Pupil premium strategy statement – Merridale Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	L Towle
Pupil premium lead	L Towle
Governor / Trustee lead	Mr M Rizwan (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,950
Recovery premium funding allocation this academic year	£13,050
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£144,000

Part A: Pupil premium strategy plan

Statement of intent

At Merridale, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The percentage of pupils who are disadvantaged at Merridale is well above average compared to national figures.

Our PP Strategy is strongly informed by EEF Research and evidence based practice and has the three tiered approach of high quality teaching, targeted academic support and wider strategies (which for us focuses very specifically on helping pupils overcome SEMH barriers so that they are in a position to learn and supporting the wider family at its heart).

Our ultimate aim is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

We consider the challenges faced by all vulnerable pupils, such as those who have a social worker, children in care, those with no recourse to public funds and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Merridale Primary School serves and celebrates a diverse community with many children and their families having English as an Additional Language. The school has 16 out of 17 possible ethnic groups. 55% of our disadvantaged children also have English as an Additional Language. Our school intends to develop and sustain a language-rich environment to enable all pupils to be able communicate, understand and express themselves.

22% of our disadvantaged pupils are also identified as having additional needs (SEND)

School is committed to ensuring that pupils have a wide range of outdoor opportunities to enhance learning through real life experiences. Educational visits are carefully planned to ensure that all pupils experience learning and life beyond the classroom. School takes every opportunity to develop children's cultural capital.

The school prioritises the mental health and well-being of all pupils and provides resources, including interventions and specialist staff, to ensure pupils' needs are met effectively.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led tutoring for pupils whose education has been worst affected, 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:

- ensure disadvantaged pupils are supported and challenged in the work that they're set
- act early to intervene at the point 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

The school location deprivation indicator is in quintile 4 (more deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Wolverhampton is the 12th out of the 20 Local Authority distracts with the highest pro-portion of children and older people in income deprivation (27.1% of children living in income deprived households)

The English Indices of Deprivation 2019 (publishing.service.gov.uk)

Challenges

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

Challenge number	Detail of challenge
1	To improve attendance for all pupils, particularly our disadvantaged pupils.
2	Improved vocabulary acquisition and language comprehension among disadvantaged pupils by the end of EYFS.
3	For pupils in Year 1 in receipt of pupil premium to achieve the required standard in phonics in line with national figures.
4	To narrow gap between PP and Non PP pupils in school in core subjects
5	To raise the attainment from baseline of July 23/Autumn 23 so more PP pupils achieve GD in Reading, Writing & Maths

6	Significant social, emotional and well-being issues for some disadvantaged pupils.
7	Many pupils in receipt of pupil premium funding have limited experiences outside of school to develop their wider knowledge and cultural capital.

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
Challenge 1 To improve attendance for all pupils, particularly our disadvantaged pupils.	Whole academic year 2022-23 Whole school (Years 1-6) attendance percentage: 94.4% Disadvantaged (Years 1-6) attendance percentage: 92.08% Non disadvantaged (Years 1-6) attendance percentage: 93.76% Number and Percentage of pupils who are Persistent Absentees Years 1-6: 21 Persistent Absentees 11.17% Number and Percentage of pupils who are Persistent Absentees and also disadvantaged Years 1-6: 14 Students 5.6% Percentage of all NON disadvantaged pupils who are Persistent Absentees Years 1-6: 7 Students 2.8% 12% of disadvantaged pupils were Persistent Absentees in 2022-23 **Aspirational target 2023-24:** Whole school attendance to be in line or above National average. Narrow the gap between PP and NonPP attendance. To reduce the overall percentage of persistent absentees, particularly those who are PP.
Challenge 2 Improved vocabulary acquisition and language comprehension among disadvantaged pupils by the end of EYFS.	Outcomes of WellCom end of reception assessments show improved word acquisition and language comprehension for disadvantaged pupils and this is broadly in line with non disadvantaged pupils. <table><tr><td>Nursery</td><td>CLL Baseline Sept 23 EXS</td><td>Aspirational Target June 24 EXS</td></tr><tr><td>PP</td><td>17% (2/12 pupils)</td><td>50% (6/12 pupils)</td></tr><tr><td>NonPP</td><td>50% (6/12 pupils)</td><td></td></tr></table>

Challenge 3	Year 1 phonic check outcomes for pupil premium pupils to be more in line with national figures (for pupils without EHCPs)		
For pupils in receipt of pupil premium to achieve the required standard in phonics in line with national figures and non PP pupils.	Year 1	Phonics baseline Sept 23 On track (or above) in phonics	Aspirational Target June 24
	PP	45% (5/11pupils)	73% (8/11pupils)

Challenge 4

To narrow the gap between PP and Non PP pupils in school in core subjects.

Year 1 – Maths, Reading and Writing

Year 2 – Maths, and Writing

Year 3 - Maths, Reading and Writing

Year 4 - Maths, Reading and Writing

Year 5 – Maths, Reading and Writing

Year 6 – Not applicable – disadvantaged pupils outperforming non disadvantaged pupils

Year 1	Maths baseline Sept 23	Aspirational Target July 24	Reading baseline Sept 23	Aspirational Target July 24	Writing baseline Sept 23	Aspirational Target July 24
PP	27% (3/11 pupils)	45% (5/11 pupils)	27% (3/11 pupils)	45% (5/11 pupils)	45% (5/11 pupils)	55% (6/11 pupils)
Non PP	59% (10/17)		53% (9/17)		71% (5/7)	

Year 2	Maths baseline July 23	Aspirational Target July 24	Writing baseline July 23	Aspirational Target July 24
PP	38% (3/8 pupils)	50% (4/8 pupils)	38% (3/8 pupils)	50% (4/8 pupils)
Non PP	77% (17/22)		55% (12/22)	

Year 3	Maths baseline July 23	Aspirational Target July 24	Reading baseline July 23	Aspirational Target July 24	Writing baseline July 23	Aspirational Target July 24
PP	60% (12/20 pupils)	70% (14/20 pupils)	60% (12/20 pupils)	70% (14/20 pupils)	50% (10/20 pupils)	60% (12/20 pupils)
Non PP	80% (8/10)		80% (8/10)		70% (7/10)	

Year 4	Maths baseline July 23	Aspirational Target July 24	Reading baseline July 23	Aspirational Target July 24	Writing baseline July 23	Aspirational Target July 24
PP	42% (5/12 pupils)	58% (7/12 pupils)	50% (6/12 pupils)	67% (8/12 pupils)	50% (6/12 pupils)	58% (7/12 pupils)
Non PP	67% (12/18)		89% (16/18)		67% (12/18)	

Year 5	Maths baseline July 23	Aspirational Target July 24	Reading baseline July 23	Aspirational Target July 24	Writing baseline July 23	Aspirational Target July 24
PP	50% (6/12 pupils)	67% (8/12 pupils)	42% (5/12 pupils)	58% (7/12 pupils)	33% (4/12 pupils)	50% (6/12 pupils)
Non PP	88% (14/16)		94% (15/16)		69% (11/16)	

Challenge 5							
To raise the attainment from baseline of July/Autumn 23 so more PP pupils achieve GD in Reading, Writing & Maths	**Year**	**Baseline % PP pupils at GD (no of pupils)**			**Aspirational Target % (no of pupils)**		
		R	**W**	**M**	**R**	**W**	**M**
	1	0 (0)	0 (0)	0 (0)	9 (1)	9 (1)	9 (1)
	2	0 (0)	0 (0)	5 (1)	13 (1)	13 (1)	13 (1)
	3	5 (1)	10 (2)	5 (1)	10 (2)	15 (3)	10 (2)
	4	17 (2)	0 (0)	17 (2)	25 (3)	8 (1)	25 (3)
	5	0 (0)	0 (0)	0 (0)	8 (1)	8 (1)	8 (1)
	6	8 (1)	0 (0)	8 (1)	16 (2)	8 (1)	16 (2)

Challenge 6	
Significant social, emotional and well-being issues for some disadvantaged pupils.	Pupils requiring support are identified early and provision/intervention/support is planned and delivered to have an impact on well-being which, in turn, leads to pupils better able to access learning across the curriculum.
	Number of children requiring immediate, priority support from Family Support Worker and Learning Mentor reduced. Learning Mentor and Family Support Worker to have more time to work on pre-emptive support rather than reactive measures.

Challenge 7	
Many pupils in receipt of pupil premium funding have limited experiences outside of school to develop their wider knowledge and cultural capital.	All pupils will be offered a wide range of enrichment and extra-curricular opportunities. All PP children wishing to join a club will be encouraged to do so – offered free of charge each term.
	Pupil voice will influence the range and type of clubs offered – particular attention to be paid to the voice of PP children who do not currently attend a club.
	School to maintain and increase contributions towards extra-curricular activities, school trips, visitors and memorable experiences in order to enhance cultural capital and increase knowledge to ensure that PP children can access a wide range of opportunities in line with Non PP peers.

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: £ *£95,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching CPD/Monitoring Focus on assessment for learning and adaptive teaching and feedback and questioning. Deputy Head to support with coaching and mentoring (Years 1-6) and EYFS lead to provide coaching and mentoring for EYFS staff to develop approaches and share good practice. All teachers to receive coaching and mentoring support each academic year. All teachers/support staff to have access to high quality CPD provided both internally and externally. School's approach to the teaching of maths, reading, writing & phonics (RWI) continues to be developed and embedded- to be reviewed for consistency – CPD provided and compliance monitored. Targeted 1:1 and small group support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and	Evidence informs us that quality first teaching is the most effective way to improve children's outcomes and can narrow the disadvantage gap. Our program of coaching and mentoring, as well as external and internal CPD, builds on existing knowledge and provides instruction and modelling to support development of teaching techniques. Effective Professional Development	EEF (educationendowmentfoundation.org.uk) What makes great teaching? - Sutton Trust Education Policy Institute – high quality CPD leads to raised attainment https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/ High quality assessment for learning, adaptive teaching and questioning approaches deployed by teachers to ensure highest quality, targeted learning and support across the school. Assessment and feedback	EEF (educationendowmentfoundation.org.uk) EEF Blog: Assess, adjust, adapt – what does adaptive teaching…	EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5

bespoke provision for those with highest need.		
Reading fluency approach based on Herts Grid for Learning used in Year 2 and throughout Key Stage 2.	Poor reading stamina, fluency and accuracy affects reading attainment for all pupils. This approach addresses these barriers resulting in increased enjoyment, confidence, engagement and attainment. ks2_reading_fluency_project_2017-18_research_article (1).pdf	4 ,5
Grammarsaurus (Place Value of Punctuation) training completed by Deputy Head and cascaded to all staff to improve vocabulary across the school.	Training/approach is a structured whole school approach to promote the development of writing (sentence level) development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the writing development and progress of all students. CPD with Grammarsaurus - Grammarsaurus	4, 5
Support provided by LA CLL Team to develop reading and writing across the school e.g. LA writing CPD and support and review activities alongside CPD for teachers	Education Policy Institute – high quality CPD leads to raised attainment https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/	2, 3, 4, 5
RWI Phonics training and CPD/coaching and mentoring for all staff, monitoring of provision and modelling/observing good practice	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics	EEF (educationendowmentfoundation.org.uk) The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) Read Write Inc. Phonics and Fresh Start	EEF (educationendowmentfoundation.org.uk)	3

	ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf (ruthmiskin.com)	
Early Years/KS1 1:1 and small group support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need. Development of The Hive to provide appropriate provision for pupils with significant SEND	Significant number of SEND pupils with complex needs impacting the wider cohort in Reception and KS1 Small group tuition | EEF (educationendowmentfoundation.org.uk) One to one tuition | EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5, 6
Early Years CPD developing quality interactions between staff and pupils and pupils and their peers	Research suggests that the quality of adult interactions with children during their continuous provision and play has the biggest impact on improving children's communications and interactions. Historically, our children (due to high levels of EAL) come in and leave EYFS significantly below national. Our aim is to improve interactions and vocabulary across EYFS to help close this gap. Development of a rage of approaches and staff CPD to encourage quality interactions during play The OFSTED definition of teaching in EYFS states that it includes adult "interactions with children during planned and child initiated play and activities: communicating and modelling language; showing, explaining demonstrating, exploring ideas; encouraging, questioning recalling; providing a narrative for what they are doing; facilitating and setting challenges." EEF blog: The ShREC approach – 4 evidence-informed strategies… | EEF (educationendowmentfoundation.org.uk) Communication and language approaches | EEF (educationendowmentfoundation.org.uk) Early literacy approaches | EEF (educationendowmentfoundation.org.uk)	2, 6, 7
Early Years Continue to use the language diagnostic/intervention strategy WellCom and	Delayed language skills lead to underperformance in later life. This approach helps to identify children with speech and language issues early and address through targeted support and strategies.	2

give time to EYFS Leader to ensure that all EYFS staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. WellComm - GL Assessment (gl-assessment.co.uk) Oral language interventions	EEF (educationendowmentfoundation.org.uk) Communication and language approaches	EEF (educationendowmentfoundation.org.uk)	
Employing additional teachers to reduce class sizes in key year groups to deliver focussed lessons, responding to children's individual needs and gaps in learning.	Reducing class sizes by at least 10 allows teachers to teach more flexibly and adapt their teaching styles to best meet the needs of all pupils Reducing class size	EEF (educationendowmentfoundation.org.uk)	4, 5
Continued training and CPD for EYFS teachers on EYFS framework through local Learning Network and LA network meetings as well as links with peer support school.	The evidence points to a number of positive consequences of inter-school collaboration in relation to impacts upon students, teachers, school improvement and organisational efficiency. Effective school partnerships and collaboration for school improvement: a review of the evidence (publishing.service.gov.uk)	2, 3, 6, 7
Implementation of Jigsaw RHE/PSHE scheme to improve RHE and develop pupil well-being and mental health	School recognises the importance of addressing children's emotional, social and behavioural needs . With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. Through Jigsaw's comprehensive, spiral progressive scheme of work, students will learn about themselves, others, and the world around them. They'll learn about various subjects, such as developing and maintaining	6

relationships with friends and family. And they'll acquire the skills they need to better prepare themselves for the challenges that await them in adulthood. Our statutory PSHE programme is fully planned out and delivered in a way that makes it super-easy for schools to implement.

EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)

PSHE Curriculum KS2 | Primary PSHE Lessons | Jigsaw PSHE

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Interventions Targeted deployment of Teachers/TAs/HLTAs to lead interventions based on: A baseline of developing – need to make accelerated progress to be on track. PP pupils with ability/potential to maintain or move to GD. Number Stacks Maths intervention Pre-teaching activities Reading fluency intervention	Diagnostic assessments and analysis shows a gap between PP and non PP at ARE in a selection of classes and also with the number of pupils achieving GD Research shows short, regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching. Interventions are monitored and evaluated for impact and effectiveness. Evidence shows the best use of TAs, providing greater impact for pupils is in providing structures interventions compared with general class support. Small group tuition	EEF (educationendowmentfoundation.org.uk) One to one tuition	EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6
Class teachers provide one hour's booster tuition each week (after school) for targeted pupils in identified subject areas to raise	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition	EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6

attainment and achievement.		
Teaching Assistant provides small group tuition each week after school for 3 x 30 minutes for identified pupils in phonics.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Small group tuition	EEF (educationendowmentfoundation.org.uk) Phonics	EEF (educationendowmentfoundation.org.uk) The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)	3, 4, 6
Teaching Assistant deployed to provide small group and one to one targeted intervention for four days per week – targeted support for phonics and reading comprehension across Key stage 1 and 2. Fast Track 1:1 RWI tuition	Teaching assistants provide a large positive impact on learner outcomes when Teaching Assistants are well trained and deliver high quality interventions to targeted pupils in collaboration with class teachers. Teaching Assistant Interventions	EEF (educationendowmentfoundation.org.uk)	3, 4, 6
Teaching Assistant to provide individualised learning programme support for targeted pupils who do not have the resources for this at home Each class (Year 1-6) to provide parent/carer Doodle workshop to maximise support and engagement at home.	Doodle platform, with its curriculum-aligned content for Year 1 to Year 6, boosts ability by challenging and supporting all learners. This platform is engaging and adaptive, providing opportunities for children to learn and succeed and be rewarded for this. Children work in short bursts and teachers can measure the impact and engagement. For primary schools	DoodleLearning	4, 5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school employs the services of an Educational Welfare Officer to monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence. Our EWO create action plans in partnership with families and follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met.	By working closely with the School administrator and senior leaders, the EWO has a positive impact on the attendance of pupils and those at risk of becoming persistent absentees. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Using the Pupil Premium to boost attendance - Attendance Matters Magazine (attendancemattersmagonline.co.uk)	1, 5
School recognises and rewards good and improved attendance and punctuality through positive relationships, class teachers and leader address attendance issues directly with families. Attendance data is published on the website and celebrated in whole school assemblies (weekly and termly). Attendance policy is in place and applied consistently.	The school delivers clear messages about expectations, routines and consequences to new pupils and families through newsletters and prospectus Senior leaders use physical presence to rein-force routines and expectations on arrival and departure. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Using the Pupil Premium to boost attendance - Attendance Matters Magazine (attendancemattersmagonline.co.uk)	1, 5

The school has organised weekly visits from a Therapy dog (through Pets as Therapy charity) to work with targeted children to develop their reading skills and improve mental health and well being.	Research into the effects of therapy dogs in schools is showing a range of benefits including: • increase in school attendance • gains in confidence • decreases in learner anxiety behaviours resulting in improved learning outcomes, such as increases in reading and writing levels • positive changes towards learning and improved motivation, and enhanced relationships with peers and teachers due to experiencing trust and unconditional love from a therapy dog. This in turn helps students learn how to express their feelings and enter into more trusting relationships. Therapy dogs can help reduce student stress, anxiety and improve school attendance (theconversation.com) 36786 Lloyd and Sorin 2014.pdf (jcu.edu.au)	1, 5, 6
The school provides daily sensory circuit/Cool Kids activities for identified children. Wherever possible, school staff also provide opportunities for sensory circuit (sensory snacks) for children that benefit from these throughout the day as necessary	Sensory circuits are short, sensory-motor skills programmes that can help support children in getting ready for the day. Children can participate in 10-15 minute sessions designed to provide sensory input. Sensory circuits are a circuit of activities that allow children to practice different motor skills in short snappy bursts and get them ready for the day ahead of them. The circuits help children to reach a level of alertness that will help them to concentrate throughout the day. Sensory Circuits - Childrens Choice Therapy	1, 5
The school ensure all children can take part in off-site visits throughout the school year as well as a residential visit in Year 6. These visits are subsidised for disadvantaged pupils to ensure all are able to take part.	The study, conducted by education think-tank LKMco, revealed that only one in five of secondary and primary pupils go on residential trips each year – and that youngsters in disadvantaged areas have the fewest opportunities to take part. This is partly due to cost and partly due to the fact that they are more likely to live in areas where fewer residential trips are available. Pupils in disadvantaged areas (areas where a large proportion of pupils are eligible for Free School Meals) have fewer opportunities to participate in residentials than their peers in more advantaged areas. Impact - Learning Away	1, 5, 6

	(PDF) Learning Away - The state of school residentials in England 2017 (researchgate.net)	
Disadvantaged children are provided with a wide range of books and resources to use inside and outside of school e.g. Book Fair vouchers, free books at Christmas and throughout the year, revision books, phonics packs	Disadvantaged children are more likely to live in overcrowded and noisy homes and often without the same access to the internet, technology, books and other resources. Their parents are also often less able to support learning at home due to lack of time, skills, and confidence. Supporting disadvantaged children in the early years | Croner-i (croneri.co.uk)	2, 3, 4, 5, 6, 7
Workshops and resources provided for parents and carers to help them support their children with their learning at home (ESafety, Phonics, Times tables, KS2 assessments)	One of the main influences on a child's early development is what happens in the home. However, disadvantaged children are less likely to experience a home environment that can best support their development, particularly in relation to early language. Research suggests that children achieve better social and educational outcomes when early years providers encourage parents' engagement in their children's learning. Good practice includes sharing educational aims with parents and supporting children's learning at home with suggested activities that complement their experiences in the provision. Parental engagement | EEF (educationendowmentfoundation.org.uk) Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf (d2tic4wvo1iusb.cloudfront.net) Supporting disadvantaged children in the early years | Croner-i (croneri.co.uk)	2, 3, 4
The school provides regular opportunities to develop the cultural capital of children at Merridale, particularly those children who are disadvantaged through trips, visits, experiences and extra curricular activities. "Merridale Memories" ensures this approach is embedded across the school	Through use of school funds to ensure all children but particularly those who are disadvantaged, can access a wide range of experiences and opportunities, we believe we can help children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Effects of economic, social and cultural capital at home and in the neighbourhood on young people's educational attainment (PDF) Cultural Capital and Educational Attainment (researchgate.net)	5, 6

The school employs a Family Liaison Officer to support children and families to overcome barriers and signpost appropriate support.	The role of the Family Liaison Officer is to improve children's well-being and achievement through support of the family. By working closely with the Education Welfare Officer, they can help families overcome attendance issues as well as leading on Early Help, safeguarding and child protection interventions and meetings Parental engagement | EEF (educationendowmentfoundation.org.uk) Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Primary welfare officer purpose, objectives and outcomes (education.vic.gov.au)	1, 5, 6
The school employs a Learning Mentor to support children and families with their learning and well-being	The role of the Learning Mentor is to improve children's well-being and achievement through support of the child and family. By working closely with the Family Support Worker and other school staff, the Learning Mentor can resolve issues and support children with welfare and learning whilst also liaising with families, staff and outside agencies. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk) Wayback Machine (archive.org)	1, 5, 6
The school has a trained Forest School Leader and provides regular sessions of Forest school for EYFS throughout the year. All classes are also encouraged to utilise outdoor learning approaches	Research shows that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	1, 2, 5, 6

as much as possible through the support and advice of the Forest School Leader.	The Benefits of Forest School (forestschooltraining.co.uk) Outdoor learning: closing the attainment gap in primary schoolchildren in Scotland (forestresearch.gov.uk) WS-Outdoor-Education-Attainment-Outcomes-in-Primary-Schools-2017.pdf (wilderness-schooling.co.uk)	
School to provide bagels for all children who want them at the start of every day through National Schools Breakfast programme.	Before the coronavirus pandemic, as many as 1.7 million children in the UK were living with food insecurity, at risk of hunger in the morning, according to government figures. A hungry child cannot concentrate. At Merridale, staff noticed that many children came to school each day having not had anything to eat. In addition to bagels, we also provide cereal and toast where we know this is a significant issue. Poverty creates barriers which prevent children from accessing education. Many children at Merridale experience hunger as result of poverty. This leads to poor concentration and fatigue. Demonstrating our Impact - Family Action (family-action.org.uk)	1, 5
School provide food support and sign-post food support for families as required. Community larder and link with Wolves "Feed our Pack" programme as well as LA HAF support. Local food bank link.	Poverty creates barriers which prevent children from accessing education. Many children at Merridale experience hunger as result of poverty. This leads to poor concentration and fatigue. Child poverty - the facts	NEU	5
School employs two Parent Ambassadors to support all parents and pupils but particularly those with EAL and those who are newly arrived to the school and/or country.	Over half of Merridale's disadvantaged pupils have English as an Additional Language. The Parent Ambassadors programme supports families and young people in Wolverhampton schools, especially those for whom English is not their first language. The programme trains parents at the school in mentoring and supporting families and young people in the community. These parents are known as Parent Ambassadors, and are employed part-time by schools to work	1, 5

	alongside teachers and other school staff as key members of the school workforce. Our Parent Ambassadors run weekly stay and play sessions as well as monthly coffee afternoon/drop in sessions. They also work alongside Adult Education to provide family learning opportunities for our families to access at school. Wolverhampton Parent Ambassadors. - YouTube	
The school uses the services of a trained children's counsellor to support targeted pupils with mental health and well-being issues. Counselling provides emotional support and coaching to build resilience and develop confidence. The school also has access to the NHS Reflexions service. Reflexions is a Mental Health Support Team (MHST), - a new service to help increase access to mental health support for children and young people in schools.	Some children benefit from talking to a professional, someone who has the training to help with their particular concern and someone who is unbiased. By creating a safe space to talk through their concerns, child counselling can help children understand their emotions better, develop coping skills and build emotional resilience, something that will serve them well into adulthood. Counselling for Children and Young People - Counselling Directory (counselling-directory.org.uk) Benefits of counselling for young people and adults - Wigan Family Welfare Social and emotional learning	EEF (educationendowmentfoundation.org.uk) bacp-research-on-counselling-psychotherapy-with-children-young-people-systematic-review-2013.pdf	1, 5
The school uses the services of external mentors to provide targeted support to pupils to support in SEMH needs as well as behavioural issues.	The role of the Mentor is to improve children's well-being and achievement through support of the child and family to develop social, emotional and mental health resilience. Social and emotional learning	EEF (educationendowmentfoundation.org.uk) Behaviour interventions	EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk)	1, 5

Total budgeted cost: £ *155,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes 2022-23
Year 1 Phonic Check:

National (all): 79%	Wolverhampton (all) 78%	Merridale (all) 87%
National PP 66.7%	NonPP 82.2%	
Wton LA PP 69.8%	NonPP 82.6%	
Merridale PP 75%	NonPP 91%	

Key Stage 1:
National (all)
Reading EXS 68% GDS 19%
Writing EXS 60% GDS 9%
Maths EXS 70%   GDS 16%
RWM EXS 56%   GDS 6.2%

National PP vs NonPP
R/W/M EXS PP: 40.1%   NonPP 61%
R/W/M GDS PP 2.3%   NonPP 7.3%
Wolverhampton LA PP vs NonPP
R/W/M EXS PP: 47.9%   NonPP 61.2%
R/W/M GDS PP 4.2%   NonPP 8.9%
Merridale PP vs NonPP
R/W/M EXS PP: 50%   NonPP 70%
R/W/M GDS PP 5%   NonPP 10%

National PP vs NonPP
Reading EXS PP: 53.9%   NonPP 72.8%
Reading GDS PP 9.1%   NonPP 21.8%
Wolverhampton LA PP vs NonPP
Reading EXS PP: 60.2%   NonPP 70.9%
Reading GDS PP 10.9%   NonPP 20.1%
Merridale PP vs NonPP
Reading EXS PP: 60%   NonPP 80%
Reading GDS PP 5%   NonPP 20%

National PP vs NonPP
Writing EXS PP: 44.4%   NonPP 65%
Writing GDS PP 3.3%   NonPP 9.7%
Wolverhampton LA PP vs NonPP
Writing EXS PP: 52.5%   NonPP 63.5%
Writing GDS PP 5.6%   NonPP 11%
Merridale PP vs NonPP
Writing EXS PP: 50%   NonPP 70%
Writing GDS PP 10%   NonPP 10%

National PP vs NonPP
Maths EXS PP: 55.7%   NonPP 75%

Maths GDS PP 7.7%   NonPP 19%
Wolverhampton LA PP vs NonPP
Maths EXS PP: 61.0%   NonPP 74.1%
Maths GDS PP 9.5%   NonPP 19%
Merridale PP vs NonPP
Maths EXS PP: 60%   NonPP 80%
Maths GDS PP 5%   NonPP 10%

Key Stage 2:
National (all)
Reading EXS 73%
Writing EXS 72%
Maths EXS 73%
R/W/M Combined 59%

National PP vs NonPP
R/W/M EXS PP: 44.1%   NonPP 66%
R/W/M GDS PP 3.2%   NonPP 10%
Wolverhampton LA PP vs NonPP
R/W/M EXS PP: 54%   NonPP 69.9%
R/W/M GDS PP 4.7%   NonPP 11.3%
Merridale PP vs NonPP
R/W/M EXS PP: 58.3%   NonPP 83.3%
R/W/M GDS PP 0%   NonPP 22.2%

National PP vs NonPP
Reading EXS PP: 60.3%   NonPP 77.9%
Reading GDS PP 17.5%   NonPP 33.8%
Wolverhampton LA PP vs NonPP
Reading EXS PP: 68.8%   NonPP 79.5%
Reading GDS PP 20.3%   NonPP 32.6%
Merridale PP vs NonPP
Reading EXS PP: 100%   NonPP 94%
Reading GDS PP 33.3%   NonPP 50%

National PP vs NonPP
Writing EXS PP: 58.3%   NonPP 77.2%
Writing GDS PP 6.6%   NonPP 16.2%
Wolverhampton LA PP vs NonPP
Writing EXS PP: 66.5%   NonPP 79.2%
Writing GDS PP 9.2%   NonPP 19.2%
Merridale PP vs NonPP
Writing EXS PP: 55%   NonPP 83%
Writing GDS PP 0%   NonPP 22%

National PP vs NonPP
Maths EXS PP: 59%   NonPP 78.9%
Maths GDS PP 12.8%   NonPP 28.6%
Wolverhampton LA PP vs NonPP
Writing EXS PP: 66.1%   NonPP 81.2%
Writing GDS PP 17.2%   NonPP 31.2%

Merridale PP vs NonPP
Maths EXS PP: 75%   NonPP 89%
Maths GDS PP 16.7%   NonPP 38.9%

National PP vs NonPP
GPS EXS PP: 59.1%   NonPP 78%
GPS GDS PP 18.5%   NonPP 35%
Wolverhampton LA PP vs NonPP
GPS EXS PP: 69.1%   NonPP 81.9%
GPS GDS PP 26.2%   NonPP 43.1%
Merridale PP vs NonPP
GPS EXS PP: 75%   NonPP94.4 %
GPS GDS PP 50%   NonPP 66.7%

At the expected standard, Merridale pupils outperformed the national average for disadvantaged pupils in all core subjects except for writing at KS2 (where disadvantaged pupils perform slightly lower than national average.

The gap between disadvantaged and non-disadvantaged pupils in all areas (except writing at KS2) is the same or less than those nationally.

At the higher standard, disadvantaged pupils perform as well or better than national averages in reading, maths and GPS

At the higher standard, disadvantaged pupils perform less well than national averages in writing at the end of Key Stage 2

Pupil Premium Strategy - Review of Intended outcomes 2022-23 Academic Year

Intended outcome	Success criteria	Review of outcomes and impact
To improve attendance for all pupils, particularly our disadvantaged pupils.	Whole school attendance to be in line or above National average. Narrow the gap between PP and NonPP attendance. To reduce the overall percentage of persistent absentees, particularly those who are PP.	Whole school attendance (Y1-6) 94.4% National attendance 94% Whole school attendance is in line with national **21-22** Disadvantaged attendance (Y1-6) 91.2% Non disadvantaged attendance (Y1-6) 93.5% Gap = 2.3% **22-23** Disadvantaged attendance (Y1-6) 92.08% Non disadvantaged attendance (Y1-6) 93.76% Gap = 1.68% Gap has been narrowed. Number and Percentage of pupils who are Persistent Absentees **and also disadvantaged** Years 1-6: 14 Students 5.6% Percentage of all **NON disadvantaged** pupils who are Persistent Absentees Years 1-6: 7 Students 2.8% 12% of disadvantaged pupils were Persistent Absentees in 2022-23
Improved vocabulary acquisition and language comprehension among disadvantaged pupils by the end of EYFS.	Outcomes of WellCom end of reception assessments show improved word acquisition and language comprehension for disadvantaged pupils and this is broadly in line with non disadvantaged pupils.	WellComm assessment data shows improved CLL attainment for EYFS pupils. **Nursery CLL EXS+** Baseline (Sept 22) Disadvantaged 0% Non disadvantaged 7%

			Gap = 7%
			July 23 Disadvantaged 60% Non disadvantaged 56% Gap = +4%
			Reception CLL EXS+ Baseline (Sept 22) Disadvantaged 70% Non disadvantaged 74% Gap = 4% July 23 Disadvantaged 40% Non disadvantaged 44% Gap = 4%
For pupils in receipt of pupil premium to achieve the required standard in phonics in line with national figures and non PP pupils.	Year 1 phonics screening check (PSC) outcomes for pupil premium pupils to be in line with national figures. **Table:** <table><tr><td>Year 1</td><td>Phonics baseline July 22 On track (or above) in phonics</td><td>Aspirational Target June 23</td></tr><tr><td>PP</td><td>33% (3/9pupils)</td><td>78% (7/9 pupils)</td></tr></table>		National PSC 79% (Year 1 June 23) Year 1 Two disadvantaged pupils left the school before June 23. ==5/7 disadvantaged pupils achieved the PSC (71%)== 2 disadvantaged pupils did not achieved the required standard in PSC
To narrow the gap between PP and Non PP pupils in school in core subjects.	<table><tr><td>Year 1</td><td>Maths baseline Sept 22</td><td>Aspirational Target July 23</td></tr><tr><td>PP</td><td>50% (4/8 pupils)</td><td>63% (5/8 pupils)</td></tr><tr><td>Non PP</td><td>70% (14/20)</td><td></td></tr></table>		Year 1 Maths: ==3/7 pupils 43%== Year 2: Maths ==12/19 pupils 63%==

Year 2	Maths baseline July 22	Aspirational Target July 23	Reading baseline July 22	Aspirational Target July 23	Writing baseline July 22	Aspirational Target July 23
PP	37% (7/19 pupils)	53% (10/19 pupils)	42% (8/19 pupils)	63% (12/19 pupils)	42% (8/19 pupils)	63% (12/19 pupils)
Non PP	100% (7/7)		71% (5/7)		71% (5/7)	

Year 3	Maths baseline July 22	Aspirational Target July 23	Reading baseline July 22	Aspirational Target July 23	Writing baseline July 22	Aspirational Target July 23
PP	38% (5/13 pupils)	62% (8/13 pupils)	46% (6/13 pupils)	69% (9/13 pupils)	46% (6/13 pupils)	69% (9/13 pupils)
Non PP	76% (13/17)		88% (15/17)		71% (12/17)	

Year 4	Maths baseline July 22	Aspirational Target July 23	Reading baseline July 22	Aspirational Target July 23	Writing baseline July 22	Aspirational Target July 23
PP	46% (6/13 pupils)	69% (9/13 pupils)	38% (5/13 pupils)	62% (8/13 pupils)	31% (4/13 pupils)	69% (9/13 pupils)
Non PP	71% (12/17)		88% (15/17)		76% (13/17)	

Year 5	Reading baseline July 22	Aspirational Target July 23
PP	57% (8/14 pupils)	71% (10/14 pupils)
Non PP	69% (11/16)	

Year 6	Maths baseline July 22	Aspirational Target July 23	Reading baseline July 22	Aspirational Target July 23	Writing baseline July 22	Aspirational Target July 23
PP	55% (6/11 pupils)	73% (8/11 pupils)	55% (6/11 pupils)	73% (8/11 pupils)	36% (4/11 pupils)	64% (7/11 pupils)
Non PP	89% (16/18)		89% (16/18)		78% (14/18)	

Year 1 – Maths

Year 2 – Maths, Reading and Writing

Year 3 - Maths, Reading and Writing

Year 4 - Maths, Reading and Writing

Year 5 – Reading

Year 6 - Maths, Reading and Writing

Reading
12/19 pupils 63%
Writing
10/19 pupils 53%

Year 3:
Maths
5/12 pupils 42%
Reading
6/12 pupils 50%
Writing
6/12 pupils 50%

Year 4:
Maths
6/12 pupils 50%
Reading
5/12 pupils 42%
Writing
4/12 pupils 33%

Year 5 Reading:
11/13 pupils 85%

Year 6:
Maths
8/11 pupils 73%
Reading
11/11 pupils 100%
Writing
6/11 pupils 55%

To raise the attainment from baseline of July/Autumn 22 so more PP pupils achieve

Year	Baseline % PP pupils at GD (no of pupils)			Aspirational Target % (no of pupils)			Actual - July 23		
	R	W	M	R	W	M	R	W	M
							0 (0)	0 (0)	0 (0)

GD in Reading, Writing & Maths	1	0 (0)	0 (0)	0 (0)	13 (1)	13 (1)	13 (1)	5 (1)	10 (2)	5 (1)
	2	0 (0)	0 (0)	5 (1)	5 (1)	5 (1)	10 (2)			
	3	15 (2)	0 (0)	15 (2)	23 (3)	8 (1)	23 (3)	17 (2)	0 (0)	17 (2)
	4	0 (0)	0 (0)	0 (0)	8 (1)	8 (1)	8 (1)	0 (0)	0 (0)	0 (0)
	5	7 (1)	7 (1)	0 (0)	14 (2)	14 (2)	7 (1)	8 (1)	0 (0)	8 (1)
	6	0 (0)	0 (0)	0 (0)	9 (1)	9 (1)	9 (1)	27 (3)	0 (0)	18 (2)

Significant social, emotional and well-being issues for some disadvantaged pupils.	Pupils requiring support are identified early and provision/intervention/support is planned and delivered to have an impact on well-being which, in turn, leads to pupils better able to access learning across the curriculum. Number of children requiring immediate, priority support from Family Support Officer and Learning Mentor reduced. Learning Mentor and Family Support Officer to have more time to work on pre-emptive support rather than reactive measures.	Successful strategies implemented across school to support pupils with SEMH including reflexions, counselling, learning mentor support, mentoring (external). All have been shown to have a positive impact to respond to issues but early intervention from Family Liaison Officer has had increased positive effect on pupils and families.
Many pupils in receipt of pupil premium funding have limited experiences outside of school to develop their wider knowledge and cultural capital.	All pupils will be offered a wide range of enrichment and extra-curricular opportunities. All PP children wishing to join a club will be encouraged to do so – offered free of charge each term. Pupil voice will influence the range and type of clubs offered – particular attention to be paid to the voice of PP children who do not currently attend a club. School to maintain and increase contributions towards extra-curricular activities, school trips, visitors and memorable experiences in order to enhance cultural capital and increase knowledge to ensure that PP children can access a wide range of opportunities in line with Non PP peers	After school clubs are provided free of charge to pupils in receipt of PPG. A total of 29 clubs were offered last academic year. 53% of places (231/432 places available) in after school clubs were attended by PP children (who make up 41% of our school community). All classes accessed a wide range of opportunities throughout the year with financial support for PP families as appropriate. Pupil/Parent/Carer voice indicates that

		barrier to attending after school clubs were not financial.
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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.

Programme	Provider
Times Table Rockstars	TTRockstars
Doodle	Doodle Learning
Seesaw	Seesaw