluding greater understanding of language structure, narrative and background knowledge, and verbal reasoning skills https://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf page 33</p> <p>https://czone.eastsussex.gov.uk/media/2928/early-reading.pdf Case study 2 page 7</p>	
<p><i>RWInc pm Phonics intervention</i></p>	<p>Read Write Inc (RWInc) is a phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7.</p> <p>At Merrydale Infant school phonic knowledge is assessed every 6 weeks and children are streamed into closely matched across the whole school. Our Literacy subject leader and a HLTA coordinate teaching and professional development to ensure high standards of phonics delivery.</p> <p><i>Ofsted Sept 2022: Learning to read is a high priority at the school. The phonics programme is well structured. It makes clear which sounds pupils should learn throughout the Reception Year and key stage 1. Effective training has resulted in the phonics curriculum being implemented well despite it being new to the school. Adults are confident in their use of pure sounds and quickly identify pupils' misconceptions. The books that pupils read are closely matched to the sounds that they know.</i></p> <p>'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	

<i>Additional teaching support in Yr2 from March 2023</i>	An additional class teacher has been added to the teaching team in Year 2. This has reduced class sizes and ensures that class content is well-targeted to pupil needs, and that pupils in our lower attaining groups get appropriate support.	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Targeted individual and group reading (Fast Track Tutoring)	<p>(8 X FS2 children, 6 X year 1 children & 3 X year 1 children) Targeted daily reading takes place for children who are in the lowest progress group who need extra daily practice in reading sounds and words. This is in addition to a morning daily Phonics lesson.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well trained and supported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,3
September 2022 – February 2023 Wellcom Language intervention	<p>The WellComm toolkit was developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Using this toolkit we quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs.</p> <p>https://www.gi-assessment.co.uk/case-studies/wellcomm-helping-under-5s-talk-to-learn-at-south-staffordshire-children-s-centres/</p>	1,2,3

<p>Yr2 daily targeted handwriting March 2023- June 2023</p>	<p>6 X Pupil Premium Targeted Year 2 children worked after school (2.5 hours a week) to develop their handwriting. At Merrydale Infants we believe learning the alphabet by interacting with each letter in many different physical ways helps students imprint and retain the letters and the letter sounds for easier recall when learning to read.</p> <p>Furthermore, being able to write effortlessly enables the mind to focus more fully on a topic. Struggling with handwriting takes valuable brain energy away from any writing task, but when that skill is mastered, it makes all the difference. Skilled, fluid handwriting is an asset to learning!</p> <p>IMPROVING LITERACY IN KEY STAGE 1-EEF Guidance report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1682623767 Recommendation 6 -Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</p>	<p>3</p>
<p>Yr2 weekly maths club Feb 2023 – July 2023</p>	<p>Our weekly maths club delivered by our maths coordinator invites children to explore maths concepts with their parents. Parents and their children engage with maths problems and work together to develop confidence and mental fluency with numbers through problem solving. Homework is sent home to reinforce the learning practised in school.</p>	

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

Budgeted cost: £ 28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funtime</p>	<p>Funtime is a small group Intervention for 9 children across the school to develop social communication skills. Pupils learn that communication between two people requires: 1. Eye contact 2. Turn taking 3. Attention & Listening TaLT – social and emotional learning+4</p>	<p>2</p>

<p><i>Enable disadvantaged pupils to access a wider curriculum through attendance on trips, visits and after school clubs</i></p>	<p>57 Pupil Progress children <i>access a wider curriculum through attendance on free trips, visits and after school clubs</i></p> <p>Evidence from https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment suggests that enriching education has intrinsic benefits (sometimes referred to 'art for arts sake'). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment.</p>	<p>4</p>
<p><i>Free school uniform</i></p>	<p>57 parents in receipt of Pupil Premium are offered free school uniforms including PE kit twice a year.</p> <p>School Standards Minister Nick Gibb said: "School uniforms are important in establishing the right ethos in a school. They also help to improve behaviour and a sense of belonging and identity. But we want to be sure they are affordable for parents." https://www.gov.uk/government/news/new-law-to-make-school-uniform-costs-affordable-for-all</p>	<p>4</p>
<p>Free Milk</p>	<p>57 Pupil Premium children have free school milk.</p> <p>Professor Ian Gilmore, of the Royal College of Physicians, told the BBC's Today programme it did make sense in public health terms to give free milk to young children and said it is a policy he backs.</p> <p>GP Dr Sarah Jarvis agrees. She says: "It's hugely valuable if they are not getting it elsewhere. "But there are so many pressures on parents and I think understanding from some parents about nutrition is so poor that many children are just not getting it.</p> <p>"In terms of building bones, it's absolutely key."</p> <p>She said that for children who do not get a balanced diet high in fruit and vegetables and foods like fish, milk was the only real way of them getting enough calcium.</p> <p>https://www.bbc.co.uk/news/health-10912488</p>	<p>4</p>

<p>Administration officer work with families to improve attendance and work closely with agencies such as the EWO,</p>	<p>Our Office administrator :</p> <ul style="list-style-type: none"> • provides appropriate support and challenge to establish good registration practice • carries out robust first-day calling procedures including priority routine for vulnerable children including children with a social worker • identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies e.g EWO <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5</p>
<p>Inclusion manager and TA one to one support for identified PP children: 9 Pupil Premium children X SEND 11 Pupil Premium X Emotional Support</p>	<p>The Inclusion Manager coordinates the strategic development of the school's whole school provision of need:</p> <ul style="list-style-type: none"> • support all staff in understanding the needs of all pupils and ensure the objectives to develop provision are reflected in the School's Development Plan; • monitor progress of objectives and targets for identified pupils by analysing and interpreting relevant school, local and national data and advise the headteacher on the level of resources required to maximise achievement. • liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision. <p>Office Manager</p> <ul style="list-style-type: none"> • Bilingual support for family facing housing issues <p>SEND TA</p> <ul style="list-style-type: none"> • able to support our pupil learning; fostering independence and self-esteem . • confident in liaising with parents/carers, offering sound advice for their child's education. • confident in working with outside agencies to ensure the best possible educational and emotional outcomes. • supportive of the aims and ethos of the school. • able to set a good example in terms of attendance, dressing professionally and being punctual. • understanding of their responsibility to matters relating to health and safety and safeguarding. • confident to provide appropriate supervision of pupils. • confident to share and adopt best practices with colleagues. • able to implement and promote the school's policies and procedures. <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>4</p>

<p>Gardening club March 2022- July 2023</p> <p>Forest schools March 2023- July 2023</p>	<p>9 Pupil Premium KS1 pupils have participated in our weekly gardening club and Forest school helping pupils to develop their:</p> <ul style="list-style-type: none"> • Responsibility and independence. • Self-confidence. • Teamwork and communication. • Literacy, numeracy skills. • Healthy lifestyles. • Environmental awareness. 	<p>2</p>
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Total budgeted cost: £ 79,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils in the 2021 to 2022 academic year

Pupil Premium Review 3rd February 2021

- *Pupil Premium children access Quality First Teaching and where there is withdrawal this occurs at different times to ensure that the same subject is not affected.*
- *Pupil Premium children make good progress in oracy in relation to their starting points in Early Years.*
- *Talk for Writing and the emphasis of developing children's vocabulary.*
 - *Funtime – strong evidence of its impact in strategy documentation*

Achievement

- Evidence from the EEF toolkit used well in strategy document to identify high value and most appropriate support strategies for pupils
- The progress of Pupil Premium children is broadly in line with that of their non-Pupil Premium peers
- Pupil Premium children make at least satisfactory progress relative to their starting points
- Pupil Premium children in Early Years make strong progress in relation to their starting data in oracy, which is a priority for the school
- The autumn term curriculum focused on ensuring children regained learning habits and backfilling lost knowledge
- Monitoring of data is effective with the HT and DHT benchmarking 4x per year

Leadership & Management

- Evidence from the EEF toolkit is used well in the school's strategy document to identify high value support strategies for children
- Priorities are linked to children's needs, most particularly, in language development and reading
- Monitoring/moderation and benchmarking of Teaching and Learning by Headteacher and Deputy Headteacher. This provides for consistency of judgement

Teaching, Learning and Assessment

- Leaders' focus on removing barriers to learning very clear in documents.
- Investment in reading through purchase of quality core books
- Where targeted intervention is required and children are withdrawn at different points, leaders manage this well so that the withdrawal does not mean that they are missing lessons from the same curriculum subject
- Both higher ability and middle ability Pupil Premium children in Year 2 classes are making similar progress in relation to their peers

Behaviour & safety

- Attendance for Pupil Premium children broadly in line with that of non- Pupil Premium
- Relentless approach to improving attendance and ensuring arrival on time at school, which includes visits to home.
- The attendance team's focus on building good relationships with parents as part of the process of establishing why children are absent or late

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
jigsaw	https://www.jigsawpshe.com/?gclid=EAlaIqObChMIoNS7j4Lw9AIVWOvtCh0wigoQEAAAYASAAEgJgRPD_BwE
Real PE	https://jasmineactive.com/solutions/real-pe
Read Write Inc	https://www.ruthmiskin.com/programmes/phonics/about-read-write-inc-phonics/
Talk for Writing	https://www.talk4writing.com/ - training delivered by Catherine Infant School https://www.catherine-inf.leicester.sch.uk/
Wellcom	https://www.gl-assessment.co.uk/assessments/products/wellcomm/

