

THE MERTON PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2021- 2022



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	£48350
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	December 2021, April 2022, July 2022
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* (2021 TA)	National Non-Disadv 2019* (Merton 2021)	National Disadv 2019*
Meeting expected standard at KS2 40%	40% (46%)	71% (77%)	51%
Achieving high standard at KS2 7%	0% (0%)	13% (19%)	5%

*2019 included as the last official 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 22
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)*	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)*	Sept 22
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)*	Sept 22
Phonics (Y1)	All pupils achieve the required standards in phonics by the end of Year 1*	Sept 22
Multiplication Check (Y4)	All pupils achieve the required standard in the multiplication check by the end of Y4*	Sept 22
Other	Improve attendance of disadvantaged pupils to above 92.8%** national average	Sept 22

*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	Children's books carefully assessed and regularly reviewed to ensure they are forensically matched to their phonic ability – children will be reading at 97-100% accuracy. Their skills as a reader are carefully developed and targeted where necessary. Differentiation in English lessons must cater well for this and be pitched in the Goldilocks zone.

Priority 2	<p>Embed the writing curriculum through Talk 4 Writing, and the school's new curriculum, including training and resource development.</p> <p>Ensure this provides opportunities to secure capital letters, full-stops and sentence structure (Pixl gap analysis findings 2021) for PP children who are WTS and the opportunity for independence and flare for children at GD. Teachers will support children in the editing process.</p>
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 due to lockdowns has led to limited progression in phonics and reading during this period.</p>
Projected spending	£2,000

b) Targeted academic support for current academic year

Measure	Activity
Priority 1	Extra R-3 HLTA led phonics sessions to support phonics catch up (specifically Y3,5,6). Extra Teacher and SEN TA support across PP to address cognitive needs.
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, Vocabulary, 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. Extra SEN capacity to enable this role to be effective – may PP children have significant SEN needs.
Barriers to learning these priorities address	Progress issues related to home situations Progress issues related to SEN Learning behaviours of pupils who are falling behind
Projected spending	£39,350

c) Wider strategies for current academic year

Measure	Activity
Priority 1 Forest School	Combine the best elements of outdoor learning and Forest School to motivate and inspire PP students, specifically where class room environments prove less effective.
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 and/or after school clubs 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	£7000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teachers are using the training sessions around pedagogy to ensure PP children are being impacted upon effectively	Teaching and Learning Lead to train and support staff in key areas such as – pitch, cognitive load, modelling, spaced learning, retrieval
Targeted support	Ensure interventions are available for all pupils who need them and that PP students are quickly identified and supported.	Termly reviews of PP students progress. Key staff work closely together. Intervention quality monitored.
Wider strategies	Ensure a consistent and fair approach to funding requests	Spending of allocation monitored by LAB and SLT on a regular basis

Review: last year's aims and outcomes

Aim	Outcome
Achievement in EYFS/KS1	50% achieved GLD and those who didn't made good progress from their starting points in either PSHE, English or Maths.
Progress in Reading	<p>72% of pupils made good or better progress towards catching up.</p> <p>Levelled system of books and accurately matched texts to children's phonics needs has accelerated progress. Year 3 phonics support ensured all children passed internal phonics screen. Extra teaching staff supported early reading well.</p>
Progress in Writing	<p>49% of pupils made good or better progress towards catching up.</p> <p>Recovery in writing stamina, sentence structure and grammar supported pupils. Talk4Writing to be continued next year as impacted by COVID.</p>
Progress in Mathematics	<p>71% of pupils made good or better progress towards catching up.</p> <p>White Rose and DfE materials alongside internal gap analysis allowed the curriculum to be modified to support children well. Reteach successful in supporting groups of children.</p>
Phonics (Y1)	Children made good progress towards catching up and this will be continued into year 2 and year 3 – small group interventions supported children well.
Multiplication Check (Y4)	Children made good progress through TT Rockstars and support by additional staff. This was well targeted during remote learning.
Attendance	94.8 %, 2% above 92.8% target