

## Pupil Premium Statement – Mercer’s Wood Academy

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name:	Mercer’s Wood Academy
Number of pupils in school:	171
Proportion of pupil premium eligible pupils:	79%
Academic years covered:	2021-2022 and 2022-2023
Date of publication:	October 2021
Review date:	July 2022 & July 2023
Statement authorised by:	Mel Ryan & Sue Wilson
Pupil Premium Lead:	Mel Ryan & Chris Fitzpatrick
Governor / Trustee Lead:	Lee Wallhead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,745
Recovery premium funding allocation this academic year	£13,840
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£203,585</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

Given that over half of our pupils are eligible for Pupil Premium Funding, our spending must reflect a whole-school approach to ensuring all pupils achieve to their optimum level. This means that quality class teaching, targeted academic support, as well as wider strategies are geared towards enabling all pupils to succeed, regardless of background and circumstances. The first focus is ensure our pupils are in school regularly and are ready to learn emotionally. Attendance, safeguarding and family support are vital to our success, as is emotional support for both children and families. A key evidence base used is the EEF Teaching & Learning Toolkit ( <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> ) which provides cost/benefit analysis for various approaches.

### Challenges

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

Challenge	Detail of challenge
1	Literacy & oral language skills
2	Impact of safeguarding complications, wellbeing & mental health
3	High level of persistent absenteeism
4	Historically low aspiration & ambition
5	Requirement of capacity for ELSA support

### 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
Improved phonics, leading to strong readers	All pupils off phonics by end of Y2
Improved attainment in reading, writing & maths	Achieve National attainment in R,W & M
Improved attendance	Attendance $\geq$ 96
Improved Speech & language provision	All pupils have appropriate access to SALT support

### 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 (E.g. CPD, recruitment and retention)

Budgeted cost: £22,775

Activity	Supporting evidence	Challenges
Ensure all staff (including new staff) have received high-quality training to deliver the RWI phonics scheme effectively, leading to increased attainment for all in reading.	Oral language skills, retention & memory, reduced wider reading opportunities. High impact for very low cost based on extensive evidence (EEF)	1 & 4
Increased attainment for all disadvantaged pupils (to be at least in line with all other pupils) through development of activities to support retention & long term memory.	Oral language skills, retention & memory, wider reading opportunities. Very high impact for low cost based on extensive research (EEF)	1 & 4

### Targeted academic support (E.g. tutoring, 1:1 support, interventions)

Budgeted cost: £108,959 + £13,840 = £122,799

Activity	Supporting evidence	Challenges
Target disadvantaged pupils for attendance support (piggy bank, reward scheme, FPNs as needed, parental engagement sessions, parent/child workshops, breakfast provision, uniform support etc)	Social & emotional needs as a result of external factors, health & physical well-being, aspiration in the community. Moderate impact for low cost based on extensive evidence (EEF). We also spend further on AHO salary to support parents, monitor absence & manage attendance	1, 2, 3 & 4
Meet social & emotional needs through ELSA & Pastoral support	Social & emotional needs resulting from external factors. Poor health & physical well-being. Low aspiration in the community. Moderate impact for low cost based on limited evidence (EEF)	1, 2, 3, 4 & 5
Increase rate of progress in reading & maths for disadvantaged pupils with SEND, through targeted interventions	Oral language skills, retention & memory, wider reading opportunities. Moderate impact for moderate cost based on moderate evidence (EEF).	1 & 4
Speech & Language support	Poor oral language & literacy skills. Very high impact for moderate cost (EEF)	1 & 4
One-to-one or small group tutoring	Poor oral language skills, retention & memory, reduced wider reading opportunities. High impact for moderate cost based on extensive EEF evidence.	1, 3 & 4

### Wider strategies (E.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £58,011

Activity	Supporting evidence	Challenges
Enrichment, raised aspiration & improved confidence (Author visits, subsidised trips, swimming, specific after-school clubs, adult & family	Improving attendance and readiness to learn for the most disadvantaged pupils, low aspiration & opportunity for social mobility.	1, 2, 3 & 4

education programs, cycling proficiency etc)		
Safe & ready to learn (SWO role & Attendance Champions)	Improving attendance and readiness to learn for the most disadvantaged pupils	2, 3 & 5

**Total budgeted cost: £203,585** (£22,775 + £122,799 + £58,011)

## 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 2021-22 academic year.

Aim	Outcome
Increased attainment in reading through rigorous, high-quality teaching of phonics & reading	Significant improvement in phonics & reading teaching. RWI training is a key investment again, as are bespoke pathways for each teacher & TA. Phonics sessions in homogenous groups and smaller interventions (as needed) is crucial. Reading teaching is embedded & consistent.
Increased attainment in all subjects through strategies for improving memory & retention	Better retention throughout school. Pupil interviews in monitoring, showed that pupils are able to discuss & explain their learning of our ambitious curriculum, even when reaching further back in their memory for learning covered in previous terms.
Improve attendance	Attendance is lower than pre-Covid times and must improve. However, an external Peer Review was positive about our approaches to tackling PA & low attendance. Continue with current strategies & also implement new measures (Attendance Champions, more focus in class & whole-school assemblies, parent workshops etc)
Improve confidence, resilience & engagement through ELSA work	ELSA work is pivotal (increasingly so post-Covid). PSP work & BOSS intervention as needed has been very successful. SWO work is vital. CP, CIN, TAC is closely monitored alongside attendance & behaviour (BASS meetings). Parental engagement & relationships are very strong.
Increase rate of progress for disadvantaged pupils with SEND, through targeted interventions	Interventions have had a positive impact. There have been times when Covid absences have led to interventions not taking place. Mitigate against phonics/reading & maths tutoring being affected by assigning one TA (with one TA in reserve) to lead these interventions.
Speech & Language support	The level of need of SALT provision is an indicator as to the necessity of this spend. Highly successful interventions so far. This will continue next year.
One-to-one or small group tutoring	Catch-up Tutor has been effective. Teachers report that pace of progress has been quicker for those accessing tutor support. Continue with tutoring approach.
Enrichment, improved confidence & raised aspiration	Successful approach (Bikeability, cinema trip, swimming etc). They provide key life experiences for our most disadvantaged pupils. Similarly, the range of after school clubs was broad & attended by a high percentage (70%) of pupil premium pupils.
Children feel safe & ready to learn	SWO work is vital. CP, CIN, TAC is closely monitored alongside attendance & behaviour (ABS meetings). Parental engagement is improving & relationships are strong.

## Externally provided programmes

Programme	Provider
Read Write Inc. Phonics	Ruth Miskin Read Write Inc.