

Annex 2c: Pupil premium strategy statement (primary) Review

1. Summary information					
School	Merryhills Primary				
Academic Year	2016/2017	Total PP budget	£139,360	Date of most recent PP Review	Sep 2016
Total number of pupils	630	Number of pupils eligible for PP	83	Date for next internal review of this strategy	Oct 2017

2. Current attainment		
	<i>Pupils eligible for PP (all children in school)</i>	<i>Pupils not eligible for PP (national average)</i>
reading, writing & maths	49% (72%)	
% making good progress in reading	91% (96%)	97%
% making good progress in writing	93% (96%)	95%
% making good progress in maths	89% (96%)	92%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading – Inference skills and having the ability to understand more complex vocabulary
B.	Homework- To support children through homework club
C.	Few Pupil Premium pupils reach greater depth
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – HT & EWP meeting with parents to monitor attendance & support in children getting to school

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Progress in line with all pupils.	
B.	Improve outcomes for children in reading.	
C.	More able Pupil premium reaching greater depth.	
D.	Additional support in writing during the autumn term.	

5. Planned Expenditure

Academic year

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

i. Quality of teaching for all

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?
Progress in line with all pupils.	Accelerated Teachers to work in the classroom.	<p>Teachers are able to team teach with subject experts. Due to high expectations, accelerated teachers have replaced the need for supply teachers in our school.</p> <p>This is in line with the 'Great Progress' document 2007. The document clearly states every child deserves the opportunity to fulfil their potential.</p> <p>In 2015, in school data recognised differences diminishing for those working with accelerated teachers.</p>	Monitoring through observations, book securities, data analysis and progress meetings to hold staff to account. Pupil conferencing.	Headship Team and Phase Leaders	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p> <p>+ PP data ½ termly.</p>
	Early Years Pupil Premium intervention Support to be provided for reception aged children to support them with literacy, numeracy, social development and physical development.	<p>Research shows that early intervention creates the greatest impact on pupils learning. This can be seen in the 'Early Intervention Next Steps' document January 2011, This document goes into detail about early intervention being the answer; a range of well-tested programmes, low in cost, high in results, can have a lasting impact on all children, especially the most vulnerable. If we intervene early enough, we can give children a vital social and emotional foundation which will help to keep them happy, healthy and achieving throughout their lives and, above all, equip them to raise children of their own, who will also enjoy higher levels of well-being.</p> <p>Groups in Reception are: LASS, Tiger Cubs, Tiger Team, Fine Motor Skills group, Phonics Group, Key Skills in Mathematics, Gross Motor Groups, Social Skills groups.</p>	Monitoring through observations, book securities, data analysis and progress meetings to hold staff to account. Pupil conferencing.	Headship team and Senior Leadership Team	This review takes place half termly as these children are our focus children.

	Regular book monitoring.	Phase leaders monitoring cycle to ensure focus children's books are regularly checked to ensure books show progress over time.	Time given to Phase Leaders, always fed back in SLT so Headship are aware.	Phase Leaders	3 week cycle
	Modelled lessons by SLT	Outstanding teachers work with NQT's and teachers new to our school to ensure consistency of Good and Outstanding practice.	Phase Leader timetables	SLT	On going, embedded culture of staff asking to observe lessons.
Improve outcomes for children in maths.	Booster groups for maths	To support children in small groups.	Drop ins Data Maths lead observations as part of an action plan SIP review	Maths Leader Headship Team	On going Termly Review of Action Plan Sip Review Termly
	Training for staff on mathematical strategies.	To research schemes in mathematics, To train staff to use the bar modelling strategy.	Drop ins Data Maths lead observations as part of an action plan SIP review	Maths Leader Headship Team	On going Termly Review of Action Plan Sip Review Termly
Additional support in writing for the Autumn Term	Introduce the editing process in writing Regular book looks with focus on extended writing 123 Next step marking introduced	Training given to staff to model the process. More time given to each genre to ensure high quality work. Impact on marking has made us review and reflect on current practice, thus leading to a new marking policy. Progress Meetings focus on support of writing during the autumn term.	Data Planning Book scuitiny	Headship team & SLT	

ii. Targeted Support

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?
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Pupil premium children to make progress in line with all pupils.	Accelerated Teachers and TAs plan and deliver small group work including misconceptions and pre teach.	To diminish the difference between pupil premium and all children. One to one or small group work supports accelerated progress in our school. Breakfast and after school club tuition.	Monitoring through Books Pupil conferencing Groups will be tracked termly and data used to inform future planning.	Headship Team & SLT	January 2017 March 2017 July 2017
Improve outcomes for children in reading.	One to one reading support Early intervention groups in reading and phonics.	Volunteers and adult reading buddies listen to pupil premium children daily. Targeted support to diminish difference in phonics and reading comprehension. TAs plan and deliver specific groups for Phonics.	Review of SIP Monitoring through Books Pupil conferencing Groups will be tracked termly and data used to inform future planning.	Headship Team & SLT	January 2017 March 2017 July 2017
More pupil Premium Pupils reaching greater depth	Reception pupil premium children in more able phonics group with a target of exceeding Intervention groups to support focus pupils.	Progress meetings to inform provision ensuring continuous progress. Breakfast and after school club tuition.	Data Books Pupil conferencing	Headship Team Literacy Lead	On going
Additional support in writing for the Autumn Term	Progress Meeting identifies pupils that need further support with writing. SLT involved in planning to support writing in Autumn Term.	Data shows a dip in writing in the Autumn Term. The editing process introduced this year will support the disadvantage children to diminish the differences.	Book scrutinies Data Lesson observations Moderation	Headship Team Literacy Lead	Jan 2016

iii. Other Approaches

Desired	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure	Staff	When will you
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outcome	approach		it is implemented well?	lead	review implementation?
To support emotion wellbeing.	Relate Play Therapist employed weekly.	<p>There has been an increasing number of pupils suffering from anxiety and needing emotional support due to life experiences in the home. As Maslow's Hierarchy of Needs suggest making sure that children feel safe and secure allows for them to flourish.</p> <p>Safety and physiological needs are paramount in all our lives in order to support well-being and engagement. Therefore access to a play therapist has been instrumental in supporting children and adults.</p>	<p>Feedback from Parents, staff and pupils</p> <p>Data-Increase in results</p> <p>Books</p>	Inclusion Manager	On going
Increase Parental Engagement	<p>Literacy and Mathematic workshops in KS1 & KS2</p> <p>Reception-Support with the curriculum at home</p> <p>Website – Information of termly overview, phonics support and other policies to support learning.</p> <p>Revised use of reading journals.</p> <p>Class Representatives</p>	<p>Parents are key to support learning across the school and play an invaluable role as stated in The Sutton trust Research.</p> <p>Early support is key to children's learning and development.</p>			
Improve Attendance for	Breakfast and After School Club.	Children need to be in school to learn, and there is a high correlation in our in school data linked to progress. Parents are	Register data persistent absentees and weekly	Headship Team	On going

pupil premium	<p>Meetings with parents and EWO.</p> <p>SLT & Headship Team outside before and after school.</p> <p>Raising promotion of attendance to parents & pupils.</p> <p>Weekly promotion in assemblies to encourage attendance.</p> <p>Certificates given for children with 100% attendance</p>	<p>notified about attendance during learning conversations.</p> <p>Newsletters remind parents regularly about the importance of attendance and not taking holidays during term time. The school regularly sends out letters to parents who take holidays or have persistent absences.</p> <p>Medical evidence requested if child absent.</p> <p>Attendance identified as a school priority on School Improvement Plan.</p>	attendance. Focus on EAL, SEN & Pupil Premium	Admin Team	Outcome 3% improvement
For pupils to learn a musical instrument.	Instrumental music sessions one to one	<p>Children enjoy learning how to play an instrument. If not funded by the school these lessons would not be able to continue.</p> <p>An article from the June addition 2014 'Psychology Today' emphasis the correlation with playing a musical instrument to successful achievement.</p>	Data Pupil conference Attendance of children receiving musical tuition.	Business Manager	Ongoing
Total budgeted cost					£138,580

6. Review of Expenditure				
PAcademic Year:		2016/17		
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
Children to make progress	Interventions with accelerated teacher	<ul style="list-style-type: none"> Disadvantaged KS2 pupils' progress was not significantly below average overall or any prior attainment group in any subject. <u>Dis pupils Y6 2017:</u> R: -0.36 W: 1.0 M: -1.2 *16 children KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national. <u>Dis pupils at exp in EYFS (dis pupils at emerg):</u> R: 80% (43%) W: 67% (29%) M: 75% (20%) *6 children at exp, (*7 chn emerg) The proportion of pupils that met the expected standard in phonics was above the national figure in Year 1. <u>Pupils meet expectations:</u> Dis: 86% (7 pupils) 100% (if SEN removed) Non Dis: 96% All: 96% 	<p>The school will continue using Accelerated Teachers with more time spent supporting pupils in class.</p> <p><u>As we aim to close gaps further, we will be introduce PP tutoring sessions at 8.15am with accelerated teachers</u></p> <p>In order to sustain the progress made by Pupil premium children, they will continue to be a focus and discussed in pupil progress meetings, including those who are more able pupils.</p> <p><u>During the academic year, we found that the most impact was seen by maximising adults in lessons to team teach, as a result PP children were in more groups during the lesson.</u></p>	£138,580

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
For targeted children to make progress	Interventions	In line with our performance management target, all children last year made progress. Through our observations and book scrutinise, timely interventions have been effective. Where necessary data has been shared half termly, which has allowed for new targets and change of intervention.	Approach to be continued. We have reduced the number of focus children to ensure that impact is more effective. These focus children are now selected due to their starting points.	Part of the above costings
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 support children with emotional needs.	Play therapist	There are an increased number of children needing this service. During recent TAF meetings it is being suggested that individual children receive this support. Children enjoy these suggests.	To continue support as there is a growing need.	£8,000
To provide pupils with a range of physical, social activities.	Residential, extracurricular clubs, school trips & tea time Club	To enable all pupil premium children to receive the same opportunities as all pupils in our school. To ensure children and parents are given every opportunity to seek funding if necessary	After evaluation and review it was becoming too costly to pay all of the cost of residential trips for pupil premium children. Impact was low and expense high. Therefore it was agreed with governors that we pay for half.	Residential, extracurricular clubs, school trips & tea time Club

		through letters and conversations.		
For pupils to learn a musical instrument.	Instrumental music sessions one to one	Children enjoy the sessions and have learned how to play a variety of instruments.	This has become too costly to continue the one to one lesson. However, we will still provide the lessons for these pupils, but as a group.	

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

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