

# Mereside Primary School and Children's Centre

## Pupil Premium Impact Report for Academy Council



Details regarding our spending for 2019 – 2020 are as follows:

### 1. Overview of the school

| Number of Pupils and Pupil Premium Grant estimated for 2019-20 |                 |
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| Total number of pupils on roll Jan 2020 not including Nursery  | 240             |
| Total number of pupils eligible for PPG as of January 2020     | 165             |
| <b>Total amount of PPG due (estimated)</b>                     | <b>£217,800</b> |

### 2. Expenditure for 2019 – 2020

Due to Covid, and schools being shut for a period of time, with no nationally moderated assessments, it is impossible to accurately measure the impact of PP funding, The Trust has produced a summary statement on PP spending 19-20 and plans for 20-21, which will be included in Council Papers for the second meeting of the year.

| Expenditure               | Purpose  | Impact  |
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| Additional Teaching staff | To target support in Years 1&2 and 5&6 to deliver smaller teaching groups and to deliver creative and wider curriculum in order to close the gap to peers and to further increase the % of children achieving the combined national standard | <p>Creating the mixed classes with smaller numbers from mixed year groups has meant that the Teacher has been able to push age-related expectations and greater depth learning to the maximum for all pupils in their classes.</p> <p>For Pupil Premium eligible pupils, this has meant we were able to provide more opportunities for individualised Teacher Led interventions such as same day interventions in Maths or Handwriting.</p> <p>Key needs for pupils including our 'One Page Profiles' were completed and areas for focus for the next year group were shared and identified and transferred to their new Teachers. This supported our disadvantaged children's next steps and embedding strategies for academic and social development.</p> |

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| 0.5 Teacher                                     | To provide targeted Year 5 and Year 6 intervention and booster lessons in Maths and English   | <p>38 pupils from year 6 accessed booster intervention group work for periods of time daily with Mrs Peck and Mrs Kirkpatrick.</p> <p>Teacher Assessment and tracking information showed that the percentage of pupil premium children at combined expected standards and combined greater depth standards in year 6 were in line for disadvantaged and non-disadvantaged children up until Covid closure.</p>   |
| 25% of L3 Teaching Assistant time in all phases | To deliver targeted Maths and English intervention programmes across KS1, KS2 and Early Years in order to increase number at greater depth, especially those who entered school in line or above national figures | <p>Targeted interventions for Maths and English across KS1 has included running groups such as Nurture group, first class numbers, handwriting, precision teaching and daily readers.</p> <p>Although data was not available for the end of year, Data Collection 2 showed that children across all year groups were making steady if not better progress.</p> <p>Each phase, KS1 - KS2, had a dedicated intervention time scheduled to provide pupil premium pupils with intervention according to their needs. These ranged from handwriting, phonics and same day interventions to more formal interventions like precision teaching.</p>   |
| 25% of Assistant Principal and SENCo time       | To provide support and guidance across school, to liaise with families in need and to co-ordinate EHCP's and ECM's as required.   | <p>In 2019 - 2020 102 children were referred to and/or accessed children's support services for their needs. 10 parents were also referred to or were accessing services that would help them further support their child e.g. Aiming Higher, Carer's Trust, SENDiAss. The numbers accessing and being referred have increased from the 2018-2019 data collection and may reflect school COVID closure and the increased need of children and their families to receive support from services during school closure.</p> <p>Families accessing Social Services support and families held by the Assistant principals at Early Help Level is increasing. School involvement at Early Help level ensures that families' needs are fully known and the children are therefore supported in many ways so that they are able to engage and progress with their learning.</p> <p>OFSTED reported in 2019 that SEND and Safeguarding was good.</p> <p>School supported families during school COVID closure - contact was maintained and overseen by the Assistant Principals, ensuring that academic and other needs were known and families supported with them, sharing information as required with other agencies.</p> |

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| <p>Specialist Teaching Assistant with SEN skills</p>    | <p>To support outcomes for identified pupils with Special Educational Needs.</p>  | <p>The SEN TA in school has supported 2 children on a one-to-one basis who have ASD and SEMH. This TA had a significant period of absence prior to COVID school closure.</p> <p>Throughout school closure the TA worked to provide resources remotely that would support children while at home. The TA also supported the production of new whole school classroom support resources implemented in September 2020 e.g. Uniform classroom visual timetables and behaviour system charts and displays etc. This has ensured that the new behaviour policy that is currently being trialled, is uniformly implemented across school.</p>  |
| <p>50% Specialist Behaviour Mentor support</p>          | <p>Support for children with emotional and behavioural needs to remove barriers to learning and liaise with and support families with additional need, particularly on entry to school.</p> | <p>Impact: 3 children supported with significant needs out of class. Received personalised timetables, interventions and information gathered to support EHCP application and therefore finding appropriate educational provision starting March/June and September 2020. Support for 5 LAC/PP pupils pre and post contact.</p> <p>BESD indicator assessments completed to identify SEMH needs to formulate intervention groups pre-covid. Support for class teachers to support individual children's needs within the classroom.</p> <p>As in previous years support from the Behaviour Mentors is accessed throughout the whole school on a daily basis. They track behaviour and oversee behaviour charts around school and offer specialist advice and support.</p> <p>They plan for responsive intervention programs and have in place daily individual support timetables and personal action plans for pupils from across school. They liaise with parents regularly providing a professional link between home and school which has a positive impact for the children's behaviour in school and provides support, advice and guidance for parents as needed.</p> <p>At Christmas one of our Behaviour Mentors left for a new role in another school and our Family Pastoral Support also left at February half term. A new mentor began in Spring Term and settled in prior to school closure. The mentor was able to support the vulnerable children during school closure as required.</p> |
| <p>Blackpool Council Educational Psychology Service</p> | <p>To provide EP time, for assessment of children, advice and strategies for school and parents to meet the needs of children with learning or emotional and behavioural needs.</p>         | <p>Nine pupils were assessed on an ongoing rolling programme of Plan, Do, Review cycles with school's allocated Blackpool Educational Psychologist Michael Humphries. This enabled the children to receive immediate advice that was implemented to support them in school and for the impact of this to be</p>  |

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|   |   | <p>evaluated and used to inform the Educational Psychologist's (EP) final report and recommendations. Three reports indicated that the pupils' needs could not be met in mainstream provision and these children now access non-mainstream schools that support significant Social, Emotional and Mental Health care needs. The reports supported Education Health and Care Plan requests (EHCPs), with 4 children out of the 5 requests being accepted and children receiving an EHC plan. One child was allocated external support and provision through a Special Educational Resource Facility placement (SERF) in Blackpool. Two of the children awarded an EHCP last year continue to access Mereside Primary Academy with Specialist Support Assistants allocated to help meet their significant needs. Three of the children receiving EP input were 'Our Children' (Looked after by the Local Authority).</p>   |
| <p>'Communicate' Speech and Language Service (Speech therapy; staff training)</p> | <p>To improve Communication and Language skills across school</p> | <p>A huge amount of work and focus from Communicate this year has meant that 13 pupils have accessed and used the support available to them and have since been discharged from the service due to having reached improved communication and language skills across school. Communicate's Caseload was 12 children in Autumn Term, increasing to 18 children in Spring Term. As part of our strategy planning for 2019-2020, Communicate implemented Speech Therapy staff training. Early years staff were trained in Early Talk Boost and a Year 1 TA was trained in LEGO Therapy. Additional resources such as the 'Narrative pack' and 'The concepts - big book of ideas' have now been purchased and staff trained in their use. TAs were also supported in implementing Communicate SLT programmes. Additional staff training occurred during school COVID closure regarding 'class support resources' following Sarah Peck's liaison with Communicate therapists about how best to support 'all' children's language in the classroom.</p> |
| <p>Additional Pupil Welfare Officer time</p>                                      | <p>To improve attendance</p>                                      | <p>There are regular meetings in school to address concerns and problems relating to attendance in school. Court proceedings have been instigated by the PWO relating to 2 pupils and has resulted in prosecutions being followed up for 1 parent. This course of action is always a last resort in any school, however, it is a tool to use to support attendance in school in past years. Support from Pupil Welfare Officers during 2019-2020 proved to be invaluable particularly through the COVID lockdown periods.</p>  |

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|  |  | <p>At the point of COVID lockdown beginning in March 2020, as a school through PWO we were monitoring 13 pupils' absence as a 'Full Case' and a further 24 pupils for having had persistent absences which were cause for concern.</p> <p>Concerns continue to be evident and actions with the PWO remain in place to monitor and review.</p> |
| <p>Curriculum enhancements (eg subsidies for visits, additional resources, visitors; cost of RSC Associate Schools programme; Children's University etc)</p> | <p>To provide children with opportunities to enhance learning and engagement</p> | <p>All children accessed and attended enrichment activities and events through trips out of school, a range of learning resources and wider school involvement in Drama and other Clubs. The range of experiences provided to the pupils had a positive impact on their learning and engagement on a wider curricular scale.</p>              |

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