

Pupil premium strategy statement for Merrydale Infant School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Merrydale Infant school
Number of pupils in school	270 (Fs2- Yr2)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	31 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	M Tipple-Johnson
Pupil premium lead	M Tipple-Johnson
Governor / Trustee lead	Mrs C Browne

Funding overview

Detail	
Pupil premium funding allocation this academic year	£55,145
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	N/A

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. (Summer census 2021 83% 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. (25th Aug 2021-10 th Dec 2021 -91.9%). 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: £ 7,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accessing Talk for Writing cpd	<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:</p> <p>https://www.talk4writing.com/wp-content/uploads/2020/01/Does-Talk-for-Writing-work-F.pdf</p>	1,3
Core book approach in the Early Years	<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 including 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>	1,3

Whole KTC pm phonic intervention	<p>The KTC (Knowledge Transfer Centre) is a programme focusing on quality first teaching of phonics, early reading and early writing. This effective approach is now in its seventh year working with Leicester primary schools. The successes of the method lie in the quality of training and the bespoke support that subsequently takes place in schools to allow school leaders to implement the core principles in their own setting. (Whatever it takes Leicester 2021)</p> <p><i>'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.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 26,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funtime	<p>Funtime is a small group Intervention 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>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2
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>	1,2,3

	<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><i>The success of the project has exceeded expectations. “When we rescreened after a term and a half of interventions, we found a 13% drop in those screening red, a 12% drop in those screening amber, and a 25% rise in those screening green.</i></p> <p><i>“We also managed to significantly close the gap for disadvantaged children whose language environment at home might not be as rich as it could be.</i></p> <p><i>“At the start of the project, 66% of children on free school meals screened as red or amber, compared to 45% of those not FSM. “</i></p> <p>https://www.gi-assessment.co.uk/case-studies/wellcomm-helping-under-5s-talk-to-learn-at-south-staffordshire-children-s-centres/</p>	
BRWP reading intervention inc training	<p>Schools who have invested in Boosting Reading Power (BRP) training know what a highly successful intervention programme it is, providing one-to-one additional support for our underachieving readers in KS1.</p> <p>May – July 2021 66 X BRWP intervention children made on average 10 levels of progress through PM benchmarking levels. (school data)</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

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

Budgeted cost: £ 27,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Free school uniform</i>	<p>School Standards Minister Nick Gibb said: <i>“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.”</i> https://www.gov.uk/government/news/new-law-to-make-school-uniform-costs-affordable-for-all</p>	4
Enable disadvantaged pupils to access a wider curriculum through attendance on trips, visits and after school clubs	<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>	4
Free Milk	<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. 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. "In terms of building bones it's absolutely key." 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. https://www.bbc.co.uk/news/health-10912488</p>	4

<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: 4 X SEND 2 X Emotional Support</p> <p>Office manager housing support for identified PP family</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>

Total budgeted cost: £ 61,090

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 2020 to 2021 academic year.

Due to Covid 19. Performance measures have not been published for 2020-2021, and 2020-2021 results will not be used to hold schools to account. Teacher judgements and internal data reveals the following results at the end of KS1, and Year 1 and Year 2 Phonics screening results

Yr2

Yr 2 was significantly impacted by Covid closures (isolations) last year. Since 1st September 2020 until 8th March 2021, Year 2 experienced 131 teacher absences and 180 missing Teaching Assistant days. The disadvantage pupil progress was broadly in line for reading and writing but lower in Math when compared to their non-disadvantaged peers.

Yr2 At ARE July 2021

Disadvantage pupil's reaching Age Related Expectations was broadly in line for reading but lower in writing and maths. Between March –July 2021 7 children had focussed daily reading where their average PM benchmarking scores rose by an impressive 9 levels.

Phonic Test results 2021

In year 1 the 2021 phonics data suggest that our disadvantaged pupils underperform compared to their non-disadvantaged peers. However, by the time our disadvantaged pupils leave KS1 the gap with their non-disadvantaged peers has significantly closed to be broadly in line.

Attendance 2020-2021

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
jigsaw	https://www.jigsawpshe.com/?gclid=EAlalQobChMIoNS7j4Lw9AIVWOvtCh0wigoQEAAAYASAAEgJgRPD_BwE
Real PE	https://jasmineactive.com/solutions/real-pe
KTC	https://whatever-it-takes.org.uk/ktc-leicester/
Talk for Writing	https://www.talk4writing.com/ - training delivered by Catherine Infant School https://www.catherine-inf.leicester.sch.uk/
Wellcom	https://www.gi-assessment.co.uk/assessments/products/wellcomm/

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	