Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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	Merryhills Primary
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 – 2026
Date this statement was published	31/12/2025
Date on which it will be reviewed	1/11/2026
Statement authorised by	Richard Hudson
Pupil premium lead	Stella Ioakim
Governor / Trustee lead	Radhika Banerji

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,560
Recovery premium funding allocation this academic year	£0
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	£106,560

Part A: Pupil premium strategy plan

Statement of intent

At Merryhills ‘we inspire children and foster curiosity, together we create a better future with values at the heart of everything we do.’ This is our aim for all children at Merryhills and the ultimate goals for our disadvantaged pupils is that they are:

- Inspired and curious learners
- They have a strong understanding of their place in the world and in the wider global community
- They have strong values, and are able to move onto successful learning at secondary school and beyond.

With this in place we believe our disadvantaged children, regardless of their background and starting points, can make good progress and attain highly.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

A key part of our strategy is making use of additional adults to support learning in classes. These adults, and senior leaders, are able to support teaching, team teach, model lessons and support the feedback process. Alongside this, interventions will happen to both catch up gaps in learning, and help ensure misconceptions are quickly addressed. As well as the ongoing and embedded school led tutoring groups, as highlighted as effective in the Education Endowment Foundation research.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point when the need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for PP are reaching lower attainment levels than non PP pupils in Reading, particularly in EYFS and KS1.
2	Less PP children meet the expectation for the multiplication check in Y4 (-30%)
3	A significant proportion of our PP pupils have low levels of confidence in their own ability, resulting in a need to boost and challenge them academically and socially
4	A proportion of our pupils eligible for PP have had low attendance levels for the previous year. In 2024/25 PP attendance was 92% and non PP attendance was 96%
5	Pupils eligible for PP have less enrichment opportunities to boost confidence, affecting well-being and expectations for learning

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 Reading attainment among disadvantaged pupils.	The attainment gap between PP pupils and non PP pupils reduced to be less than nationally achieved. This is currently GLD: -20%; Phonics: 16%; KS2: -18%
Improved outcomes in the Y4 multiplication check	PP pupils to achieve in line with their peers in the MTC. There is currently a -2.4 gap between Merryhills PP and non PP children.
To achieve and sustain higher levels of self-confidence, challenge and opportunities within school, particularly our disadvantaged pupils	Pupil voice surveys recognise children are challenged in school and enjoy their learning. Observations around school and deep dive evidence reflect high challenge in school
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance levels for all children is above 95%. Attendance gap between PP pupils and non PP pupils to be less than 2%
To have increased and sustained access to enrichment opportunities and other additional opportunities for all pupils, particularly our disadvantaged pupils.	Pupil conferencing, survey's and teacher observations reflect increased confidence, well-being and expectations for learning

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phase leaders, AHTs, DHT, HT to support in class	Teachers are able to team teach with subject experts. This means all staff have access to high quality CPD through coaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2
Recruitment of HLTAs to support in class interventions	3 additional HLTA positions will support year groups to complete daily phonic assessments, catch up groups and 1:1 and small group reading support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Develop the Reading curriculum to enable all pupils to achieve to their full potential	Embed the whole school reading programme to ensure all children are engaged, are reading fluently and making good progress by the end of KS2. Within this programme, allocated AHT and DHT hours will be dedicated to teaching groups. A focus will be on echo reading to ensure children read with prosody. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Embed and continue to train staff in Little Wandle	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. All staff to be trained in Little Wandle to support children throughout the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Pupil Premium intervention support to be provided for Reception children to support them with literacy, numeracy, social development and physical development.	Focus in EYFS will focus on ensuring as many children as possible meet expectations in Reception, therefore reducing the need to 'catch up' learning in subsequent years. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284086/early-intervention-next-steps2.pdf	1
Objective led targeted teaching, interventions and booster groups	All PP children (including under attaining and more able) will be able to access good quality targeted teaching, identified by teachers in Pupil Progress Meetings and class assessments. Support in school in small groups or 1:1 will enable children to work at the required pace to gain a deeper understanding of concepts and skills taught. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2
Purchase additional early reading books and visualizers to increase engagement in reading	Recent reading reviews, both internal and external, comment strongly on the high impacts of books and visulisers currently being used	1, 6,
Subscriptions to online platforms e.g. Times Table Rock Stars, Touch Type and Dyslexia Gold	All children to have access to subscriptions, with PP pupils targeted for this both at home and in school.	2

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve our teaching of emotional intelligence through the use of Zones of Regulation	Zones of Regulation is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially. https://www.zonesofregulation.com/research--evidence-base.html	5
Embed principles for 'improving school attendance: support for schools and local authorities'	Children need to be in school to maximise learning. Children that have attendance below 95% will be missing almost 2 weeks of learning, teachers observe that this inconsistent attendance significantly affects those children's academic attainment. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	4
To widen the educational experiences of all PP children and provide appropriate resources to enable children to flourish we will have a fund to subsidise clubs, trips, music lessons and resources	There has been an increasing number of pupils suffering from anxiety and needing emotional support due to life experiences in the home. As Maslow's Hierarchy of Needs suggests, making sure that children feel safe and secure allows for them to flourish. Safety and physiological needs are paramount in all our lives in order to support well-being and engagement.	3, 5
To provide the opportunity for all Y4 and Y6 pupils to attend a school journey	We wish for all Y4 and Y6 pupils to attend the school journeys so that they can bond together and develop social skills to equip them for Secondary School and future life. Pupils, parents and teachers comment upon the positives taken from these, such as increased confidence and widened friendship groups.	5
Implement a Nurture Group focussing on Year 2.	A Nurture Group will be set up in the mornings with a focus on ensuring over 35% are PP pupils	

Implement a restorative behaviour policy in line with Merryhills vision and Pivotal philosophy	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 5
Embed the principles of good practise as raised in: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistence absence EEF finding shows that pupils who participate in the arts show that it has a positive impact on academic outcomes and can be a positive route to re-engage older pupils in learning	4
Training a team of staff to delivers Emotional Literacy Support Assistants and dedicate release time weekly	This will be achieved by training teaching assistants/Learning support assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. https://www.elsanetwork.org/elsa-network/	3, 4, 5

Total budgeted cost: £103,305

Part B: Review of outcomes in the 2025-2026 academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Overall Outcomes

■Good progress □ Average progress □ Minimal progress

Attendance

Overall attendance for the academic year 2025/26 stood at 95.3%, which is 0.5 percentage points higher than the national average. Persistent absence was 10.2%, which is 2.6 percentage points lower than the national average.

Comparing the 2024/25 and 2025/26 academic years shows that overall attendance decreased slightly from 95.6% to 95.3%. However, the school has maintained performance above national averages throughout this period.

This represents strong performance in maintaining high attendance rates across the school. School analysis reflects this is significantly related to both: term time holidays taken and significant medical situations (this is a small minority of PP pupils), however this remains an area of focus next year.

Whole School Performance

Pupil Premium children at Merryhills achieve above all pupils nationally, and significantly so in Reading, writing and GPS in 2026 end of Key Stage 2 assessments. When comparing their achievement against non-PP pupils within the school, the strengths we have identified are shown below:

Reading outcomes:

- Across the whole school, PP pupils achieved 57.6% attainment in reading at Autumn, showing a gap of -20.1% compared to non-PP pupils (77.7%). By Summer, this improved significantly to 90.3% attainment with a reduced gap of -2.5% (non-PP: 92.8%).
- 100% of our Year 1 cohort that are PP achieved the pass mark for the PSC this year. This achievement demonstrates the highly effective impact of our targeted phonics interventions and represents significant progress from baseline.
- Year 6 PP pupils demonstrated exceptional performance, achieving 90.9% attainment in Autumn (a positive gap of +10.9% compared to non-PP) maintaining this through to Summer with 92% attainment of our PP children compared to 91% achieving EXS from our non-PP children.

Writing Outcomes:

- PP pupils achieved 59.3% attainment in writing in Autumn with a gap of -13.6% compared to non-PP pupils (72.9%). By Summer, attainment improved to 90.2% with a minimal gap of -0.6% (non-PP: 90.8%).
- Year 6 PP pupils achieved 100% EXS in writing attainment in the summer term compared to 84% of non-pp pupils
- Year 6 PP pupils achieved 100% EXS in GPS attainment in the summer term compared to 97% of non-pp pupils

Mathematics

- PP pupils achieved 55.9% attainment in mathematics at Autumn with a gap of -19.9% compared to non-PP pupils (75.8%). By Summer, this improved to 87.1% attainment with a reduced gap of -1.8% (non-PP: 88.9%)
- Year 1 PP pupils showed strong improvement, starting at 66.7% in Autumn and reaching 100% by Summer, with positive progress gaps of +16.5%, +9.4%, and +4.8% across the three terms.
- Year 5 PP pupils improved from 58.3% to 66.7% attainment, though maintaining gaps of -21.2%, -20.9%, and -13.9% respectively.

End of Key Stage Outcomes

This data below demonstrates that by the time PP pupils at Merryhills leave primary education, the gap between their non-PP peers is reduced and, in many cases, significantly better than all pupils are achieving.

<u>EYFS - validated data</u>

High level trends over time compared to national

Good Level of Development	2024	2025	2026
School	79%	84%	88%
National	68%	68%	72%

GLD Detailed analysis of Current Year data by pupil group

	All	Boys	Girls	PP	Non-PP
2026 Data	88%	82%	93%	33%	90%

<u>Phonics Screening Check</u>

PSC Year 1	2024	2025	2026
School	91%	88%	92%
National	80%	80%	82%

PSC including Y2 Retakes	2024	2025	2026
School	NA	93%	94%
National	89%	89%	NA

PSC Detailed analysis of Current Year data by pupil group

	All	Boys	Girls	PP	Non-PP
PSC Y1 2026	92%	95%	90%	100%	92%

	Key Stage 2 SATS								
	Reading		Writing		Maths		GPS		RWM
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS
National 24 (all pupils)	74%	29%	72%	13%	73%	24%	72%	32%	61%
Merryhills PP 24	85%	31%	77%	31%	92%	8%	92%	46%	77%
National 25 (all pupils)	75%	34%	72%	13%	74%	26%	73%	30%	62%
Merryhills PP 25	86%	43%	71%	29%	100%	14%	100%	86%	72%
National 26 (all pupils)	75%	-	73%	-	75%	-	74%	-	63%
Merryhills PP 26	92%	50%	100%	25%	83%	17%	100%	75%	75%

Multiplication Tables Check

Our targeted approach to times tables has yielded strong results. PP pupils' average MTC score improved from 19.27 in 2024 to 23.00 in 2026, narrowing the gap with non-PP pupils from -2.46 to -1.30 points. We have nearly achieved our success criteria of eliminating the gap entirely.

Most significantly, 58.3% of PP pupils achieved perfect scores (25/25), actually exceeding non-PP performance (57.9%). This represents a 49.2 percentage point improvement since 2023. The strategic use of Times Table Rock Stars, with 92% of PP pupils engaging at least 3 times weekly, combined with targeted small-group interventions for the 5 PP pupils scoring below 20, has supported this**.**

- In 2026, PP pupils achieved an average score of 23.00 compared to non-PP pupils' 24.30, representing a gap of -1.30 points. This is a significant improvement from 2024 when the gap was -2.46 points (PP: 19.27 vs non-PP: 21.73).
- 80% of PP pupils (12 out of 15) scored 20 or above in 2026, compared to 93% of non-PP pupils (69 out of 74), representing a 13-percentage point gap. This shows improvement from 2024 when only 45% of PP pupils (5 out of 11) achieved this threshold.
- Notably, 58.3% of PP pupils achieved the full score of 25 in 2025, compared to 57.9% of non-PP pupils, demonstrating that PP pupils outperformed their peers at the highest level. This represents sustained progress from 2024 when only 9.1% of PP pupils achieved full marks.

Multiplication Tables Check				
Student Group	2023	2024	2025	Change since 2023
PP	14.3%	9.1%	58.3%	+49.2%
Not PP	37.5%	29.9%	57.9%	+28.0%

The implementation of Zones of Regulation has contributed to improvements in our pupils' emotional intelligence and self-regulation, with EYFS data showing self-regulation increasing from 72% at baseline (October 2025) to 96.6% by Summer 2026 representing a 24.6 percentage point improvement.

Our implementation of this systematic, cognitive-behavioural approach has equipped our pupils with the skills to regulate their feelings, energy and sensory needs effectively, resulting in measurably improved behaviour and wellbeing outcomes across the school.

The strategic decision to train a dedicated team of staff to deliver targeted Emotional Literacy Support Assistant (ELSA) and provide weekly dedicated release time has been transformational for behaviour and wellbeing across the school. Our most recent Ofsted inspection recognised that *'leaders have developed an inclusive culture at the school, and pupils thrive as a result' and that 'pastoral care is highly effective.'*

Ofsted awarded the school a 'Strong standard' for Attendance and Behaviour, noting that *'behaviour expectations are clear and pupils follow them consistently well. In classrooms, pupils are focused and attentive. They fully participate in activities and discuss learning maturely with each other.'* Inspectors specifically highlighted that '*pupils' behaviour is very positive throughout the school, both during lessons and at social times.'* This recognition demonstrates that the ELSA team's targeted interventions have created a calm, purposeful learning environment where our pupils can regulate their emotions and engage positively with learning.

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Targeted assessment of learning needs through the use of EP time. Fast diagnosis enables the school to quickly put measures in place, as well as the tools to seek out expert advice and solutions
- Commitment to increase use of Chromebooks in school so that children in KS2 have at least 2:1 devices
- Embedding our feedback policy to ensure the impact of marking and feedback is maximised
- Developing our Reception area to ensure it is purposeful and language rich, both inside and outside the classroom.
- Implementing core texts to be at the base of the curriculum
- Experts to be trained in trauma informed practice to enable effective support can be quickly given to children facing behaviour challenges