

## Pupil premium strategy statement

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	Mersham Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Cheryl Chalkley
Pupil premium lead	Mrs Sarah Wilson
Governor / Trustee lead	Mrs Lesley Cauldwell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,165
Recovery premium funding allocation this academic year	£4035.84
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£44,200.84</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Mersham Primary School our aim is to provide an inclusive learning environment that enables our disadvantaged pupils to have equal entitlement and equal opportunities where all children develop a wide range of knowledge and skills alongside an inquisitive mind and a love of learning, that prepares them for the next phase in their education as well as enable them to become effective citizens of the future. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, our ultimate aim is that no pupil is left behind socially or academically due to disadvantage.

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as Pupil Premium. It is allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

This strategy period strives to raise lifelong aspirations and focus on removing the barriers to learning so we can breed an environment that does not limit any pupil's potential. The key challenges that prevent our disadvantaged pupils from attaining well are key; low self-esteem and well-being, language development, early reading skills and opportunities to experience activity that enriches learning.

- The pupil premium funding will create opportunities for pupils to develop our school values of high expectations, working collaboratively, independence, respect, widening horizons and taking care of our physical and mental health. We use the funding to build all these qualities through quality targeted and bespoke pastoral care for our pupils
- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils via high quality teaching practices, support and resources.
- The Pupil Premium funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- Mersham Primary School ensures funding provides a range of experiences in order to raise aspirations and an enjoyment for education via targeted therapeutic, nurturing intervention.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show our disadvantaged KS1 pupils (42%) are attaining less well in Reading Writing and Maths than our non-disadvantaged pupils in KS1.
2	Our assessments, discussions and observations have identified social and emotional/mental health difficulties for many of our disadvantaged pupils where disadvantaged pupils in KS2 (31%) are not secure in their well-being in a learning environment.
3	Disadvantaged pupils have limited opportunities to access a wide range of enrichment activities and access the wider curriculum which is needed to provide a rounded, aspirational education
4	Covid lockdown caused a further challenge to learning, the uncertainty causing high levels of anxiety for many of our disadvantaged pupils (reflected in well-being assessment and observation and through pupil progress meetings), anxiety leads to loss of learning time and poor self-esteem.
5	Some pupils have an increased likelihood of underdeveloped oral language, reduced vocabulary and underdeveloped early reading skills alongside poorer communication skills (assessments of disadvantaged pupils in KS1 not achieving the same rate of progress as their non-disadvantaged peers)

## 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
Raise levels of attainment achieved in reading	Disadvantaged pupils will make increased progress year on year in reading at end of year assessments
Raise levels of attainment achieved in writing	Disadvantaged pupils will make increased progress year on year in reading at end of year assessments
Raise levels of attainment achieved in maths	Disadvantaged pupils will make increased progress year on year in reading at end of year assessments

Increase the percentage of disadvantaged pupils achieving the same rates of progress as their peers in reading, writing and maths	High Quality Teaching practices and support interventions to be put into place where an increased percentage of disadvantaged pupils are achieving expected rates of progress (and the difference between PP pupils and all pupils nationally will be no greater than the national gap.)
Approaches to teaching and learning across the school will be strengthened to accelerate pupils' progress. Maximising the impact of teaching assistants to ensure rapid progress for disadvantaged pupils.	At the end of each Key Stage the difference between disadvantaged pupils and pupils nationally will be no greater than the national gap. Training programme for TAs implemented. End of Key Stage targets for PP children will be achieved in all core subjects.
Increased percentage of pupils eligible for reaching secure levels of well-being and involvement.	Curriculum adaptation and interventions will ensure that children 'at risk' are supported via early intervention and specialist support (school offer)
To expose disadvantaged pupils to a range of enrichment activities in order to raise aspirations and an enjoyment for education.	Children to have increased self-confidence and aspirations through access to breadth and broad curriculum experiences. Boxall profile analysis to show PP children progress in identified areas of need and participate in a range of extra-curricular activities and experiences.

## 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: £13,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence based	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</a>	1,2 and 5

strategies to support Quality First Teaching.	We enable this through *Assessments 3 times a year with careful tracking of progress. *Audit quality first teaching approaches used across school and differentiated resources/strategies available to support children below ARE *Monitor teaching and learning across the school, sharing good practice.	
Implementation of NELI programme in EYFS and Little Wandle training programme (phonic programme) for all staff and support staff.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.' The EEF toolkit states that 'The average impact of the adoption of phonics approaches is about an additional five months progress over the course of a year.'</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>'Children receiving the 20 week NELI programme made on average 2 months of additional progress in language skills compared to those children receiving standard provision. On average children with better language skills have better literacy skills</p>	1 and 5
Provide high quality CPD experience for teachers and support staff	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>Quality CPD will ensure that all staff have the skills and confidence to develop skills for improved learning behaviours to impact progress – as discussed in reliable evidence directed by the EEF 'What Works, What Doesn't' By Jon Dulonsky et al.</p>	12, 4 and 5

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

Budgeted cost: £ 13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise 'SpeechLink' programme (Inclu.Language Link, Widgit)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1 and 5

Online, Purple Mash) to assess and target pupils' language skills	The EEF Toolkit states that oral language interventions have a high impact on pupil outcomes of 6 months additional progress' and that 'approaches to speaking, listening and a combination of the two all show positive impacts on attainment'	
Additional adult-led tuition for Literacy and Numeracy application providing class based support for literacy and maths to increase engagement and achievement.	<p>Some students need targeted support to catch up. Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>Quality teaching practices using manipulatives and mathematical tools can be a powerful resource alongside teaching of mathematical links and concepts as evidenced in Improving Mathematics in the Early Years and KS1 EEF guidance report  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1, 4 and 5

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to train and support two staff members in SEMH support (Mental Health First Aider, ELSA, Drawing & Talking, sensory circuits etc)	<p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	2 and 4
Identified pupils are signposted to specialist intervention for SEMH support i.e play therapy, ELSA	<p>Pupils with identified SEMH needs evidences significant improvement in emotional development through the the effectiveness of Nurture approaches. Research is extensive; showing improvement in the social and emotional development of children. In a systematic review, Hughes and Schlosser (2014)</p> <p>Those identified with SEMH needs evidences between 77% and 84% of children show a positive change through the use of play and creative arts therapies when delivered to PTUK standards</p>	2, 3, 4 and 5
Continue to support additional adult to deliver targeted	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	

curriculum support and SEMH interventions for pupils identified through the graduated approach.	Pupils with identified SEMH needs evidences significant impact on ability to progress and engage in learning and require targeted support.	
Bushcraft / Forest School/Falconary/ Sports Therapy sessions delivered by a qualified Forest School Practitioner for pupils identified through the graduated approach	EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. There is strong evidence that extracurricular activities and activities in the natural environment increase self-esteem and positive social behaviour among children. With greater self-esteem children will develop higher levels of wellbeing and involvement at school. Payment for extracurricular activities will contribute to improved confidence and self-esteem.	2 and 3

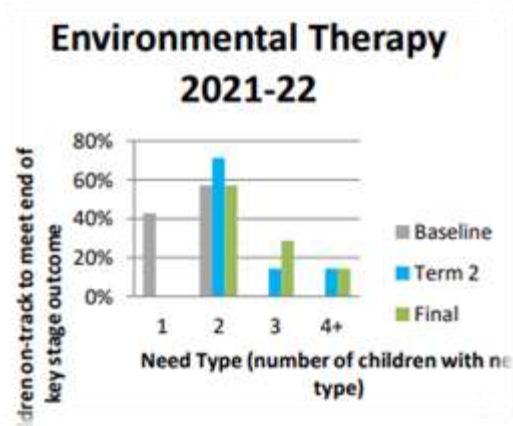
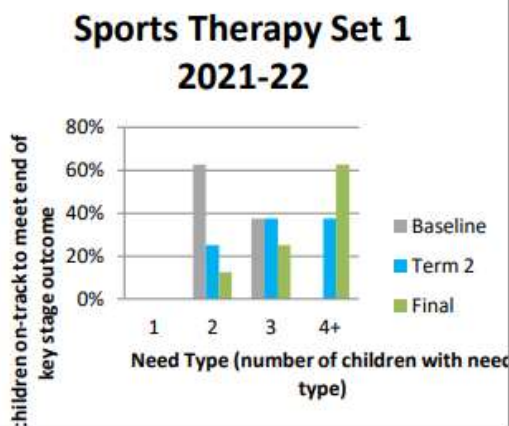
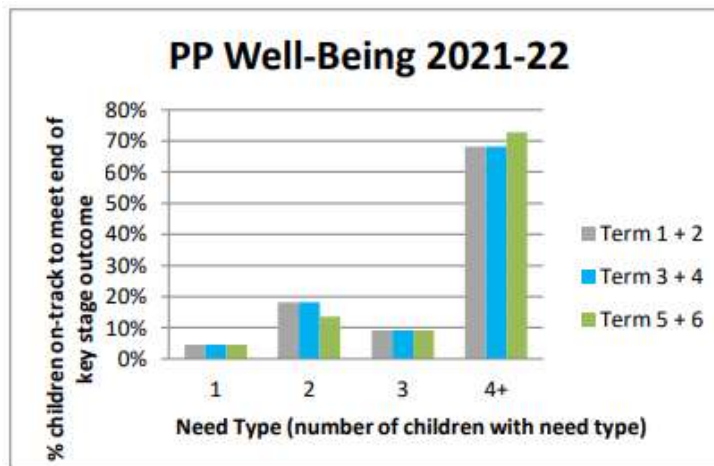
**Total budgeted cost: £ 45,165**

**Part B: Review of previous Academic Year: Pupil premium strategy outcomes**



This details the impact that our pupil premium activity had on pupils in the 2021 to 2022

Attainment for: 2021-2022 end of KS1	Pupils eligible for PP 4 children	Pupil progress (Expected 5+ steps in yr 2)
% achieving age related expectation in reading	50%	75%
% achieving age related expectation in writing	50%	50%
% achieving age related expectation in maths	50%	50%
Attainment for: 2021-2022 end of KS2	Pupils eligible for PP 6 children	Pupil progress (Expected 5+ steps in yr 6)
% achieving age related expectation in reading	67%	83%
% achieving age related expectation in writing	100%	83%
% achieving age related expectation in maths	83%	83%



## 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.

<b>Programme</b>	<b>Provider</b>
Little Wandle Rapid Catch Up and Catch Up	Wandle Learning Trust
Purple Mash	2simple
Speech and Language Link	Speech Link Multimedia
White Rose Maths	White Rose Maths
Widgit Online	Widgit Software
SPAG.com	Spag.com

## **Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A