



## PUPIL PREMIUM STRATEGY

1. Summary information					
School	The Merton Primary School				
Academic Year	2019/20	Total PP budget	61 000	Date of most recent PP Review	1.4.2018
Total number of pupils	415	Number of pupils eligible for PP As at 3.9.2018	46 46 – 11%	Date for next internal review of this strategy	October 2019

2. Attainment July 2019 – Yr 6			
	<i>Pupils eligible for PP- school</i>	<i>Pupils eligible for PP- minus our SEND PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	40 %	83%	71%
% achieving the expected standard in reading	70%	100%	78%
% making expected progress in reading (ASP)	-2.8		
% achieving the expected standard in writing	50%	100%	83%
% achieving the expected standard in GPS	60%	83%	83%
% making expected progress in writing	-6.04		0.3
% achieving the expected standard in maths	70%	100%	84%
% making expected progress in mathematics	-2.4		0.4
3. Attainment July 2019 – Yr 2			
	<i>Pupils eligible for PP- school</i>	<i>Pupils eligible for PP- minus our SEND PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading	66.7%	50%	68.8%

<b>% achieving the expected standard in writing</b>	<b>33.3%</b>	<b>50%</b>	<b>73%</b>
<b>% achieving the expected standard in maths</b>	<b>66.7%</b>	<b>50%</b>	<b>79%</b>
<b>4. Current attainment – Yr 6 PP – 14 pupils</b>			
6/15 of these children are on the SEND record	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>27%</b>	<b>60%</b>	
<b>% making expected progress in reading (as measured in the school)</b>	<b>43%</b>	<b>83%</b>	
<b>% making expected progress in writing (as measured in the school)</b>	<b>36%</b>	<b>64%</b>	
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>36%</b>	<b>83%</b>	
<b>5. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	A significant number of our PP children have emotional/behavioural difficulties that affect their ability to learn		
<b>B.</b>	A sig number come to school with a very limited vocabulary and little phonic experience this slows progress in early literacy		
<b>C.</b>	Some children have gaps in their learning due to previous absence/disengagement		
<b>D.</b>	A significant number our PP children are SEND with a range of challenging difficulties this has a negative effect on our data		
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>			
<b>E.</b>	Limited support at home for reading/homework		
<b>6. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>			<b>Success criteria</b>
<b>A.</b>	High level of well being support in place to support PP children to engage fully in their learning.		PP children, who are cognitively able, make at least expected progress in En and Ma
<b>B.</b>	PP children to have increased individual high quality reading experiences.		PP children, who are cognitively able, make at least expected progress in En and Ma

<b>C.</b>	Comprehensive intervention/re-teach programme in place to support gaps in learning in En & ma.	PP children, who are cognitively able, make at least expected progress in En and Ma
<b>D.</b>	All SEND ,PP children to receive on going bespoke support with provision reviewed and adapted regularly.	Children to achieve their full potential in relation to their learning ability
<b>E.</b>	Additional reading for children not supported at home.	PP children, who are cognitively able, meet age related expectations

<b>7. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Early reading/phonics intervention	Yr 1 & 2 children to pass the phonics test	Yr 2 –All non SEND PP children re-takes met the standard  Yr 1 - All non SEND PP children met the standard	Targeted approach with increased monitoring throughout the year – led to phonics result continuing to be sig higher than nat.  Will repeat next year.	7000

Reading challenges in all year groups – increased indiv reads for fluency and increased use of class books.	Improved vocabulary and fluency	All Yr 6 non SEND met expected in reading  Yr 2 non SEND PP met age related in reading.	We need to maintain the focus on reading with indiv reading for fluency having a significant impact.	10 000
Pupil Progress meetings – clear focus on provision for PP children	Teachers have clear view of the specific needs of PP children and identify appropriate interventions.	Sig positive impact in statutory outcomes.  Comprehensive, targeted intervention programme was implemented based on forensic analysis of children’s needs.		5000
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
EWO contract of employment	Improvement in attendance of PP children	Overall attendance to continue to be above national and improve yearly	Essential to support culture of high expectations of attendance. Some families need face to face support re attendance	1500

Additional staffing in Yr 6	PP children to meet at least expected standard in ma & En	<table border="1"> <thead> <tr> <th>PP attainment</th> <th>17/18</th> <th>18/19</th> <th>18/19 PP but non SEND</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>70%</td> <td>100%</td> </tr> <tr> <td>GPS</td> <td>81%</td> <td>50%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>94%</td> <td>70%</td> <td>100%</td> </tr> </tbody> </table>	PP attainment	17/18	18/19	18/19 PP but non SEND	Reading	75%	70%	100%	GPS	81%	50%	83%	Maths	94%	70%	100%	<p>Use of classteachers to provide booster more effective than additional.</p> <p>Booster content needs to relate heavily to analysis of individual gaps</p>	7000
PP attainment	17/18	18/19	18/19 PP but non SEND																	
Reading	75%	70%	100%																	
GPS	81%	50%	83%																	
Maths	94%	70%	100%																	
Targeted daily individual reading	PP children to meet at least the expected standard in reading	All non SEND PP children met the expected standard in reading	This needs to be regular and have a clear focus e.g. fluency /comprehension	5000																
Targeted small group interventions- Maths Spelling Phonics Yr 6 booster	Children to meet at least the expected standard in En & ma and make at least exp progress.	Majority Non SEND PP children outcomes show good progress in reading	<p>Important to base content of these sessions on gaps analysis in order to have maximum impact.</p> <p>Important that the sessions are timetabled and regular.</p>	5000																

Well being support	Children can engage fully in their learning	Very be-spoke approach to meet individual children's needs. CT report improved attitude after well being intervention	Whilst this provision does not always have obvious outcomes CTs feedback indicates it increases children's confidence and allows teachers to focus on teaching and learning and not lose teaching time to support children's emotional and behavioural issues.	14000
1:1 or paired targeted re – teach, a re-visit of the morning's learning with targeted children where need has been identified by CT	Children's misconceptions picked up early and progress maintained	Effective way of meeting indiv and group needs whilst maintaining the cohesion and momentum of the whole class. Impact seen in statutory data outcomes	Important that this programme is timetabled to maintain rigour. Expectations on staff have to be made clear during Pupil progress meetings.	5000

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Milk & uniform, equipment etc	FSM receive free milk	73% of our PP children opted to receive milk	Will continue this offer	2000
School off site visits and residential	PP inclusion maintained	Children able to access fully all the experiences offered in school . PP inclusion maintained	Will continue this offer	1000

Forest School	Improvement in self esteem, behaviour, confidence and development of life skills – e.g.	Research has shown that these outdoor learning such as the forest school programme can have a significant impact on attainment and progress and in children’s well being	Important to have clear criteria for choosing children and groupings	2000
			Total budgeted cost £64 500	

8. Planned expenditure					
<b>Academic year</b>					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Reading challenges in all year groups, increased indiv reads for fluency and increased use of class books Class books bought – additional TA for reading support.	Improved vocabulary and fluency	A significant number of our children come to school with limited vocabulary and little reading experience this leads to slow progress in developing the higher order reading skills necessary to meet national expectations	Reviewed at pupil progress meetings. Fluency readings ( Yr 6) Pupil interviews	ST,ME,RE, SLa	Termly
Pupil Progress Meetings to focus specifically( though not exclusively) on the attainment and progress of PP children	Teachers have clear view of the specific needs of PP children and identify appropriate interventions.	Teachers have raised awareness of the needs of PP children and are able plan to meet their needs effectively . It is important teachers interrogate their own data to inform their teaching – these meetings aid this.	Led by HT – timetabled – cover provided where needed	ST	Termly
Phonics Programme & intervention	Yr 1 & 2 children to pass the phonics test	Last years results showed positive impact of this approach	Programme led and regularly monitored by AHT for Early Years	ST & RE	Monthly
<b>Total budgeted cost</b>					<b>14000</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



Targeted daily individual reading	PP children to meet at least the expected standard in reading	School evaluations of the impact of interventions have shown this to have significant impact	Targeted prog in place reviewed at pupil progress meetings and evaluated termly	ST & CTs	Termly ( ½ termly during autumn term)
1:1 or paired targeted re – teach, a re-visit of the morning’s learning with targeted children where need has been identified by CT	Children’s misconceptions picked up early and progress maintained	We introduced re-teach last year and felt this had a significant effect on both attainment and confidence.(see earlier in report)	Expectation made clear and itemised as part of intervention programme.	ST & CT	Termly ( ½ termly during autumn term)
Targeted small group interventions- Maths Spelling Phonics Yr 6 booster	Children to meet at least the expected standard in En & ma and make at least exp progress.	Effective way of meeting indiv and group needs whilst maintaining the cohesion and momentum of the whole class maths and English sessions.	Intervention programme timetabled for afternoons– on paper for all. Expectations made clear during Pupil progress meetings. Staff identify focus for each group based on need. On entry and exit task completed for each .	ST,SLA,ST , GT + CT	Termly ( ½ termly during autumn term)

Appointment of full time Pastoral Support worker	Children to fully engage in their learning and develop robust emotional life skills	Huge growth in well being needs for children. A very high % of our children do not live at home with both birth parents ( over 60%) . This provision allows teaching staff to focus fully on teaching and learning during teaching sessions.	Pastoral worker has targeted, timetabled duties and flexibility to deal with immediate referrals from staff.	ST, SL, LH	Weekly with SENCO/AHT
<b>Total budgeted cost</b>					42000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Forest School	Improvement in self esteem, behaviour, confidence and development of life skills – e.g. team work etc	Research has shown that these outdoor learning such as the forest school programme can have a significant impact on attainment and progress and in children’s well being	Member of staff trained and employed one ½ day per week to implement programme	KT	July 2020
Milk, uniform, equipment, off site trips and Residential trips	PP children have access to school milk and all equipment needed .	Maintains well being of PP children.	HT working with SBM	ST	July 2020
Breakfast club funded for targeted PP children and additional TA added for support	Improvement on engagement of children and punctuality	Children learn better when well nourished. Additional staff member available to offer well being support when needed.	Good communication between HT and Breakfast club staff	ST,NW & LH	July 2020
<b>Total budgeted cost</b>					<b>5000</b>
<b>9. Additional detail</b>					

In this section you can annex or refer to **additional** information which you have used to support the sections above.