

# Pupil premium strategy statement (primary)

1. Summary information					
School	Merridale Primary School				
Academic Year	2019-20	Total PP budget	£93,720	Date of most recent PP Review	Sept 2017
Total number of pupils	240	Number of pupils eligible for PP	71	Date for next internal review of this strategy	July 2020

2 A) Current attainment		
KS2 Outcomes 2018	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) 2019
% achieving expected standard reading, writing and maths	85%	67 %
% making expected standard in reading	92%	78%
% making expected standard in writing	85%	83%
% making expected standard in maths	92%	84 %
% making expected standard in SPAG	92%	84%

2. B) Current attainment		
KS1 Outcomes 2018	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) 2017
% making expected standard in reading	38%	71 %
% making expected standard in writing	38%	67%
% making expected standard in maths	38%	76%
% making expected standard in Phonic Check	38%	67%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	PP children's attainment in writing is limited with some PP pupils which is related to poor language acquisition, limited foundations to sentence formation in writing.
B.	To continue to improve pupils vocabulary to enrich their oral and written communication
C.	To continue to improve the quality of wave 1 teaching for all learners to maximise the learning opportunities to maximise potential.

		<i>Success criteria</i>
<b>A.</b>	Pupils are able to formulate appropriately punctuated sentences which make sense.	At least 90% of PP pupils to make expected progress across the school. Pupil surveys evidence increased enjoyment in writing.
<b>B.</b>	Pupils are able to evidence enriched vocabularies from oral and written work	PP pupils are able to evidence this through work scrutinise and discussions
<b>C.</b>	To improve quality of whole class teaching in relation to sharing and pitching of learning expectations and opportunities leading to improved outcomes for all learners	Improved attendance at parental consultation evenings. Improved engagement with face to face workshops. Willingness to approach school for support and advice to support pupils learning

4. Planned expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure learning opportunities are matched to their learning needs.	To allocate coaching and mentoring time in order to improve planning, use of assessment evidence and delivery through modelling and feedback.	Class observations have indicated that lessons which are appropriately pitched for all learner's needs results in accelerated progress for all learners.	Through dedicated time from SLT members to deliver coaching sessions. Monitoring by SLT through classroom observations, book scrutinies and data analysis will evidence the impact of this intervention.	Sarah Byrne Simon Lane  Ellen Hughes  Laura Towle	July 2019
To provide rich learning environments supports by regular vocabulary extension through the effective teaching of all areas of the National Curriculum	Continuing programme of CPD within school. Engagement with other schools. External training courses which are shared with colleagues.	Class observations have indicated that lessons which use appropriately pitched and planned questioning for all learner's needs results in accelerated progress for all learners. Introducing of new vocabulary to equip pupils to understand and articulate their understanding of their learning	To ensure CPD opportunities are available to whole staff and targeted individuals. To monitor the impact of training through regular learning walks led by SLT and Headteacher's informal lesson drop-ins and regular dialogues with pupils.	Simon Lane Laura Towle Curriculum leaders	July 2019
<b>Total budgeted cost</b>					£13,000
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To increase pupils reading speed, fluency and understanding to raise enjoyment and achievement for pupils	Teachers to carry out a reading speed and fluency check on pupils who are attaining below ARE. These children will be identified as a target appraisal/SIP group for a focus throughout the year.	Through research within school and with the LA based on key stage 2 and key stage 1 reading outcomes. A clear gap between significant numbers of pupils reading speed and fluency is a central aspect to pupils being unable to access the Reading tests at both KS1 and KS2. Each class has a targeted PP pupil with an aim to raise attainment to greater	Training will be provided by SLT in approaches to assessing reading fluency and stamina and strategies for improving it. The school is working alongside the LA to share good practice to impact. Regular opportunities to share findings and raise issues to be responded to	Laura Towle Sarah Byrne	July 2020
To improve children's speaking skills in EYFS.	The majority of children entering nursery have speaking skills significantly below ARE. Children's speaking over the year. We will improve this through the use of "Helicopter stories"	School was in a pilot in 2018 where the principles of the programme were shared. The outcomes from its delivery were very positive and we are confident that it will support language acquisition in both nursery and Reception	EYFS leader who has delivered the programme	Simon Lane EYFS team	July 2020
To target reluctant readers and their engagement with reading to increase enjoyment, vocabulary acquisition and the understanding of more challenging vocabulary.	To employ a reading champion to provide targeted support for identified children who are either not reading at home and/or making slow progress.	The reading leader has been employed for the last 2 years. In that time she has impacted on pupil's outcome in all 3 key stages of the school. This has been achieved through high quality provision with targeted pupils and the fostering of positive relationships with hard to reach families. The school works alongside a local secondary school where over the course of the year over 60 reading volunteers work with targeted children to raise engagement, enjoyment and achievement.	Evidence is kept of targeted childrens progress over the course of each term/year to ensure that the provision is effective and to reflect on changes where required when progress is not being realised. SLT liaise regularly with reading champion to ensure that time is allocated to priorities.	Teresa Patterson Simon Lane Laura Towle	July 2020
To maximise disadvantaged pupils outcomes by the end of KS2 to close or to be above those of other pupils.	For the Deputy Head to teach maths and English in year 6 on a daily basis throughout the year providing greater opportunities for individually pitched learning and feedback.	This model has been used over previous years and has robust evidence over time of resulting in disadvantaged pupils ending KS2 with the gap between them and other pupils significantly less than on entry. 2018 outcomes show a significant increase in attainment with largest gap to pupils away from other pupils nationally	Termly assessments, question level analysis, a range of monitoring methods provide evidence of impact on disadvantaged pupils over the year.	Simon Lane Laura Towle	July 2020
<b>Total budgeted cost</b>					<b>£54,000</b>

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To work with families to overcome barriers which impact on children's and families wellbeing.	To employ a welfare officer for one day a week to engage with families and to provide support and explore a range of additional services to remove barriers.	The Welfare Officer has been employed for five years in this role and has brought about a positive change for many of our families including issues within housing, debt and asylum status, domestic violence, depression, behaviour issues.	The Welfare Officer works in close liaison with the Headteacher and Deputy Headteacher in order to ensure that appropriate priorities are targeted. Data is used relating to behaviour, attendance and punctuality to support impact.	Janet Lay Simon Lane Laura Towle	July 2020
To support pupils to overcome barriers which	To employ a full time learning mentor who has	The school trialled 2 days a weeks of the learning mentor and were able to evidence	The Headteacher and Deputy Head work in close liaison to ensure time is	Bev Corbett Simon Lane	July 2020

impact on learning behaviours which result in limited achievement.	allocated time to not only lead learning but also a range of other interventions such as mentoring, counselling and parental engagement.	positive impact of learning behaviours across the school. In response to this the governors decided to employ a learning mentor full time.	targeted appropriately in order to meet priorities and to use a range of evidence to judge impact including behaviour logs, attendance and punctuality.	Laura Towle	
To ensure all new arrivals to school are supported to allow them to feel secure and able to contribute to school and the local community.	To appoint 2 Parental Ambassadors to work 2 hours each day to work alongside families to share information, provide translation services where appropriate and provide support to remove barriers where required.	Parental Ambassador programme was trialed initially in Harrow with a great deal of success. The school has worked with the local authority to trial the programme which includes the training of parental ambassadors. We have used parental ambassadors effectively over the last 12 months to support induction and to have a point of contact to provide support.	The Headteacher liaises with parental ambassadors on a regular basis to identify priority families and to discuss appropriate responses and actions to bring about positive outcomes. A representative from the LA works on a termly basis with Pas to continue to upskill and share good practice with other PAs in other schools.	Simon Lane Laura Towle	July 2020
To allow all PP pupils to access activities and enrichment activities	Funding is made available to allow free access to PP pupils to clubs, Book vouchers to spend each term at book fairs and educational visits both cost of visit and resources where required	Attendance at clubs and book fairs has been increased by removing barriers to PP families' engagement. Educational visits and learning resources are funded to allow all disadvantaged pupils to access all provisions	We promote incentives and manage them in a way that does not create any stigma or embarrassment about accessing the support. We ensure that families have access to all relevant provisions and resources. We also use funds to extend the after school activities		
To support families and member of the local community to meet a range of additional needs.	Top open and establish a community well-being centre on the school site to meet the addition needs of many families.	We have explored a range of different approaches to family support, including counselling, sensory provision and adult education which have proved positive and effective. We wish to extend this further to support more members of our local community.	The programme will be monitored by the headteacher and the SEND lead to ensure that resources are used effectively to bring about improvements in opportunities and support for families.		
<b>Total budgeted cost</b>					<b>£27,000</b>

5. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
To improve the quality of whole class teaching in relation to sharing and pitching of learning expectations and opportunities to improved outcomes	To allocate coaching and mentoring time in order to improve planning, use of assessment evidence and delivery through modelling and feedback.	Good evidence of coaching approach being the most effective way of improving teachers performance. Opportunities to plan and deliver activities together, develop teachers skill sets and confidence in embedding new approaches to learning which leads to improved outcomes for pupils. Most significant impact has been on coaching in reading sharpening learning and raising outcomes.	To build on this approach moving forward will ensure that there is a clear link between formal observation outcomes to identify both specific issues and generic ones across the school to identify training, whole school and targeted where required. This will ensure the most effective use of resources to maximise impact. To look to further increase staff members who are leading on coaching to share responsibility and diversify types of coaching support.	£3,600
ii. Targeted support				
Desired outcome	Chosen action/approach	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
To enrich pupils engagement with reading to increase enjoyment, vocabulary acquisition and the understanding of more challenging vocabulary.	20-minute challenge, information sharing with parents/carers, ERIC, parent workshops, Reading champion, word walls.	The profile of reading has been raised through a range of effective approaches. Pupils achievement at end of KS2 showed attainment t increase from 45% at ARE to 77% at ARE which are broadly in line with disadvantaged nationally. High quality teaching and regular quality opportunities to read with partner has supported this.	Reading stamina has been identified as a significant barrier to pupil's access but more importantly reading fluency to tests at end of KS1/2. Evidence over the year has shifted a greater focus on reading fluency and this will be a greater focus in 2018-19. We will continue to promote reading with families to sustain the levels of engagement.	£5,100
iii. Other approaches				
Desired outcome	Chosen action/approach	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
To improve parents' willingness to engage with opportunities to upskill and support to support their children's learning more effectively leading to improved achievement.	Welfare officer, Parental Ambassadors and learning mentor to work with families to remove barriers to engagement and foster a positive attitude to <b>engagement</b>	Parental Ambassador approach was good at settling families into their new school and sharing support and advice. Work on attendance and punctuality was successful. We achieved our highest level of success with parental engagement through the "Real project aimed at earlier years good fun out and sustained attendance good evidence of impact	The REAL project was our most successful programme we have delivered for impact and enjoyment. Feedback from targeted families evidenced the increased levels of understanding regarding approaches and strategies used	£21,800