

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	The Merton Primary School				
Academic Year	2018/19	Total PP budget	61 000	Date of most recent PP Review	1.4.2018
Total number of pupils	414	Number of pupils eligible for PP	52	Date for next internal review of this strategy	September 2019
		As at 3.9.2018	42 – 10%		

2. Attainment July 2018 – 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	69 %	92%	
% achieving the expected standard in reading	75%	100%	
% making expected progress in reading (ASP)	-1.51		
% achieving the expected standard in writing	67%	92%	
% achieving the expected standard in GPS	81%	92%	
% making expected progress in writing (as measured in the school)	0.36		
% achieving the expected standard in maths	94%	100%	
% making expected progress in mathematics (as measured in the school)	1.13		
3. Attainment July 2018 – 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	33%	100%	79%
% achieving the expected standard in writing	66%	100%	72%
% achieving the expected standard in maths	66%	100%	79%

4. Current attainment – Yr 6 PP – 10 pupils		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	60%	88% (sch)
% making expected progress in reading (as measured in the school)	50%	74% (sch)
% making expected progress in writing (as measured in the school)	50%	74% (sch)
% making expected progress in mathematics (as measured in the school)	30%	67% (sch)
5. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A significant number of our PP children have emotional/behavioural difficulties that affect their ability to learn	
B.	A sig number come to school with a very limited vocabulary and little phonic experience this slows progress in early literacy	
C.	Some children have gaps in their learning due to previous absence/disengagement	
D.	A significant number our PP children are SEND with a range of challenging difficulties this has a negative effect on our data	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Limited support at home for reading/homework	
6. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	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.	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
C.	Comprehensive intervention 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

D.	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
E.	Additional reading for children not supported at home.	PP children who are cognitively able meet age related expectations

7. Review of expenditure													
Previous Academic Year													
i. Quality of teaching for all													
Action	Intended outcome	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost									
Early reading/phonics intervention	Yr 1 & 2 children to pass the phonics test	Yr 2 – 3 out of 3 PP re-takes met the standard Yr 1 - 3 out of 5 met the standard – all non SEND PP children met the standard Yr 1 all (93%) exceeded national by	Much more targeted approach with increased monitoring throughout the year – led to phonics result being sig higher than nat. Will repeat next year	7000									
Additional TA classroom support	Children to be given re-teach pm -related to morning learning needs	Attainment gap was 6% less than national <table border="1"> <thead> <tr> <th>RWM Hybrid</th> <th>Gap 16/17</th> <th>Gap 17/18</th> </tr> </thead> <tbody> <tr> <td>KS2</td> <td>-11.9</td> <td>-17 (nat -24.3)</td> </tr> <tr> <td>KS1</td> <td>-27.4</td> <td></td> </tr> </tbody> </table>	RWM Hybrid	Gap 16/17	Gap 17/18	KS2	-11.9	-17 (nat -24.3)	KS1	-27.4		Feedback from CT indicates this is an effective intervention – particularly when done indiv or in pairs – will continue	10000
RWM Hybrid	Gap 16/17	Gap 17/18											
KS2	-11.9	-17 (nat -24.3)											
KS1	-27.4												

Reading challenges in all year groups – increased indiv reads for fluency and increased use of class books.	Improved vocabulary and fluency	Yr 6 PP Reading results show 15% increase 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.	Implementing on entry and exit tasks in a formulised programme ensures rigour and non slippage.	5000
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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

Yr 6 booster	PP children to meet at least expected standard in ma & En	<table border="1"> <tr> <td data-bbox="685 118 887 178">PP attainment</td> <td data-bbox="887 118 1084 178">16/17</td> <td data-bbox="1084 118 1283 178">17/18</td> </tr> <tr> <td data-bbox="685 178 887 239">Reading</td> <td data-bbox="887 178 1084 239">60%</td> <td data-bbox="1084 178 1283 239">75%</td> </tr> <tr> <td data-bbox="685 239 887 300">GPS</td> <td data-bbox="887 239 1084 300">67%</td> <td data-bbox="1084 239 1283 300">81%</td> </tr> <tr> <td data-bbox="685 300 887 360">Maths</td> <td data-bbox="887 300 1084 360">60%</td> <td data-bbox="1084 300 1283 360">94%</td> </tr> </table>	PP attainment	16/17	17/18	Reading	60%	75%	GPS	67%	81%	Maths	60%	94%	<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	16/17	17/18														
Reading	60%	75%														
GPS	67%	81%														
Maths	60%	94%														
Targeted daily individual reading	PP children to meet at least the expected standard in reading	Statutory PP children outcomes show sig improvement 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.	Statutory PP children outcomes show sig improvement 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

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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		2000
			Total budgeted cost £70 000	

8. Planned expenditure					
Academic year					
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
Total budgeted cost					14000
ii. Targeted support					
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?
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
Total budgeted cost					42000

iii. Other approaches					
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?
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 2019
Milk, uniform, equipment etc	PP children have access to school milk and all equipment needed .	Maintains well being of PP children.	HT working with SBM	ST	July 2019
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 2019
Total budgeted cost					5000

9. Additional detail

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