Pupil premium strategy statement – Mereside Primary Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	72.51%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 - 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Kara Chapman (Acting Headteacher)
Pupil premium lead	Lauren Richardson
Governor / Trustee lead	Martin Pickles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 261,100
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*	£ 261,100

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Mereside Primary Academy is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. At Mereside Primary Academy, we want our pupils to 'Be Safe, Be Kind, Be Ready' and for <u>all</u> pupils to learn together and achieve together in order to prepare our children for a successful future.

At Mereside Primary Academy we understand the needs of our school community. We will consider the needs and challenges faced by our vulnerable pupils, such as those receiving support as part of the safeguarding continuum of need. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Developing high-quality teaching is at the heart of our approach, with a focus on the areas in which we know our disadvantaged pupils require the most support. We have considered internal and external evidence to consider what will have the greatest impact on closing the disadvantaged attainment gap, and will at the same time support the non-disadvantaged pupils in our school. 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 approach will be responsive to identified challenges and individual needs, including any impact of the COVID-19 pandemic.

Our approach will be informed through robust diagnostic assessment of the needs of the pupils in our school, and not the assumptions of disadvantage. The approaches we have adopted complement each other to help pupils achieve the best possible outcomes. To ensure they are effective we will:

- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

- *act early to intervene at the point need is identified*

- *ensure disadvantaged pupils are challenged in the work that they're set*

Challenges

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

Challenge number	Detail of challenge
1	*Attendance* *Our attendance data over the last academic year indicates that we are within the highest 20% of all schools for absence and persistent absence also.* *28.3% of disadvantaged pupils have been 'persistently absent' compared to 15.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.* *https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2024-week-29*
2	*Pupil ability to attend in lesson* - *Ofsted AFI* - *Observations internal and external have confirmed that pupils are not engaged with their learning* - *high quality teaching - high staff turn over, younger staff*
3	*Reading* *Data trends showing reading going down.* *Audits and observations show pupil working below chronological reading ages and struggling to access curriculum* *Though at the end of KS2 we are above national for disadvantaged pupils in reading and writing, there is still a gap between those and other pupils.* *Ofsted AFI in relation to early reading.*
4	*Communication* *Upon entry data show that we have a higher percentage of pupils working below the expected age related standards. Disadvantaged pupils typically arrive below age expectations compared to their peers.*
5	*Maths* *Data trends show that outcomes in maths is significantly lower at end of KS2, and continues to be on a downward trend.*
6	*Enrichment* *Pupils attending Mereside Primary Academy are more likely to have fewer experiences out of school. Including visits and trips to local points of interest.*

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance through: The overall absence rate for all pupils being in-line or above national 92.8% The percentage of all pupils who are persistently absent being significantly reduced and broadly in-line with national 20.7% Reduction in fixed penalty notice and RLA case load
Improve high quality teaching and assessment to ensure disadvantaged pupils are engaged in learning and therefore attainment is increased for this group of pupils	Through observations and monitoring and evaluation cycles, pupil voice, data and external partners teaching at Mereside Primary Academy is consistently good supporting excellent outcomes.
Improve early reading outcomes by the end of KS1 and sustain reading outcomes at the end of KS2	In school tracking data and the end of Key Stage assessments will show an increase in the number of children working at age related expectation year on year for reading, and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2. Progress data will show children making expected or above progress. Any gap in disadvantaged and non-disadvantaged will be targeted by intervention and monitored on a half termly basis.
Continue to ensure the gap in communication and language is addressed by the end of EYFS for the vast majority of pupils.	Assessments and observations indicate significantly improved communication and oral language skills by the end of EYFS.
Improve maths attainment for disadvantaged pupils at the end of KS2	In school tracking data and the end of Key Stage assessments will show an increase in the number of children working at age related expectation year on year for maths, and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2. Progress data will show children making expected or above progress. Any gap in disadvantaged and non-disadvantaged will be targeted by intervention and monitored on a half termly basis.
To improve and sustain pupil's engagement in learning opportunities across the curriculum and wider curriculum	Appropriate curriculum adaptations Positive engagement and experiences across the curriculum offer Cultural capital experience (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available. Opportunities for pupil leadership

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. *Training for staff to ensure assessments are interpreted and administered correctly.*	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions | Teaching and Learning Toolkit | EEF	2, 3
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, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2, 3, 4
Enhancement of our maths teaching and curriculum planning in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2, 5

line with DfE and EEF guidance. *We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).*	Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Training for staff to ensure interventions and strategies are in place eg training in Word Aware, Colourful Semantics	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions	EEF (educationendowmentfoundation.org.uk)	2, 3
SENDCO , through instructional coaching model, supporting effective T&L across the universal offer, including identification of need	Embedding the 5 recommendations (SEND in mainstream) , particular focus on SEND recommendation 2 and SEND recommendation 3: https://educationendowmentfoundation.org.uk/educat ion-evidence/guidance-reports/send	2, 3, 4, 5

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

Budgeted cost: £114,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
To effectively deliver a systematic and synthetic phonic programme, including providing timely support	Engagement with EEF: effective deployment of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions Teaching of Systematic phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Impact of RWInc: https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf	2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2, 3, 4

who require further phonics support. This will be delivered in collaboration with our local English hub.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: [Phonics	Teaching and Learning Toolkit	EEF](#)	
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: [Oral language interventions	Teaching and Learning Toolkit	EEF](#)	2, 3, 4
Delivery of NELI	[Neli intervention](#) EEF	2 , 4
'Communicate intervention' led by speech and language therapist and assistant 1 day per week. Interventions across the week led by TAs focus on Reception and KS1.	Oral language interventions can have a positve impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: [Oral language interventions](#)	2, 4
Trained TAs delivering effective, targeted maths interventions (NCETM)	Mastering number training completed and the training will be disseminated to Teaching assistant colleagues. Mereside are actively engaged with our local maths hub CPD delivered to TAS using guidance taken from : https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/teachingas sistant-interventions DFE recommended resources: https://www.ncetm.org.uk/features/covid-recover yprimary-maths-resources/	2, 5
Specialist SEN TA		2, 3, 4, 5

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

Budgeted cost: £82,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our	Both targeted interventions and universal approaches can have positive overall effects: [Behaviour interventions	Teaching and Learning Toolkit	EEF](#)	2,4 , 6

school ethos and improving behaviour across school.		
Mentors x 2	Delivery of behaviour interventions

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour | 1,2,4,6 |
| *Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.*

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 2, |
Use of Pupil Welfare Service and SLT lead, including the use of attendance rewards to positively impact on attendance and punctuality	Local authority SLA; professional partner Engagement with DFE guidance: https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities	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.	1, 6
Provide money/resources for wider academy opportunities particularly for our disadvantaged children leading to increased social and emotional skills	There is extensive associating childhood social emotional skills with improved outcomes at school and in later life (e.g. Improved academic performance, attitudes, behaviour and relationships with peers)	1, 2, 3, 6
Our ambitious curriculum ensures children receive a rich cultural capital offer, which is further enhanced by providing our children with a broad	Trips, visits and experiences, including the use of wider Music opps, are carefully planned to ensure that children positively experience artistic, musical, sporting and cultural opportunities.	1, 2, 3, 5 , 6

| personal development offer and experiences | https://revisesociology.com/2016/04/05/culturalcapital-and-educational-achievement/

 'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle class children do better in education that working class children.' | |

Total budgeted cost: £ 296722

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Overall Target and success criteria	Evaluation impact

To ensure all pupils have made expected or better than expected progress through ensuring high quality teaching, alongside targeted interventions.
 	
Success criteria (following 3-year plan)
Key stage 2 results- 75% of disadvantaged children meet at least expected standards.
At all key assessment points in school, all pupils continue to make at least expected progress, with a greater number of pupil premium pupils achieving national standards.
	2024 data for:
	End of KS2 results:
	   ● *Maths: 61%*
	   ● *Reading: 75%*
	   ● *Writing: 72.2%*
	Compared to other Blackpool Authority primary schools:
	   ● *Reading had + 2.6% gap score*
	   ● *Writing had a + 5.6% score.*
	58.3% of the year 6 were in receipt of Pupil premium funding.
	When compared to the national data for pupils in receipt of pupil premium, taken from Perspective Lite, pupil outcomes were higher than national in all areas:
	   ● *Reading 71% compared to NAT*

	62.9% ● *Writing 66.7% compared to NAT 59.1%* ● *Maths 61.9% compared to NAT 59.6%* *Across school, internal assessments confirm that disadvantaged pupils achieve similar to their peers.*
To ensure SEMH needs are identified and successfully met with access to relevant outside agencies where required. **Success criteria (following 3-year plan)** The profile of SEMH across school is raised with all staff trained through CPD, enabling greater confidence in identifying needs. The Senior Mental Health Lead's role within school has been established and the role embedded to ensure sustainability for the future. Demonstrated by: - Pupil voice - Teacher and parent observations and discussions - Successful transitions between key stages in school	*Evaluation of success criteria* ● *100% of staff have received training in supporting pupils with SEMH needs including Trauma Informed practice and FCATs graduated approach to meeting the needs of pupils with SEMH.* ● *Observations confirm, staff training has impacted positively on staff's interactions and abilities to support the behaviour of pupils who have identified SEMH needs.* ● *100% of year 6 pupils in receipt of pupil premium transitioned to the next stage of their education.* ● *Pupil voice confirms 91% of pupils, including those in receipt of pupil premium. understood, for the majority of their time in school, who is available to support them.*
Attendance in line with or improved attendance for PP pupils **Success criteria (following 3-year plan)** To close the gap between whole school attendance and pupils in receipt of pupil premium funding. Reduce proportion of pupils in receipt of pupil premium who are classed as persistent absentees. A downwards trend is evident in closing the gap and a sustainable model of support has been established.	*Evaluation of success criteria* *Academic year 2023/2024* *Total attendance for 92.8%* *PP total 92%* *Non PP total 95%* *Persistent absence total 25.4%* *PP total 28.3%* *Non PP total 15.2%*
Effective and sustainable systems of working with families of pupils in receipt of pupil premium. **Success criteria (following 3-year plan)**	*Evaluation of success criteria* ● *In 2023/24 school were awarded the Investors in Family Award.* ● *A family hub has been created is well established and running*

To achieve the Investors In Family award. Develop the new family hub The role is established and embedded in school and meeting the needs of all stakeholders.	*successfully. This work has been supported by the employment of an School Home Support worker.*
Improve standards in speech and language across school. **Success criteria (following 3-year plan)** For a greater number of pupils to access Communicate services within school. To work alongside NHS speech and language developing new ways of working. Silver award for ELKLAN achieved. To have further embedded Blackpool Graduated Response, utilising all agencies to meet the needs of all pupils.	*Evaluation of success criteria* ● *Silver award for ELKLAN was achieved in 23/24.* ● *Welcomm data demonstrates impact of early intervention of speech and language needs which resulted in XX% achieving expected standard in communication and interaction at the end of reception for 23/24.* ● *There is evidence of progress in speech and language development for the vast majority of our identified speech and language cohort, with the majority of pupils in receipt of pupil premium* *N.B - School has invested in communicate services (Speech and language therapists) to support school one day a week, with an identified cohort of pupils.*
To develop our entitlement curriculum and learning opportunities for all children to thrive, learn and aspire to future success. **Success criteria (following 3-year plan)** Entitlement offer embedded with a wider range of opportunities. Residential offers available. Community links made to further embed the careers unit offer.	*Evaluation of success criteria* ● *75% of pupils participating in residential trips across school were pupils in receipt of pupil premium.* ● *100% of pupils in receipt of pupil premium have accessed at least two or more trips in the academic year.* ● *100% of pupils in receipt of pupil premium in UKS2 accessed and completed careers education.* ● *49% of pupils in receipt of pupil premium have accessed after school clubs.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Bug Club	Pearson
Spelling Shed	EdShed
WellComm	GL assessment
Talk Boost	ICAN
Early Talk Boost	ICAN
Big Book of Ideas	GL assessment
Lexia	Lexia
PWO	Blackpool Council
Unstoppables/Fit to go	Blackpool Football Club Community Trust
White Rose Maths	Trinity MAT
Counselling service	Trinity Hospice Karen Brandwood
Bereavement Counselling	Trinity Hospice
Speech and Language	Communicate
NELI	Nuffield
Reading and Rugby	Fylde Rugby Club/ National Literacy Strategy
Phonics Tracker	Phonics Tracker
Resilience Coach	Blackpool Council

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Meeting the needs of our families, and responding accordingly, we have used the funding to supplement the following in order to safeguard children and families and ensure pupils in receipt of pupil premium can access learning alongside their peers:

- Wrap around care
- Uniform
- Swimming kit
- Personal care items

- Trips