

Pupil premium strategy statement

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 Academy Council papers for the second meeting of the year.

School overview

Detail	Data
School name	Mereside Primary Academy
Number of pupils in school	254
Number of pupils in school (2022/2023)	268
Number of pupils in school (2022/2023)	270
Proportion (%) of pupil premium eligible pupils	63%
Proportion (%) of pupil premium eligible pupils	68%
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st October 2021
Date this statement was published	1st July 2022
Date this statement was published	1st July 2023
Date on which it will be reviewed	July 2022
Date on which it will be reviewed	July 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Upton
Pupil premium lead	Jane Walpole
Governor / Trustee lead	Martin Pickles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,650
Pupil premium funding allocation this academic year	£228,650
Pupil premium funding allocation this academic year	£264,300
Recovery premium funding allocation this academic year	£25,414
Recovery premium funding allocation this academic year	£26,000
Recovery premium funding allocation this academic year	£24,500

<p>NTP School Led allocation</p> <p>NTP School Led allocation</p> <p>NTP School Led allocation</p>	<p>£30,780 (this pays for 75% of the Tutoring, School will pay additional 25% towards the cost)</p> <p>£24,218 (Pays for SENTA being out of class).</p> <p>£0</p>
<p>National Mentoring Programme</p> <p>National Mentoring Programme</p> <p>National Mentoring Programme</p>	<p>£17,820 (this covers the majority of the cost of Mentor). School will pay £6,000 towards the cost.</p> <p>£8446 (this pays for TA3 increased hours to 5 days)</p> <p>£6,523</p>
<p>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</p> <p>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</p> <p>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</p>	<p>£0</p> <p>£0</p> <p>£0</p>
<p>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</p> <p>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</p> <p>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</p>	<p>£302,664</p> <p>£287,314</p> <p>£295, 323</p>

Part A: Pupil premium strategy plan

Statement of intent

At Mereside Primary Academy, we use Pupil Premium funding effectively to support raising the attainment of disadvantaged pupils and closing the gap with their peers. We will use effective programmes of intervention in teaching and learning, pastoral support and through our enrichment and entitlement provision. Pupil standards are evaluated so funding can be devolved to enhance the provision for pupils with complex needs and multiple vulnerabilities both academically and emotionally in order to close the gap in progress and attainment.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through supporting the well-being needs of pupils and families, by providing exciting learning opportunities including access to outdoor learning and forest schools. Our family liaison workers and our pupil premium champion actively engage with families to encourage and support good attendance in school, by overcoming external barriers to good attendance for the family. We also work closely with our Pupil Welfare Officer to ensure legal expectations are known by targeted families and adhered to. Similarly our behaviour mentors work diligently to support pupils in school in understanding their roles and responsibilities when at home to improve their own attendance and punctuality. [We have joined the national attendance hub and also the persistent absence pilot project run by Blackpool. We have clear strategies in place to support attendance, including working with PWO, support plans for those at risk of persistent absence, family check ins, clear staff CPD, home visits, consultation with parents, pupil voice, clear data analysis, reintegration package, regular communication throughout the year with parents and other professionals regarding child attendance.](#)

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but by also accessing the National Tutoring and Mentoring Programme. [For 2022/2023, a specialised SEN TA3 will be used out of class to carry out interventions. For 2023/2024, we have appointed an interventions TA \(0.8\) to work across school. The reading champion will continue for one more year, delivering in school interventions and workshops for parents to support early reading.](#)

We have worked diligently to identify pupils who are not making the progress we would expect and so our strategy for 2021-24 focuses on the needs of this group. Our Pupil Premium

Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school.

For 2022/2023, a TA3 will be used over 2.5 days each week to embed phonics across school. We are also appointing an extra TA2 to support to cover interventions in LKS2. For 2023/2024, we have appointed an interventions TA (0.8) to work across school, supporting phonics.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Mereside Primary Academy we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children across school. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes our Pupil Premium Champion also acting as Senior Mental Health Lead, a number of trained Mental Health Champions across school, two specialist behaviour mentors working with identified pupils when needed, Trinity Hospice counsellor weekly in school, CAMHS practitioner drop in sessions along with highly experienced family liaison workers who works in close partnership with other external agencies to support the families needs. We have a wide range of recognised interventions used to support pupils in school e.g. Lego Therapy and Drawing and Talking Therapy. For 2023/2024, we have appointed an additional behaviour mentor.

Challenges

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

Challenge number	Detail of challenge
1 Low starting point	On entry to school a larger number of pupils are working below the national expectations. Speech and language is a major barrier to learning for our youngest pupils.
2 Social and economic deprivation	Mereside Primary Academy is situated within an area of high social and economic deprivation. Currently graded in the top 10% most deprived neighbourhoods in the country. https://www.blackpooljsna.org.uk/People-and-Places/Wider-determinants-of-health/Deprivation.aspx
3 Attendance and punctuality	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
4 Low Aspirations	Historically, pupils have had low aspirations to continue their education beyond high school. Often not considering any further education routes or careers they may be able to access.

	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>
5 Lack of experiences	<p>Linked to challenge number 2, historically pupils often come to school with a lack of key experiences and limited cultural knowledge.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>
6 SEND	<p>SEND, communication, speech & language needs of disadvantaged pupils are higher than those pupils who are not in receipt of pupil premium.</p> <p>SEND support services are more readily available to use following COVID however, there continues to be challenges in ensuring the services they provide, is, and can be accessed due to backlogs and demand.</p> <p>For 2023/2024, we have increased the number of hours we are provided from Communicate to ensure a greater number of needs are met. We also have a new experienced SENDCO, who is solely dedicated to this role</p>
7 COVID	<p>Many pupils have not made expected progress due to the lockdowns. There has also been a significant rise in mental health and/or external family needs which have been seen to impact on pupils in school following COVID closures.</p> <p>External research indicates that gap in learning for 2019/2020 were most prevalent for disadvantaged children</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p> <p>We continue to work in line with National Guidance in relation to COVID and respond to pupil and schools needs as required.</p> <p>For 2023/2024, we have appointed an additional behaviour mentor for the ongoing SEMH needs following covid, our DSL has also achieved the Leading Mental Health training. We have gained the Leading Parent Partnership award this year, and the support offer for families is being further developed.</p>
8 Behaviour	<p>Behaviour, routines and social needs of identified pupils need support. Pupils are often not aware of social norms and expectations of appropriate ways to engage.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>

For 2023/2024, we have appointed an additional behaviour mentor.

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 ensure all pupils have made expected or better than expected progress through ensuring high quality teaching, alongside targeted interventions.	<p>Success criteria 2021/2022</p> <p>Key stage 2 results 75% of disadvantaged children meet at least expected standards.</p> <p>Across school all pupils, at assessment points, have made at least expected progress.</p> <p>Success criteria 2022/2023</p> <p>Key stage 2 results 75% of disadvantaged children meet at least expected standards.</p> <p>Across school all pupils, at assessment points, have made at least expected progress.</p> <p>Success criteria 2023/2024</p> <p>Key stage 2 results 75% of disadvantaged children meet at least expected standards.</p> <p>Across school all pupils, at assessment points, have made at least expected progress.</p> <p>Success criteria (following 3-year plan)</p> <p>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.</p>
To ensure SEMH needs are identified and successfully met with access to relevant outside agencies where required.	<p>Success criteria 2021/2022</p> <p>Success criteria 2022/2023</p> <p>Success criteria 2023/2024</p> <p>Through pastoral work in school and a focussed CPD programme for staff, all pupils with SEMH needs are successfully identified. These pupils then access ongoing interventions, where impact of the intervention and progress is monitored and responded to.</p> <p>Success criteria (following 3-year plan)</p> <p>The profile of SEMH across school is raised with all staff trained through CPD, enabling greater confidence in identifying needs.</p>

	<p>The Senior Mental Health Lead's role within school has been established and the role embedded to ensure sustainability for the future.</p> <p>Demonstrated by:</p> <ul style="list-style-type: none"> - Pupil voice - Teacher and parent observations and discussions - Successful transitions between key stages in school
Attendance in line with or improved attendance for PP pupils	<p>Success criteria 2021/2022</p> <p>Success criteria 2022/2023</p> <p>Success criteria 2023/2024</p> <p>To close the gap between whole school attendance and pupils in receipt of pupil premium funding.</p> <p>Reduce proportion of pupils in receipt of pupil premium who are classed as persistent absentees.</p> <p>Success criteria (following 3-year plan)</p> <p>A downwards trend is evident in closing the gap and a sustainable model of support has been established.</p>
To develop the role of the newly appointed Family Liaison Worker to support families in overcoming barriers.	<p>Success criteria 2021/2022</p> <p>Improved attendance:</p> <ul style="list-style-type: none"> - persistent absence during Autumn term 2020 improves from 15.5% - overall absence during Autumn term 2020 improves from 5% <p>Improved family engagement:</p> <ul style="list-style-type: none"> - families engaging with FLWs and feel supported <p>Family Liaison Worker:</p> <ul style="list-style-type: none"> - A clearly defined role and confidence to support families in a Early Help capacity <p>COVID related barriers targeted through the use of COVID Catch-Up funding of HLTA's</p> <p>Success criteria 2022/2023</p> <p>To achieve the Leading Parent Partnership Award.</p> <p>Success criteria 2023/2024</p> <p>To achieve the Investors In Family award.</p> <p>Develop the new family hub.</p> <p>Success criteria (following 3-year plan)</p> <p>Effective and sustainable systems of working for the newly appointed Family Liaison Worker.</p> <p>The role is established and embedded in school and meeting the needs of all stakeholders.</p>

<p>Improve standards in speech and language across school.</p> <p>To embed and work inline with the newly established Blackpool Graduated Response and initiatives.</p>	<p>Success criteria 2021/2022</p> <p>Success criteria 2022/2023</p> <p>Bronze award for ELKLAN achieved.</p> <p>NELI programme successfully completed within EY.</p> <p>To have worked closely with external agencies to increase standards in speech and language.</p> <p>All staff working inline with the Blackpool Graduated Response.</p> <p>Success criteria 2023/2024</p> <p>For a greater number of pupils to access Communicate services within school.</p> <p>To work alongside NHS speech and language developing new ways of working.</p> <p>Success criteria (following 3-year plan)</p> <p>Silver award for ELKLAN achieved.</p> <p>To have further embedded Blackpool Graduated Response, utilising all agencies to meet the needs of all pupils.</p>
<p>To develop our entitlement curriculum and learning opportunities for all children to thrive, learn and aspire to future success.</p>	<p>Success criteria 2021/2022</p> <p>Success criteria 2022/2023</p> <p>Success criteria 2023/2024</p> <p>Entitlement offer re-written for the whole school.</p> <p>All classes have completed at least one academic visit this year.</p> <p>Residential trip successfully completed.</p> <p>Careers unit completed in UKS2.</p> <p>Success criteria (following 3-year plan)</p> <p>Entitlement offer embedded with a wider range of opportunities.</p> <p>Residential offers available.</p> <p>Community links made to further embed the careers unit offer.</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: £69,344 ~~£64,238~~ £66,749

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent approach to White Rose Maths and the use of concrete manipulatives across school	In line with our Academy Improvement Plan, the development of Maths and the introduction of the White Rose approach is high on our school priorities. The consistent use of manipulatives is essential. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	6, 7
HLTA in place to deliver the NELI intervention along with Talkboost, Early Talkboost, Big Book of Ideas and WELCOMM in EY. Additional TA to deliver NELI and EY staff to deliver the rest.	High quality teaching has the highest impact on all pupil attainment. We aim to close the gap in communication and interaction by ensuring every single member of staff who will come into contact with children in our school are skilled in speech, language and communication. This will have an impact on both the learning that will take place, wellbeing and behaviour. Vocabulary and language are key predictors of academic achievement. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=site_search&search_term=nel	1, 2, 6
All staff to access and complete Writing to Learn CPD sessions	Consistent approach to the Writing to Learn approach across school.	4, 6, 7

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
Consistent approach to the teaching of phonics and reading across school. English Hub support.	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>Evidence - EEF - Phonics</p> <p>Phonics is proven to have a highly positive impact on the development of reading for pupils from disadvantaged backgrounds. Phonics improves the accuracy of reading but not necessarily comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 5, 6, 7
Work with Maths Hub to take part in ‘Mastering Number Fluency programme’ across Key Stage 1	<p>See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1, 6, 7
ELKLAN CPD to embed high quality speech and language provision for all. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Whole school to achieve Bronze ELKLAN award.	<p>High quality teaching has the highest impact on all pupil attainment. We aim to close the gap in communication and interaction by ensuring every single member of staff who will come into contact with children in our school are skilled in speech, language and communication. This will have an impact on both the learning that will take place, wellbeing and behaviour. Vocabulary and language are key predictors of academic achievement.</p> <p>Evidence - EEF/ PP conference</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	1, 2, 6

<p>WELCOMM assessments for early identification of needs when entering school.</p> <p>NELI CPD</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=vocabula</p>	
<p>Teaching and Learning focus on strategies to support Quality First Teaching</p> <ul style="list-style-type: none"> - INSET training - External provider training at staff meetings 	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>The EEF high quality teaching research states that supporting teachers to deliver high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High Quality Teaching - EEF</p>	6, 7
<p>Training for staff to ensure interventions and strategies are in place eg training in Word Aware, Colourful Semantics</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 6, 7
<p>Deputy Headteacher support for ECT in LKS2 to ensure high quality teaching is taking place.</p> <p>22/23 - 3 x 1st year, 1 x 2nd year</p> <p>23/24 - 1 x 1st year, 3 x 2nd year</p>	<p>85% of the current cohort are working towards the expected standard for their year group in reading.</p> <p>Evidence - EEF</p> <p>The EEF has released a study which documents the impact of providing high quality training and mentoring for teachers beginning a career in teaching.</p> <p>ECT - EEF</p>	

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

Budgeted cost: £133,026 ~~£93,506~~ £97,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide school-led mentoring (NMP) for Year 5 and 6 children, including disadvantaged children.</p> <p>Finished July 2022 - Funding to be used for TA3 phonics interventions 2.5 days a week. TA2 in LKS2 interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4, 6, 7
<p>Provide school-led tutoring (NTP) for Year 1 and 2 children, including disadvantaged children.</p> <p>School Led Tutoring Programme allowing 1:1 tuition and small group tuition.</p> <ul style="list-style-type: none"> - Writing - Maths - Phonics <p>Finished July 2022 - Funding to be used for TA3 phonics interventions 2.5 days a week. TA2 in LKS2 interventions. 23/24 - TA2 0.8 contract providing interventions across school.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 4, 6, 7

<p><i>Additional TA3 in KS1 to support PP pupils in class and to deliver interventions including phonics</i></p> <p>23/24 - TA2 to address the gaps in reading through phonics interventions. Alongside reading champion providing support in and out of school.</p>	<p>Through observations assessments and having analysed the current KS1 data we have identified support needed to address gaps in phonics and early reading. The support of an additional TA3 enables small group tuition to take place to address the gaps and plan carefully for missed learning due to covid.</p> <p>Evidence - EEF</p> <p><i>Small group tuition enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition can support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 4, 6, 7</p>
<p><i>Lexonic teacher 1 day per week</i></p> <p>Project finished July 2022</p>	<p>Through observations assessments and having analysed the current UKS2 data we have identified support needed to address gaps in reading and spelling. The support of a Lexonic Tutor enables small group tuition to take place to address the gaps.</p> <p>Evidence - EEF</p> <p><i>Small group tuition enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition can support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3, 6, 7</p>
<p><i>‘Communicate Intervention’ led by Speech and language therapist and assistant 1 day per week.</i></p>	<p>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:</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>23/24 - additional allocated hours with communicate service to meet the needs of all students.</p> <p><i>Interventions across the week led by TAs focus on Reception and KS1 and those in KS2 with significant need.</i></p> <p>23/24 - joined Voice 21 to introduce a whole school approach to oracy.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>HLTA x 1</p> <p><i>Screen all children entering EYFS using the Welcomm assessment to ensure timely identification of needs and early intervention. Following the screening, a L3 TA will deliver SALT interventions to narrow the gap and accelerate progress for those who need the support.</i></p> <p>23/24 - TA2 to deliver NELI and EY to complete and deliver interventions following WELCOMM assessments.</p>	<p>We have noticed a trend in children entering the school with poor communication skills which is predicted to be a growing need due to young children being in lockdown for so much of their life (Y1 cohort exempt). https://literacytrust.org.uk/blog/lockdowns-impact-on-children-in-their-early-years-the-national-literacy-trusts-response/</p> <p>By identifying needs early we aim to allow pupils to become ready for literacy as part of our 3 year plan.</p> <p>Evidence - EEF <i>Preparing for literacy</i> <i>Prioritising development of oral language and communication is key to success in reading. It also states that the use of high quality intervention programmes and effective use of timely data can have the biggest impact on a child's readiness for literacy.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	<p>1, 2, 5, 6, 7</p>
<p><i>Subscriptions to:</i></p> <p><i>BugClub</i></p> <p><i>Lexia</i></p>	<p>To enhance pupils engagement and ability to access to remote learning where needed. To provide additional</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<i>Sumdog</i> <i>IDL Maths/Literacy</i> <i>Spelling shed</i> <i>TTR</i>	academic support outside of the classroom.	
<i>Picture News subscription</i>	Picture News in a comprehensive assembly programme to support our children's knowledge of the wider world and current affairs and forms part of our entitlement curriculum.	1, 2, 4, 5, 8
<i>Community Reading Champion – To upskill parents and carers, support class teachers to raise the profile of reading and to create links with the local community</i> <i>Extended for another year.</i>	Evidence - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years “to develop children’s early reading and ability to hear and manipulate sounds.”	1, 2, 3, 4, 5, 6,

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

Budgeted cost: £100,294 **£129,570** £131,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support improving attendance through the use of our Pupil Welfare Officer</i>	Attendance figures shared with our academy council show below national attendance average, however, a clear monitoring and tracking system to monitor pupils with low attendances is established. Legal procedures followed where required. Also, the work supports pastoral and outside agency support. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf	2, 3, 4, 7
<i>Behaviour Mentors x 2 to support the wellbeing, SEMH,</i>	By overcoming barriers, pupils are able to access a full curriculum of learning	2, 3, 4, 5, 7, 8

<p><i>social and behavioural needs of pupils</i></p> <p>23/24 - Additional mentor for the next academic year.</p>	<p>and are building resilience to support their wellbeing.</p> <p>EEF evidence shows the importance support in social and emotional and having clear behavioural expectations in a school as below:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p><i>To support the SEND needs of pupils, Educational Psychology is provided to support in identifying specific individual needs</i></p> <p>23/24 - New SENDCo. New experienced EP.</p>	<p>At times, some pupils require further SEND support, when needed Educational psychologists support the role of the SENDCO and advisory teachers in identifying appropriate strategies and/or provision suitable to meet the need of a child.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=send</p>	1, 4, 6, 7, 8
<p>Improve the quality of lunchtime play provision, to develop social skills and ensure all children take part in school life</p>	<p>Following lockdowns, we found that many pupils found it difficult socialising again, this is a key area of focus, supporting learning of social skills; playing; sharing; taking turns.</p> <p>Evidence from the EEF notes that School-level approaches to developing a positive school ethos also aim to support greater engagement in learning and management of emotions. These skills are vital to academic and emotional success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2, 5, 7, 8
<p>Improve the quality of social and emotional learning for all pupils through the resilience revolution approach. This will be supported by training for staff.</p>	<p>Through observations and informal discussions pupils have become less resilient following lockdowns and the increased demand in work.</p> <p>Evidence from the EEF notes that School-level approaches to developing a positive school ethos also aim to support greater engagement in learning and management of emotions. These</p>	2, 4, 5, 6, 7, 8

23/24 - Additional mentor for the next academic year. Mental health champion work through school.	skills are vital to academic and emotional success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
<p>Pastoral support from Family Liaison Workers for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Increased links with PAST team, SEND team and Health Professionals</p> <p>Reintroduction of fines for unauthorised absence</p> <p>Deputy DSL role introduced - to relieve the pressure on DSL and offer a more comprehensive support package for parents. Now ended - safeguarding and SENDCo role has now been split to meet the needs of both roles.</p>	<p>Our newly appointed Family Liaison Workers will:</p> <p><i>Offer parenting group sessions working on specific needs developed through a needs analysis.</i></p> <p><i>Early Help process with vulnerable families- allowing them to access key services</i></p> <p><i>Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions</i></p> <p><i>Family drop in weekly -1 hour</i></p> <p><i>Attendance monitoring and meetings when needed.</i></p> <p><i>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</i></p> <p><i>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings</i></p> <p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	2, 3, 4, 6, 7, 8
Use of outdoor learning to support key groups of pupils	<p>Key findings of Forest Research:</p> <p>https://www.forestresearch.gov.uk/research</p>	1, 2, 3, 4, 5, 6, 7, 8

<p><i>Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.</i></p> <p><i>Staff Training to increase access for all pupils to outdoor learning opportunities.</i></p> <p><i>Work on the tiny forest school project - community project to improve local surrounding area.</i></p> <p><i>Additional staff to be Forest School trained.</i></p>	<p>ch/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> · Confidence: children had the freedom, time and space to learn and demonstrate independence · Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play · Communication: language development was prompted by the children's sensory experiences · Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time · Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills · Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
<p><i>Offer consistency through a whole school behaviour policy. Update and training for the whole school. Support from SLT to implement.</i></p>	<p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>2, 4, 5, 7, 8</p>

<p><i>Reviewed and updated following behaviour report published.</i></p> <p><i>Staff CPD - When the adults change training.</i></p>		
<p><i>Trinity Hospice Counsellor to support children who are having difficulty accessing learning through behavioural/ emotional issues.</i></p> <p><i>Trinity stopped - Now employ Karen Brandwood - private practitioner</i></p> <p><i>Lunch club for identified children to develop social skills and those who particularly struggle at social times such as lunch time.</i></p> <p><i>Embed social and emotional learning across the curriculum.</i></p> <p><i>Personal development offer re-written.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Teachers will provide social and emotional learning opportunities across the curriculum. Children requiring additional support will receive counselling from our school counsellor (bought in from Trinity).</p>	2, 3, 4, 5, 6, 7, 8
<p>Provide money / resources for wider academy opportunities, particularly for our disadvantaged children leading to increased social and emotional skills.</p> <p>Enrichment Curriculum</p> <p>Extended</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. Improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Internal observations and assessments at Mereside Primary Academy have evidenced that providing children with</p>	1, 2, 3, 4, 5, 6, 7, 8

<p>Primary Futures events- providing disadvantaged children with opportunities to find out about different careers and to develop their aspirations.</p> <p>Personal development offer re-written.</p>	<p>wider opportunities enhances children's self-esteem, confidence and participation in lessons enabling the children to increase their social and emotional skills. Examples of how the money will be used include all pupils accessing Commando Joes, additional enhance music offer from external providers, school trips, residential and the following of our entitlement curriculum.</p>	
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Total budgeted cost: £302,664 £287,314 £295,323

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 2020 to 2021 academic year.

Our whole school internal assessments data for core subjects for 2020/21 demonstrated:

- *71% of Pupil Premium children were working at expected or above with 16% working at greater depth in Reading. 74% expected, 14% greater depth.*
- *66% of Pupil Premium children were working at expected or above with 8% working at greater depth in Writing. 61% expected, 7% greater depth.*
- *64% of Pupil Premium children were working at expected or above with 13% working at greater depth in Maths. 75% expected, 4% greater depth.*

These figures are above national average for Pupil Premium children and show the success of our strategy in the previous academic year.

For the vast majority of children, including disadvantaged children, high levels of pastoral support meant children's well-being and mental health were supported to return to pre covid levels. For those children who required additional pastoral support to support their wellbeing and mental health, during the academic year 2020/21, a counselling service was provided, SEMH interventions with behaviour team, Fudge, school's therapy dog, was utilised, staff attended Mental Health CPD, the curriculum was focused around the PSHE/RSE newly embedded curriculum - following the needs of the pupils. Continued 21/22. Sept 22 - New personal development offer in place.

The Assistant Headteacher has been released to work towards gaining six pupils their EHCP over the academic year to get them the appropriate level of support to remain in mainstream education. We have also provided dyslexia assessments to pupils in need. In addition to this, 65 pupil premium pupils at Mereside Primary have been identified, monitored and tracked over the past academic year with their individual identified needs. (four EHCP gained, 41 pupil premium pupils identified) (six EHCP gained, two agreed to assess)

Alongside this, groups and individual pupils have been supported by a specialist TA3 on academic targets across EY and KS1. *This has also been implemented across KS2.*

- 28 pupil premium pupils accessed interventions during Autumn term
- 35 pupil premium pupils accessed interventions during Summer 1 term
- 21 pupil premium pupils accessed interventions during Summer 2 term

66 pupils from across EY and KS1 accessed interventions across the academic year for 21/22

Interventions access as identified in KS2 from TA3 interventions:

- 35 pupils accessed interventions during Autumn term
- 29 pupils accessed interventions during Summer 1
- 29 pupils accessed interventions during Summer 2

74 pupils from across EY and KS1 accessed interventions across the academic year for 21/22

As well as delivering in school interventions, we ensured through lockdown and periods of isolation that children with identified needs were catered for through virtual 1:1 sessions. 11 pupils accessed 1:1 and group interventions during lockdown daily.

Robust intervention strategy implemented and tracked.

Our specialist behaviour mentors accessed CPD and administered interventions for Lego Therapy and Drawing for Talking. Mental Health first aid training was also accessed to support whole school SEMH needs. They supported pupils in need of behaviour management plans, liaising with parents, SENDCO and other professionals were appropriate.

- 8/6 pupils accessed support daily
- 95/118 pupils in total across school and nursery accessed support throughout the year. 67/90 of these pupils being pp pupils

Our mentors have also provided remote support for pupils through facilitating 1:1 and small group online interventions during lockdown. *Discontinued now as due to being back in school full time. But available for individual cases if needed.*

Pupils in UKS2 were supported by an additional 0.5 teacher during the past academic year. *Replaced by the National Mentoring Programme full time.*

Year 6 - 29 PP pupils (83% of class) 37 PP pupils (88% of class)

Reading – 93% at age related expectations 84%

Writing – 75% at age related expectations 73%

Maths – 75% at age related expectations 86%

Year 5 – 37 PP pupils (88% of class) 24 PP pupils (63% of class)

Reading – 81% at age related expectations 96%

Writing – 67% at age related expectations 96%

Maths – 70% at age related expectations 96%

37 (47) pupils across school accessed specialist speech and language support in school, 14 (24) children were discharged and 7 (3) pupils were referred to NHS.

A variety of 'covid-secure' enrichment activities were held in school - Elf visit; The Grand Theatre online panto; Bowland Farm trip; Rock Pooling; Local area visit to the comedy carpet to name but a few. Our entitlement offer and enrichment activities now fully back up running post covid.

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
Bug Club	Pearson
Spelling Shed	EdShed
Lexonic (2021/2022 only)	Lexonic
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
Commando Joes (2021/2022 only)	Commando Joes
NELI	Nuffield
WIKI	FCAT
Reading and Rugby	Fylde Rugby Club/ National Literacy Strategy
Phonics Tracker	Phonics Tracker
Resilience Coach	Blackpool Council

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was 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 may at times use funding to supplement the following in order to safeguard children and families:

- After School Club
- Breakfast Club
- Uniform
- Swimming kit
- personal care items

As part of our pledge to support reading, alongside Blackpool council and our academy trust, we will be focussing on developing reading for pleasure and purpose to ensure all pupils have enhanced access to reading, which will include further resourcing the classrooms. This activity aims to focus on developing reading within our school and providing disadvantaged pupils with a wide variety of high quality texts and to develop a passion for reading.

Continuing to develop the social skills and needs of pupils, there is a whole school focus on developing restorative practice to enhance pupils ability to problem solve and to practice resilience.

Alongside this, we continue to use our school therapy dog to support pupils across school in a variety of ways. She continues to be a positive asset and influence to the pupils, parents and staff alike.