

THE MERTON PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2020- 2021



The Merton Primary School
To be the best we can be.

School overview

Metric	Data
School name	The Merton Primary School
Pupils in school	416
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£61000
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	December 2021, April 2021, July 2021
Statement authorised by	Matthew Lee
Pupil premium lead	Matthew Lee
Governor lead	Clare Mitchell

Disadvantaged pupil progress scores for last academic year (2019*)

Measure	Merton 2019	National Non-Disadv 2019	National Disadv 2019
Reading	-2.8	0.3	-0.6
Writing	-6.04	0.3	-0.5
Maths	-2.4	0.4	-0.7

Disadvantaged pupil performance overview for last academic year (2019*)

Measure	Merton 2019 (2020 est)	National Non-Disadv 2019	National Disadv 2019
Meeting expected standard at KS2 40%	40% (40%)	71%	51%
Achieving high standard at KS2 7%	0% (7%)	13%	5%

**2019 last academic year that data was available due to COVID*

Spending Priorities and Rational for Current Academic Year

a) Teaching priorities for current academic year

Aim	Target	Target date
Achievement in EYFS/KS1	Children enter EYFS 'below national' in terms of vocab. and acquisition of phase 1 phonics	Sept 21
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)*	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)*	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)*	Sept 21
Phonics (Y1)	All pupils achieve the required standards in phonics by the end of Year 1*	Sept 21
Multiplication Check (Y4)	All pupils achieve the required standard in the multiplication check by the end of Y4*	Sept 21
Other	Improve attendance of disadvantaged pupils to above 92.8%** national average	Sept 21

*For all PP pupils who do not have SEN which prevent them making the same **progress as others nationally**

** National average for attendance measured over Autumn/Spring term 2018/19

Measure	Activity
Priority 1 Improve reading	Ensure that texts children are reading are specifically matched to reading level and on the basis of phonics phase (alongside phonics recovery 2020) Small group teaching for phonics (Fast Track phonics) and additional intervention to include 1:1 reading Reviewed at pupil progress meetings. Fluency readings (Yr 6)

Priority 2 Improve writing	Develop the writing curriculum through Talk 4 Writing, the school's new curriculum , including training and resource development
Barriers to learning these priorities address	<p>Underachieving low to middle ability boys with social emotional issues who may have struggled with home learning and the impact of COVID.</p> <p>A significant number of our children come to school with limited vocabulary and acquisition of early phonics skills Children out of school for 6 months has led to limited progression in phonics and reading during this period.</p>
Projected spending	£10,000 (Oxford Owl Books Purchase, Release Time)

b) Targeted academic support for current academic year

Measure	Activity
Priority 1	Catch Up Literacy Talkboost, Bespoke 30mins phonics and/or phonics sessions. COVID recovery teachers to support phonics catch up (specifically Y3,5,6)
Priority 2	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.
Priority 3 Targeted small group interventions-	Intervention programme timetabled for afternoons for pupils falling behind in their learning including Re-teach (Maths Spelling, Phonics, Yr 6 booster). Expectations made clear during Pupil progress meetings.
Priority 4 Full time Pastoral Support worker (ELSA trained)	Pastoral worker has targeted, timetabled duties and flexibility to deal with immediate referrals from staff.
Barriers to learning these priorities address	Restrictions of staff moving across school due to bubbles Progress issues related to home situations Progress issues related to SEN Learning behaviours of pupils who are falling behind Progress issues relating to attendance
Projected spending	£42,000

c) Wider strategies for current academic year

Measure	Activity
Priority 1 Forest School	Combine the best elements of outdoor learning and Forest School to maximise the opportunities during the post COVID Lockdown recovery phase including challenging indoor organisational restrictions.
Priority 2	PP children have access to school milk and all equipment needed – maintain wellbeing, sense of inclusion and access to wider curriculum, off site trips and residential trips.
Priority 3	Breakfast club funded for targeted PP children and additional TA added for support.
Barriers to learning these priorities address	Improvement in self- esteem, behaviour, confidence, attendance and development of life skills – e.g. team work etc. Raising aspirations, providing breadth of learning and range of opportunities.
Projected spending	£5000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistent high quality application of training including phonics, Oxford Owl, TT Rockstars, Oxford Books	SLT to complete M&E and appropriate training Programme developed, led and reviewed regularly by AHT for KS1 and Early Years.
Targeted support	It is important Teachers pay particular attention to the effect of being out of school on writing. Children out of school for 6 months has led to limited progression in phonics and reading during this period.	Programme developed, led and reviewed regularly by AHT for KS1 and Early Years. Expectation made clear and itemised as part of intervention programme.
Wider strategies	Children being out of school for 6 months may have had an impact on wellbeing, and it may affect PP disproportionately.	Play TAs employed 30mins per week to facilitate positive relationships. Member of staff trained and employed one ½ day per week to implement programme.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading Fluency	<p>66% Year 6 non SEND met expected in reading</p> <p>Children significantly affected by lockdown were identified</p> <p>Improved fluency through introduction of KS2 levelled system- carefully matched books</p> <p>A targeted COVID recovery program - including internet based reading materials- was initiated</p>
Interventions for PP children	<p>Teachers awareness raised of the needs of PP children and are able plan to meet their needs effectively. Teachers interrogate their own data well to inform their teaching – these meetings have aided this.</p> <p>Pupil Progress cycle must continue to have a highly effective analysis of where PP children are and resulting intervention planned, led by the teacher to be effective.</p>
Phonics	<p>Positive impact from this approach – results continue to be above National</p> <p>High quality Phonics Intervention supports students well. Continue with approach.</p>