



Pupil Premium Strategy Statement 2023 - 24

Aiming High, Achieving Together

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

Detail	Data
School name	Merton Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	FY 23/24 = 57 including 1 Service & 1 CLA = 32%
Academic year/years that our current pupil premium strategy plan covers	2023 - 24
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Larissa James, Headteacher
Pupil premium lead	Larissa James, Headteacher
Governor / Trustee lead	Co-Chairs - Louise Silverton / Gaye Dove

Funding overview

Detail	Amount
Pupil premium funding given in financial year	FY 23/24= £89,240 FY 22/23 = £73,900
Recovery premium funding allocation this academic year	Sept 23 – July 24 = £8700
National Tutoring Funding	£2244
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£89,240 + £8700 + £ 2244 = £100,184

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment for their stage of learning across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality inclusive 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by COVID-19, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and 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:

- act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in the work that they are set
- 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 weak language skills (expressive & receptive) including vocabulary gaps. This negatively impacts their development as readers and writers.
2	Many of our disadvantaged pupils have Special Educational Needs (SEN) - specific and moderate learning difficulties with poor working and long term memory. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	The emotional well-being of many of our disadvantaged pupils are still affected by partial school opening due to COVID. These findings are supported by national studies.
4	Parental engagement: parenting capacity, family aspiration, financial stability
5	Delayed time frames for external agency support e.g. EP, paediatrician, SALT and CAMHS assessments
6	Poor attendance and punctuality also cause this group of children to fall behind

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 language skills and vocabulary	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with evidence from lesson observations, worksampling, IEP reviews, interventions impact data and ongoing formative assessment.
Improved reading and writing attainment	Disadvantaged pupils, at least, meet Working Towards Standard and at least 60% meet the Expected Standard in Reading and Writing. Disadvantaged children make better than expected progress from their starting points.
Achieve and sustain improved well-being for all particularly our disadvantaged pupils.	Pupils have the strategies to self-regulate and show increasing levels of confidence and independence demonstrated by: • qualitative data from pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their non-disadvantaged peers.

Parental engagement is good	More parents become confident to support their children at home using on-line resources. Children's progress is notably improved.
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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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£71,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments e.g. PIRA, Language Link, Boxall Profile, THRIVE, TALA, 5-Minute Phonics Box, 5-Minute Maths Box, SIDNEY, Precision Teaching, Draw-a Man. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction to ensure that they make the appropriate progress to meet ARE: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Outcomes for PP / DIS children have been broadly in line with all children for the past 3 years. This needs to continue to ensure that children identified as needing to 'catch up' meet Age Related Expectations (ARE).	1, 2, 3
Embedding dialogic activities across the school curriculum using support from Maple Ridge Outreach Support SLA, PBS SLA, EP SLA. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing staff training and non-contact time.	There is a strong evidence base that suggests language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Lower attaining children and those with SEN consistently make as much (or accelerated) progress as the rest of the year group. This is because the intervention programmes are well-delivered and focussed.	1, 2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Robust CPD for teachers and LSAs to support attainment and progress led and managed by Deputy Headteacher/SENCO Parents are supported by the school.	Strong leadership ensures that the needs of the pupils are met and necessary referrals are made to relevant external agencies. There have been more children starting YR for the past 3 years with specific complex needs e.g. oral language, core strength, personal hygiene which impacts their 'school readiness'. Additional skilled adults ensure that needs can be addressed earlier and the necessary interventions implemented asap. This approach is noted as best practice in our recent EYFS moderation. Data analysis also demonstrates that our teaching strategies are effective in enabling children to make appropriate progress.	1-6

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

Budgeted cost: £54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Develop further the quality of social, emotional and mental health learning. ELSA / Nurture approaches will be embedded into routine educational practices and supported by professional development and training for staff. Purchase Trick Box resources Set up 'Discovery Room' for children with EHCP & SEMH needs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Children taught in the Discovery Rooms are able to function in school and self-regulate their emotions in order for them to learn basic skills	3, 6
Purchase additional resources to support learning	Visual prompts e.g. Boardmaker, clicker, talking tins/pens support the progress of SEND and EAL children	1, 2
Y2 Tutoring x3 days per week	Small group interventions enable children at risk of underachieving to 'catch up' in their learning.	1, 2

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Subsidise Breakfast Club to improve attendance. Attendance Manager robustly monitors attendance of all groups and plans regular Attendance Meetings with Headteacher and Parents. Referrals to Legal Intervention Team (LIT) are made where necessary including to Early Help Hub (EHH).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 6
PP children invited to Library Club	Reading for Pleasure increases children's vocabulary and reading skills	1, 2
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: £100,184 but PP expenditure is always more than we receive = £128,000

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 2022 to 2023 academic year.

	Exs+	Reading	Writing	Maths
YR	Whole – 60ch PP – 22ch DIS – 23ch 5/21 = DIS SEND	67% 57% 55%	62% 48% 45%	75% 70% 68%
Y1	Whole – 61ch PP – 20ch DIS – 20ch 4/20 = DIS SEND	64% 60% 60%	56% 50% 50%	64% 55% 60%
Y2	Whole – 85ch PP – 21ch DIS – 18ch 3/18 = DIS SEND	67% 62% 67%	60% 57% 61%	65% 57% 61%

Y1 Phonics: DIS = 70% Overall cohort = 75%

Attendance was 93%, PP children was 92% and DIS was 92%.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provided ELSA support if needed.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments and observations demonstrated progress in subject areas and emotional development was managed well.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for all pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extra-curricular activities to boost well-being, behaviour, attendance,

and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, worksampling, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.