

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Merryfields School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022
Statement authorised by	N Brannigan Headteacher
Pupil premium lead	N Brannigan Headteacher
Governor / Trustee lead	R Eckersley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040
Recovery premium funding allocation this academic year	£21,000
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	£64,040

Part A: Pupil premium strategy plan

Statement of intent

At Merryfields School, our aim is to using pupil premium funding to achieve the following;

- Improving academic outcomes for disadvantaged pupils of all abilities.
- Closing the attainment gap between disadvantaged pupils and their peers.

Within Merryfields, the Senior Leadership Team decide how to best use the Pupil Premium Funding to improve the academic attainment for 'disadvantaged' pupils. When making decisions on how to spend the grant, we consider evidence from previous years as well as keeping abreast of recent research, allowing it to impact as many pupils as possible; this includes whole school strategies and individual or class based interventions.

To measure the effectiveness of our approach, we assess the performance of our Pupil Premium pupils, throughout the year.

In June 2019, the Education Endowment Foundation published their 'Guide to Pupil Premium,' which recommends schools take a tiered approach to pupil premium strategy. High Quality Teaching should be a top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component, as well as strategies that relate to non-academic factors including improving attendance, behaviour and social and emotional support.

The Education Endowment Foundation also recommends that school leaders take on 'Evidence informed' decisions, which is why we complete research into our interventions as well as historic knowledge of effective strategies, to support our spending judgements.

The school implementation process aims to follow a four step cycle – explore, prepare, deliver, sustain.

This year, our strategy works alongside our wider plans for educational recovery, supporting the successful implementation of our curriculum intentions across school. This will allow us to ensure we are offering the relevant skills and educational experience our pupils require, to enable them to progress in all relevant areas.

Challenges

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

Challenge number	Detail of challenge
1	<i>OT provision – pupils not being seen due to restrictions in previous years. We have a waiting list of pupils who require OT support.</i>

2	<i>Pupil wellbeing – the previous 12 months have provided uncertainty and a sense of instability for many people. The DfE Covid-19 mental health and wellbeing surveillance report, shows that the wellbeing of primary ages pupils has decreased over the past 12 months, with pupils with SEND and pupils who are PP being disproportionately affected.</i>
3	<i>Social Skills and Pupil Wellbeing – due to our Covid risk assessment, additional curricular activities around school were minimised as pupils remained within their classroom bubbles during the school day. This has reduced opportunities for pupils to engage in additional activities which have previously supported their wellbeing, levels of engagement in learning activities and social skills.</i>
4	<i>Communication and Social skills – two areas which have been affected through the guidance and restrictions imposed on schools over the previous 12 months are pupil’s communication and social skills, which are also two areas we prioritise as a school (as evidenced on our Curriculum Impact statement).</i>
5	<i>Lost learning – Pupils have missed time in school over the previous 12 months, due to class closures, national lockdowns and our remote learning offer being initiated. Appropriate resourcing within classrooms, will help our pupils to better engage with the curriculum whilst in school, and show effective progress in all relevant areas. All resources purchased, will be intended to reduce barriers for individuals/cohorts of pupils who are identified as PP.</i>

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
<i>Sensory support is provided to disadvantaged pupils at the beginning of the year, reducing sensory barriers to further attainment.</i>	<p>OT completes observations and assessments on disadvantaged pupils who require these services.</p> <p>Staff are supported to deliver sensory diets to PP pupils.</p> <p>Higher levels of engagement observed for PP pupils with sensory processing needs.</p> <p>Reduction in attainment gap between PP pupils and their peers over the course of the academic year.</p>
<i>Pupils and their families receive timely support improving the wellbeing of both.</i>	<p>Families of pupils who are PP are provided with tailored support and signposting.</p> <p>Pupils within school benefit from support provided at home and within the classroom.</p> <p>School acts in a proactive manner, to provide early intervention for both pupils and their families.</p> <p>Pupil wellbeing increases across school, particularly for those pupils who are identified as PP.</p>

<p><i>Return to additional activities within school, which will benefit pupils social and communicative skills.</i></p>	<p>Pupil social and communication skills improve, with less pupils identified as 'developing' than in previous year.</p> <p>Staff supported in delivery of physical education skills, which will support communication through 'participation of a transmitter and a receiver.' (<i>Effectiveness of Sports Training through communication, 2019</i>)</p>
<p><i>Allow all pupils who are identified as PP to access the curriculum through appropriate resourcing</i></p>	<p>Pupils are provided with appropriate resourcing to reduce barriers to learning and engagement</p> <p>Pupils identified as PP have specific resources allocated, to support their subject specific learning, their area of special educational need or their ability to access the curriculum.</p>
<p><i>Pupils with PP who are academically underachieving are provided with timely support, through a small group/1:1 interventions lead teacher.</i></p>	<p>Pupils with PP make the same progress academically as their peers</p> <p>Individual pupils or groups who have been provided with academic support make accelerated progress as a result.</p> <p>Whole school progress data, reflects the positive impact of targeted interventions.</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: £3,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sensory CPD provided for staff within school.</i>	<p>Previous CPD has shown a huge benefit to our pupils with sensory processing needs. Previous facilitators provided targeted CPD for our staff, as required by our cohort of pupils.</p> <p>This activity is also sustainable, as it provides refreshers/suitable level training for all of our staff, who work with pupils displaying sensory needs. It also supports staff to identify where pupils may require additional support with their sensory processing, by increasing staff understanding and thereby, their ability to understand an individual pupils needs.</p>	1,2,5

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

Budgeted cost: £ 54950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Children Choice OT</i>	<p>Findings from the Royal College of Occupational Therapists, on their submission to the education Committee's inquiry into support for children and young people with SEND (2018), found that OT support is essential within Special Schools, to support pupils 'physical and mental health,' alongside supporting their social and academic development and participation. They are identified as key professionals, to 'enable children...with SEND to reach their potential and</p>	1,2,5

	engage in meaningful occupations of childhood.'	
<i>Creation of intervention role – a qualified teacher who is available to conduct targeted intervention for pupils in key subject strands within Maths and English, linked to whole school subject priorities</i>	DfE (Sept 2021) state that 'tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one to one tuition can boost progress by 3-5months per pupil.	3,4,5
<i>Pupil Mentor Role</i>	<p>The impact of an effective pupil mentor is widely documented, in relation to pupils wellbeing, behaviour and attainment.</p> <p>Our home-school link is also a member of our ASC specialist, who would be able to ensure all classrooms implemented varying degrees of SPELL, which would include staff differentiating their environment and lessons effectively to meet the needs of each individual pupil.</p> <p>The National Autistic Society (NAS) found that implementation of SPELL helps to reduce anxiety and help pupils feel more supported within the classroom as well as establishing self esteem and confidence</p>	2,3,4
<i>Individual Therapies within school, including Lego, Nurture, Drawing and Talking, Reflexology/Massage</i>	<p>Research shows that a child is able to learn best when they have strong self-esteem, a sense of belonging and resilience. Nurture groups offer a short-term focused intervention which addresses barriers to learning arising from social or emotional difficulties. Boxall first introduced nurture groups, quoting that it was an example of school 'adjusting to meet the needs of the pupil.'</p> <p>Songara identifies that Lego Therapy is emerging as an effective strategy to support pupils with ASC in their social communication needs. The benefits of this therapy have been widely documented by Gough, (2007), Kratchowill (2003) and LeGoff (2004). Lego itself is thought to appeal to pupils with ASC, due to the Baron-Cohen hyper-systemizing theory, which is then used to help develop communication skills, social skills and emotional wellbeing as well as having a beneficial impact on pupils academic progress.</p> <p>Drawing and talking therapy is a therapeutic intervention for children to support their mental health and wellbeing. It also supports pupils who</p>	2,3,4,5.

	suffer from anxiety, bereavement, social needs or those who have suffered trauma. It supports pupils to be more able to control their behaviour, better able to access and academic curriculum and most importantly have higher self-esteem. (Drawing and Talking Therapy Training Leaflet, 2020)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resources for Pupils.</i>	Individual resources, will be selected to support pupils specific learning needs to improve engagement and therefore progress within the classroom.	4,5
<i>Additional Sporting interventions for pupils.</i>	Fegley (2010) found that through dance and physical activity, pupils self concepts grow. As a result, behaviour improves both at school and at home, emotional literacy grows and it is a 'holistic' approach to helping pupils with their education. It can also help to engage pupils with 'creative thinking,' as the pupils are encouraged to express themselves.	2,3,4

Total budgeted cost: £ 64,040

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.