

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Mersey Primary Academy
Number of pupils in school	196 (year R – 6) 207 including Nursery
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023, 2023-2024, 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023, July 2024, July 2025
Statement authorised by	Leigh Gordon
Pupil premium lead	Leigh Gordon
Governor / Trustee lead	Selina Midgley-Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,485
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,485

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our Context:

Our school serves one of the most deprived cities nationally. Our local area has Education and Skills Decile of 2.3, Living Environment Decile at 1.2, an Index of Multiple Deprivation at 1.9 and Crime at 1.8.

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health- pupils unable to self-regulate and manage emotions in an age-appropriate way.
2	Gaps in reading and writing and phonics. PP children struggle to reach the higher standard in reading and writing due to lack of language skills and lack of experience language rich opportunities. PP children sometimes have gaps in phonic knowledge due to acquisition of early language skills.
3	Speech, language and communication- Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting thus impacting on early reading and fluency in addition to phonics.
4	Attendance and punctuation- pupils attendance is not in line with national and persistent absence is above national data for PP children
5	Parental engagement - PP parents are often disengaged with school often due to own personal experiences.
6	Cultural capital – PP children are not exposed to wider opportunities which in turn narrows their horizons for later life.

## 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
------------------	------------------

Reading and writing outcomes in- line with, or above, national average by the end of KS2.	Pupil data from the end of KS2 will show an upward trend of PP pupils achieving both the national and Greater Depth standard.
Phonics - Achieve results in line with at least national benchmark of children in Year 1 pass the Phonics Screening Check	Three year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation.
Attendance- Ensure that the attendance of disadvantaged pupils is at least in line with national. Persistent absenteeism for PP children to be equivalent to or lower than the national benchmark.	Attendance data indicates that the gap to national closes year on year.
Social, emotional and mental health- pupils are able to self regulate and manage emotions in appropriate way.	In house Thrive progress data shows movement in developmental strands for pupils.
Pupils achievement in wider curriculum subjects is inline with non PP pupils and cultural capital is developed and sustained.	Data shows the PP pupils perform broadly inline with PP children in wider curriculum subjects . Pupil voice shows a greater understanding of the world around them.

## 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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greater depth writing training- giving staff the confidence to develop children's skills to become greater depth writers.	Greater depth writing outcomes for 23-24 were at 7%	2 and 3
ELS phonics training – for all staff enabling high quality interventions to take place to lowest 20% in all year groups	Lowest 20% of all year groups need daily phonics interventions to close gaps in learning	2
NPQ training – SEND allowing for strengthened support with SEND	There is a significant rise of children starting school with complex needs. Mersey currently has 9 EHCP in place	1 2 and 3

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

Budgeted cost: £ 37,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus	<p>Pupil premium children have historically attained lower than their non pupil premium counterparts in reading.</p> <p>Regular themed Reading Plus sessions will help to develop the fluency and reading stamina and will allow children to develop further love of reading.</p>	2

Fluency Reading Interventions	Targeted fluency reading interventions aimed at lowest 20% in all year groups will address gaps in learning.	2 and 3
ELS Phonics additional intervention	<p>Pupil premium children have historically attained lower than their non pupil premium counterparts in reading.</p> <p>Children have been baseline tested at the end of EYFS and there are 9% of children who have significant gaps in their phonics knowledge.</p>	2 and 3
Launchpad for Literacy Interventions	Targeted fluency reading interventions aimed at lowest 20% in all year groups to address gaps in learning.	2 and 3

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

Budgeted cost: £ 69,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Approach -whole class activities, small group interventions and 1:1 intervention	Children in every class are not working at their right time age for their emotional development.	1
Attendance - having a named attendance officer and introducing a variety of incentives	<p>Attendance of PP children is below national.</p> <p>Persistent absence is high in PP groups .</p> <p>Parental engagement with PP families is harder than normal to access. Having a named Attendance Officer who builds relationships with these families, helps to break down parents' personal barriers.</p>	4 and 5
Subsidised visits - enabling children to take part in a wide range of visits across the academic year	<p>By subsidising trips and visits it will enable more children from disadvantaged backgrounds to be able to attend these.</p> <p>We want every child, upon leaving the school, to have had the opportunity to experience visits they would have otherwise not had access to.</p>	6

Subsidised visitors- enabling children to be exposed to different people and experiences	By subsidising visitors to the school it will give the children to participate in activities they would otherwise have not been exposed to.	6 and 5
---	--	---------

**Total budgeted cost: £152, 485**

## 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 2023 to 2024 academic year.

*End of KS2 2023-24*

	All	PP
Reading EXS	77%	63%
Reading GDS	32%	19%
Maths EXS	81%	84%
Maths GDS	35%	31%
Writing EXS	71%	50%
Writing GDS	7%	6%
Combined EXS	71%	50%
Combined GDS	7%	7%

32+	Y1
All	86%
PP	89%



*CPD for catch up plans and closing gaps for all pupils across the basic skills was successfully implemented. Pupils achieving 'national' at the end of KS2 was successfully met.*

## 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle
Reading Plus	Reading Plus Ltd
Thrive	Fronting the Challenges Projects LTD

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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)

*Use of Sports Premium funding to offer sporting clubs to pupils.*