

Pupil premium strategy statement



This review 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 reviews the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Merton Abbey Primary
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	Feb 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Michael Bradley, Headteacher
Pupil premium lead	Lynsey Eversden Assistant Headteacher
Governor lead	Sandy Cowling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109, 720
Recovery premium funding allocation this academic year	£11,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£120, 885

Part A: Pupil premium strategy plan

Statement of intent

We intend that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We intend for all of our pupils at Merton Abbey Primary to leave as confident individuals who are the best people they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently and gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences including residential trips. They will compete in a team and/or play a musical instrument. They will have experienced the opportunity to be a leader and feel successful.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

As recommended by the EEF, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will also use targeted academic support which will be responsive to individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point of need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Internal assessments across the school indicate that in certain year groups reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class last year between 70 -75% of our disadvantaged pupils arrive below age-related expectations in reading and writing compared to 60 - 65% of non-disadvantaged pupils.</p> <p>This academic year, Reception baseline data shows that 45% of disadvantaged pupils arrived below age-related expectations in reading, compared to 47% of non-disadvantaged pupils. In writing, the data shows that 66% of disadvantaged pupils arrived below ARE compared to 47% of non-disadvantaged pupils.</p>
3	Internal assessments for the 21-22 term across the school indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Prior to COVID-19, there had been no difference in attainment but this has been exacerbated due to the partial school closures.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been on average 1.25% lower than for non-disadvantaged pupils.
5	Limited life experiences and opportunities to join in enrichment opportunities due to low engagement. As a result, knowledge of the world and vocabulary acquisition is limited.
6	Our analysis shows some disadvantaged pupils requiring additional social and emotional support so that they develop self-regulation strategies which will support their learning.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment and progress for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. Progress for disadvantaged pupils will be above 0.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment and progress for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. Progress for disadvantaged pupils will be above 0.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in recorded behaviour incidents for disadvantaged pupils a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Incremental Coaching for all teachers using the school's structure.</i>	Research from Ambition Institute and the Education Policy Institute indicates that Instructional coaching is the most effective form of CPD as it allows teachers autonomy over their learning and is personalised. https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome-CPD-Review-2020.pdf	1, 2, 3
<i>Embed Mastering Number programme across YR and KS1</i>	The Mastering Number programme has been created and researched by the NCETM.	2, 3
<i>Training and release time for all subject leaders each week</i>	To be effective subject leaders and to build a picture about their subject, subject leaders need release time to be mentored and coached by members of the SLT. Effective subject/middle leaders have an enormous impact upon teaching and learning.	1, 2, 3
<i>Use MMF and ARTIS to embed arts across the curriculum</i>	Arts participation approaches have a positive impact on academic outcomes in other areas of the curriculum. EEF Toolkit	1, 2, 3, 4
<i>Use storytelling sessions with trained storyteller to improve oral language skills.</i>	Research from the EEF Improving Literacy Report states: <ul style="list-style-type: none"> • Language provides the foundation of thinking and learning and should be prioritised. • Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. 	1,2,5

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

Budgeted cost: £ 50,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>'Third Space Learning' 1:1 maths intervention</i>	Our practice and research show that one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF Toolkit	3
<i>Each class to have a full-time TA to administer standardised assessments and interventions including pre-teaching</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF Toolkit	1, 2, 3, 6
<i>Introduce school-led tuition for targeted year groups and pupils using recovery fund</i>	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF Toolkit	1, 2, 3
<i>Embed NELI intervention and ensure all targeted children complete the intervention</i>	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF Toolkit	1, 2
<i>ELSA training for specific support staff</i>	Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in previous years and have identified the ELSA approach as the best means to support children struggling with these issues.	6

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide funding support for disadvantaged pupils so that they can access all educational visits and residential</i>	A rich variety of life experiences are a key way of developing a pupil's knowledge and vocabulary of the world around them. This not only enhances self-esteem and helps to develop relationships but it also helps with children's academic achievement.	4, 5
<i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve the headteacher working together with our EWO.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
<i>Take part in Emotion Coaching training and review to support behaviour management within school.</i>	On average, whole school behaviour approaches and behaviour interventions have a moderate impact on pupil outcomes of 4 months' additional progress. EEF Toolkit	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 120,885

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 2021 to 2022 academic year, and current observations from the 2022-23 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was slightly lower than the attainment during 2020/21, however the number of disadvantaged pupils achieving above ARE has increased in all areas.

Our assessment of the reasons for these outcomes still points to disruption to pupils learning through absences, whether this be Covid-19 related or the rise of other childhood illnesses after the periods of lockdown. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This impact is still evident in the classroom during this academic year as the gaps in learning are still presenting.

Through ongoing high-quality teaching within classrooms and intervention groups, these gaps are being closed. Specifically we have seen the gap narrow between pupils in assessment data in maths and reading this year, and in some year groups disadvantaged pupils are out performing non-disadvantaged pupils.

Our attendance data, although showing a small decrease in attendance for disadvantaged pupils, does show that this figure is still above the national figure.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in previous years primarily due to COVID-19-related issues. The impact of this has proven to be more long reaching than first anticipated. We are still seeing children struggling with social situations, self-esteem and anxiety. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan, specifically the training staff received in Emotion Coaching, which is helping support emotional literacy and how to name and feelings.

Externally provided programmes

Programme	Provider
1:1 maths tuition	Third Space Learning
Times Tables Rockstars	TTRS

Nuffield Early Language Intervention (NELI)	ELKLAN
ELSA	Training provided by the local authority.
Emotion Coaching	Training provided by VBS service