

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Merryhills Primary				
Academic Year	2015/2016	Total PP budget	£146,572	Date of most recent PP Review	November 2016
Total number of pupils	600	Number of pupils eligible for PP	104	Date for next internal review of this strategy	November 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		
% making good progress in reading	92% (97%)	92%
% making good progress in writing	87% (95%)	95%
% making good progress in maths	84% (95%)	91%

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.	It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.
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 **£138,580**

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 2017 March 2017 July 2017</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, Fine Motor Skills group, Phonics Group, Key Skills in Mathematics, Gross Motor Groups, and 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 is 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 reading.	Revised structure of guided reading	After a subject review, guided reading was re-structured to ensure all activities had a clear purpose and outcome to raise standards of reading.	Drop ins Data Literacy lead observations as part of an action plan SIP review	Literacy Lead Headship Team	On going Termly Review of Action Plan Sip Review Termly
	Training for guided reading and activities.	Reading results in KS1 & KS2 are 7% above national average in both. Effective guided reading sessions will benefit the pupil premium children. Learning environment walks demonstrate the consistency of teaching in guided reading across the school. As part of the restructuring of guided reading, training has been given to support teachers in their practice through insets and professional development meetings.	Drop ins Data Literacy lead observations as part of an action plan SIP review	Literacy Lead Headship Team	On going Termly Review of Action Plan Sip Review Termly
	New resources purchased to enable a varied text.	All guided reading books were audited and gaps were replenished ensuring good quality reading available for all. Teaching resources were purchased to support Teachers in their planning and provision.	Literacy Lead to regularly audit books Informal conversations with staff	Literacy Lead	Termly
	Support given by Literacy Lead.	Continuous high scores in Phonics results suggest that reading is of a good standard. However, the Reading comprehension scores need to improve across the school in key stage 1 & 2. There is a particular focus in Reception of pupil premium meeting exceeding in CLL and the more able pupil premium children in KS1 & KS2 achieving greater depth.	Drop ins/lesson observations Data Literacy lead action plan SIP review	Headship team & SLT	Half termly review of Action Plan.
	Daily Supported Reading Programme in Reception & KS1	The programme has had a positive impact on reading across the borough. In school data shows a trend of high scores in the Phonics Screening Test. However, the Reading comprehension scores need to improve across the school in key stage 1 & 2. There is a particular focus in Reception of pupil premium meeting exceeding in reading and the more able pupil premium children in	Drop ins/lesson observations Data Literacy lead action plan SIP review	Headship team & SLT	On going Termly for data

		KS1 &KS2 achieving greater depth.			
	Promote Home school communication through the reading journal	National Literacy Trust research 2016, discusses the importance of reading for pleasure and its impact on literacy attainment and other outcomes.	Staff and Phase Leaders are checking and monitoring the journals regularly.	Class teachers Phase Leaders	Weekly
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 scrutiny	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?
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 scrutiny Data Lesson observations Moderation	Headship Team Literacy Lead	Jan 2017

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 support emotion wellbeing.	Relate Play Therapist employed weekly.	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. 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.	Feedback from Parents, staff and pupils Data-Increase in results Books	Inclusion Manager	On going
Increase	Literacy and	Parents are key to support learning across the school and play an			

<p>Parental Engagement</p>	<p>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>invaluable role as stated in The Sutton Trust Research.</p> <p>Early support is key to children's learning and development.</p>			
<p>Improve Attendance for pupil premium</p>	<p>Breakfast and After School Club.</p> <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</p>	<p>Children need to be in school to learn, and there is a high correlation in our in school data linked to progress. Parents are 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>	<p>Register data persistent absentees and weekly attendance.</p> <p>Focus on EAL, SEN & Pupil Premium</p>	<p>Headship Team Admin Team</p>	<p>On going</p> <p>Outcome 3% improvement</p>

	attendance. Certificates given for children with 100% attendance				
For pupils to learn a musical instrument.	Instrumental music sessions one to one	Children enjoy learning how to play an instrument. If not funded by the school these lessons would not be able to continue. An article from the June addition 2014 'Psychology Today' emphasis the correlation with playing a musical instrument to successful achievement.	Data Pupil conference Attendance of children receiving musical tuition.	Business Manager ££362.00	On-going

6. Review of Expenditure

Previous Academic Year: 2015/16

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 teachers	<ul style="list-style-type: none"> Disadvantage KS2 pupils' progress was not significantly below average overall or any prior attainment group in any subject. KS1 attainment of at least the expected standard in all subjects for all EYFS development groups was close to or above national. The proportion of pupils that met the expected standard in phonics was above the national figure in Year 1. The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in Year 1. 	<p>The school will continue using Accelerated Teachers with more time spent supporting pupils in class.</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>	£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 scrutiny, 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.	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 through letters and conversations.	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. Year 6 2015 residential trip = £5102.50 Year 4 residential trip = £

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 <u>additional</u> information which you have used to support the sections above.				
				Total budgeted cost £146,572