



Merley First School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (and National Tutoring funding) to help improve the attainment of our disadvantaged pupils (2023-24).

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	Merley First School
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 to 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Katharine Anstey
Pupil premium lead	Carolyn Waldron
Governor / Trustee lead	James Tyler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,452
Recovery premium funding allocation this academic year	£3 625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42, 077



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 improve their attainment across all curriculum areas. The focus of this strategy is to support disadvantaged pupils to achieve that goal, including those who are already achieving well. We will ensure that our pupils are not disadvantaged in any way as a result of their socioeconomic context, whether they are in care or are young carers. We believe that, with the correct support, all pupils can achieve their full potential.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure all teaching and learning meets the needs of all the pupils
- Remove barriers to learning created by poverty, family circumstance and background
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop character and resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Merley First School is a two form entry first school and is part of Initio Learning Trust consisting of 4 middle schools, 8 first schools, 3 primary schools and 2 upper schools. We are a BCP school (Bournemouth, Poole and Christchurch). Merley is predominantly an area of low deprivation and currently 10.6% (30) of pupils are disadvantaged which includes 2 AFC and 1 LAC. We also have 2 forces children. Currently 2 PP children are also SEND.

Achieving our objectives:

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

- Deliver a well-sequenced and progressive curriculum for all pupils
- Provide all teachers and TAs with high quality, evidenced based CPD to ensure that pupils access effective quality first teaching and additional support (through the use of EEF guidance, Walk-Thrus, UL&S, coaching and reflective dialogue)
- Provide targeted, evidence based intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Deliver additional catch up sessions through the school led National Tutoring partnership
- Use diagnostic tools such as Star Reader to provide personalised targets
- Target funding to ensure that all pupils have access to trips, extra-curricular clubs and online learning facilities
- Provide appropriate nurture groups to support pupils in their emotional and social development
- Ensure children from all Inclusion groups have opportunities to contribute to the wider life of the school (through becoming Eco Warriors, Pupil Voice Champions etc.)
- Engage all pupils in extra-curricular opportunities for personal development.
- Improve the attendance of our disadvantaged cohort.

Key Principles:

We will ensure that high quality teaching, learning and assessment meets the needs of all pupils through a carefully sequenced curriculum alongside the use of assessments and analysis of data. Class teachers will identify barriers and provide appropriate provision through



individual pupil premium plans, specific interventions and support for individual pupils which will be reviewed 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 including our ELSA.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in reading:</p> <p>In Year 2: 71% (5 of 7) of PP children passed the Phonic Screening in Year 1 compared with 92% (46) of their non-PP peers. 80% (4) of those PP children currently have a reading age at or above their chronological age compared with 78% (40) of their non-PP peers. Tracking data also shows that the 1 child who has a reading age below their chronological age is making progress and is beginning to close the gap. This indicates that our current whole school approach to phonics teaching (Unlocking Letters and Sounds) coupled with rapid intervention to facilitate catch-up is having a positive impact on progress so needs to continue with the new cohort in Year 1. This data also shows an improvement on the previous year (2022-23) when 54% passed the Phonic Screening Test in KS1 but had a negative gap between their Reading Age and their Chronological age.</p> <p>Across years 1-4, 47 children are currently identified as being in the bottom 20% in reading. Of these, 11 are PP. We need to ensure this number is reduced by the end of this academic year.</p>
2	<p>Attainment in mathematics:</p> <p>Last year in Year 4, none of our PP children (3) achieved 80% or above in the Multiplication Tables Check (52% (32) of the cohort achieved 80% or above)</p> <p>In Years 2-4 currently: Y2 - 50% (4) PP children are achieving ARE(+) compared to 78% (40) of non-PP children achieving ARE(+) Y3 - 60% (3) PP children are achieving ARE(+) compared to 77% (40) of non-PP children achieving ARE(+) Y4 - 71% (5) PP children are achieving ARE(+) compared to 86% (42) of non-PP children achieving ARE(+)</p> <p>These children all need to be given opportunities to apply their learning in different contexts and some to achieve at Greater Depth.</p> <p>Y2 - 50% (4 of 8) of PP children are currently achieving BARE which compares with 22% (12) of non-PP children achieving BARE. Y3 - 40% (2 of 5) of PP children are currently achieving BARE which compares with 23% (12) of non-PP children achieving BARE.</p>



	<p>Y4 - 29% (2 of 6) of PP children are currently achieving BARE which compares with 14% (7) of non-PP children achieving BARE.</p> <p>These children need to make better progress to ensure that a greater percentage of the PP cohort achieve ARE.</p> <p>Across years 1-4, 48 children are currently identified as being in the bottom 20% in mathematics. Of these, 7 are PP. We aim to</p> <p>In Year R, 60% (3 of 5) of PP children are below expectation in the Baseline assessment for maths compared with 22% (10) of their non-PP peers.</p> <p>In Year 1, 80% (4 of 5) of PP children are not currently on track for ARE compared with 35% (19) of their non-PP peers.</p> <p>We need to ensure that number fluency is sufficiently developed in Reception and KS1 to enable all children to successfully access the Mathematics curriculum.</p>
3	<p>Barriers to learning:</p> <p>For many of our Reception and KS1 PP children, one of the main barriers to learning is currently identified as poor concentration, focus and engagement and low self-confidence as learners. This is also true for some of our KS2 PP children, where the barrier is lack of confidence in learning and lack of self-belief which means they can be reluctant to participate and contribute in class.</p>
4	<p>Attendance:</p> <p>56% (15 out of 27) of the PP cohort have attendance below 96%. This shows an increase from last year when it was 37%.</p> <p>Of these, 11% of children (3 out of 27) are persistent absentees (below 90%). This shows a decrease from last year when it was 15%. However, poor attendance is undoubtedly impacting learning.</p>

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
<p>Continue to close the gap between children's reading age and chronological age.</p> <p>Fewer than 11 PP children will be in the bottom 20% in reading by the end of the year.</p>	<p>Star Reader data will show all PP children have a reading age in-line with or exceeding their chronological age by the end of KS1/Year 4.</p> <p>Tracking data (Sims) will show the majority of PP children are achieving at least ARE in reading.</p>
<p>PP children will close any gaps in their phonic knowledge and will pass the Phonic Screening at the end of Year 1.</p>	<p>Phonic tracking data (from UL&S) will show children in Year R and 1 closing the gap on their non-PP peers.</p> <p>Results of the Phonic Screening Check at the end of Year 1, will show that all PP children have passed (Y1 cohort in Summer</p>



	2024 and current YR cohort in Summer 2025).
<p>PP children in Y2-4 will be accessing Greater Depth challenges in mathematics on a regular basis and some will achieve ARE+/GD at the end of the year.</p> <p>The percentage of children who are BARE in mathematics will decrease and fewer than 7 PP children will be in the bottom 20% in mathematics by the end of the year.</p>	<p>Book Scrutiny will show children being successful in applying their learning in new contexts in accessing and completing Greater Depth tasks in mathematics.</p> <p>Sims data will show an increase in the number of PP children achieving at ARE+/GD.</p>
<p>The percentage of all children achieving 80% or above in the Multiplication Check at the end of Y4 will increase and this will include some PP children.</p>	<p>Tracking data will show an increased number of children demonstrating number fluency in the Multiplication Check.</p> <p>At least 50% of PP children will achieve 80% or above in the Multiplication Check.</p>
<p>Children in YR/Y1/Y2 will have improved number fluency.</p>	<p>Tracking data will show an increase in the number of children achieving ARE in mathematics in YR/Y1/Y2.</p> <p>More than 50% of PP children will be ARE or above in mathematics.</p>
<p>YR and Y1 PP children show greater concentration and maintain engagement and Y2-4 PP children are more confident mathematicians.</p>	<p>Children talk about their learning with understanding and confidence and are seen to persevere and be more resilient learners who contribute fully to school life.</p> <p>Fewer children will have poor concentration and lack of engagement identified as barriers to learning on their PP plans.</p>
<p>Parents of PP children will have better engagement with their children's learning and PP children will have improved attendance.</p>	<p>Parents of PP children will understand the impact of low attendance on their children's attendance and will show greater engagement with their children's learning.</p> <p>The majority of PP children will have attendance of 96% or above</p>

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: £ 11 274.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: teaching for Mastery through	A high quality, carefully sequenced, curriculum ensures all children develop the knowledge and skills as the building blocks for future learning. By	1, 2 and 3



<p>a well sequenced and progressive curriculum</p>	<p>working collaboratively as part of the Trust in order to embed our progressive curriculum, our children's learning is supported in the best way possible.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom - A review of the evidence.pdf?v=1629124457</p>	
<p>Regular teacher and TA development through the use of 'Walkthrus' and developmental dialogue</p>	<p>The use of Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff and TAs to review their own and reflect on others' actions in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-rapid-evidence-assessment-remote-professional-development</p>	<p>1, 2 and 3</p>
<p>The use of a DfE validated Systematic Synthetic Phonics Programme – Unlocking Letters and Sounds – to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Unlocking Letters and Sounds teaches and practices decoding, fluency and prosody, with every child having two guided reading sessions a week.</p>	<p>1 and 3</p>
<p>Use of Star reader assessments, Daily story time, whole class reading strategies</p>	<p>Decades of reading research has identified the best practices that transform "regular reading" into high-quality reading practice that sends growth soaring.</p> <p>https://www.renaissance.com/products/accelerate-d-reader/evidence/</p> <p>By using Star Reader it allows staff to identify those with comprehension or retention concerns, enabling staff to target their teaching and interventions appropriately.</p>	<p>1 and 3</p>
<p>Mastering Number implemented across Years R-2</p>	<p><i>'Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations.'</i></p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>By implementing the Mastering Number Programme we will be supporting children to develop automaticity with number bonds and times tables.</p>	<p>2 and 3</p>



One teacher has completed the NCE Level 4 Instructional Coaching course	Sam Sims Quantitative Education Research identifies that through Instructional Coaching, an expert teacher is working alongside a colleague in an individualised, observation- feedback-practice cycle which hugely impacts teaching and therefore learning in a positive way. https://samsims.education/2019/02/19/247/	1, 2 and 3
Four teachers have attended the Maths Hub Sustaining Mastery work group and two further teachers are attending this year.	Over the last two years, participating in the Developing Mastery work group enabled teachers to effectively reflect upon their teaching and gain a greater understanding of the pedagogical development of the curriculum. Continuing this work will enable more teachers to gain from the professional development of the Maths Hub Primary Mastery specialist. https://www.ncetm.org.uk/maths-hubs-projects/primary-mastery-specialists/	2 and 3

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

Budgeted cost: £11 274.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unlocking Letters and Sounds interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The EEF toolkit states: <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> 'Keep-up not catch-up' strategies aimed at ensuring all children can access current learning in phonics. Backed up by <i>Ambitious Expectations</i> - a set of six focused intervention strategies that support children with reading.	1 and 3
National Tutoring Partnership 4 groups of 2 children with a trained TA to provide 1 hour a week 2:1 tutoring before school	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition NB This will be part (50%) funded through the NTP and part through our PP allocation.	1 and 3



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

Budgeted cost: £ 19 528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to the ELSA	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.	3 and 4
All children have access to Zumos to support emotional wellbeing both in and out of school	Zumos is a wellbeing programme. Its aim is to encourage individuals to self-empower and take control of their own wellbeing as well as accepting and utilising the resources that are available to them. It is available to the children both in school and at home	3 and 4
Outdoor Adventurers - every child has access to a block of OA sessions. There is also a Nurture Group and after school/holiday club.	Though there is little evidence of outdoor learning impacting directly on academic achievement, the EEF toolkit does acknowledge its positive impact on self-efficacy, resilience, motivation, self-confidence and teamwork; all essential life-skills that, in turn, can impact on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3
Maintain Early Bird Club and offer free places to children from disadvantaged backgrounds	School breakfasts are more nutritious for some pupils and attending the club effectively prepares pupils for learning. Evidence shows that breakfast club schools often see an improvement in pupil behaviour https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3 and 4
Ensure disadvantaged children are represented in school roles and take part in extra-curricular and	There are a number of whole school roles available including Voice Champions, Eco Warriors and Peer Mediators. Taking on leadership roles helps to instil confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others.	3



enrichment activities linked to Personal Development.	Having access to and being involved in extracurricular activities is known to be linked with social mobility: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	
Improve engagement of parents of PP children and work with them to help improve attendance.	Parental engagement has a positive impact on average of approximately four months additional progress. Considering how to engage parents is crucial in improving attendance for children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance	4

Total budgeted cost: £ 42 077

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.

Aim	Target	Outcome
Improve progress in reading	Continue to close the gap between children's reading age and chronological age.	By the end of the year, the gap between PP children's RA and CA in Y1-4 was: RA > or = CA – 45.5% (10 out of 22 children) RA < CA – 54.5% (12 out of 22 children). These percentages match those of the previous year but data shows that, for those 12 children, the gap is diminishing.
Improve progress in phonics in KS1	PP children will close any gap in their phonic knowledge and will pass the Phonic Screening at the end of Year 1.	71.4% (5 out of 7) of PP children passed the phonic screening in Year 1 This is a decrease on last year's results where 83% (5 out of 6) of PP children passed the phonic screening in Year 1
Progress in mathematics	PP children in Y2-4 will be accessing Greater Depth challenges in mathematics on a regular basis and some will achieve ARE+/GD at the end of the year.	Scrutiny of books showed that some of the PP cohort were able to apply their learning in new contexts and were accessing greater depth challenges, however, none achieved greater depth overall mathematics.
Progress in mathematics	The percentage of all children passing the Multiplication Check at the end of Y4 will increase and this will include PP children.	52% (32 children) of the Year 4 cohort achieved 80% or above in the Multiplication Check. The 3 PP children all scored <80% in the multiplication check and none achieved ARE.



Progress in mathematics	Children in YR/Y1/Y2 will have improved number fluency.	84% of the PP cohort maintained their flightpath and made expected or better than expected progress. 55% of the PP cohort achieved at ARE or ARE+
Concentration and engagement	YR and Y1 PP children show greater concentration and maintain engagement and Y2-4 PP children are more confident mathematicians.	Feedback from teachers and evidence from drop-ins shows that the use of Walkthrus' strategies including cold calling, show-me boards and retrieval practice has helped to improve concentration and engagement for all children including many of our Pupil Premium children. However, current monitoring does still show that there are further improvements to be made.
PP children will have improved attendance.	PP children will have improved attendance.	55% (15 out of 27) of PP children's attendance was below 96% with 11% of these having persistent absence (below 90%).

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

Programme	Provider
Forest Schools	Outdoor Adventurers