



Pupil Premium Strategy Statement – April 2018- April 2019

1. Summary information April 2018-April 2019					
School	Mersham Primary School				
Academic Year	2018/19	Total PP budget	£29040	Date of most recent PP Review	April 19
Total number of pupils	203	Number of pupils eligible for PP	22	Date for next internal review of this strategy	N/A

2. Current attainment		
Attainment for: 2017-2018 end of KS1 (29 children)	<i>Pupils eligible for PP 2 children</i>	<i>Pupil progress (Expected 5+ steps)</i>
% achieving age related expectation in reading, writing and maths	50%	
% achieving age related expectation in reading	50%	50%
% achieving age related expectation in writing	100%	100%
% achieving age related expectation in maths	50%	100%
Attainment for: 2017-2018 end of KS2 (30 children)	<i>Pupils eligible for PP 3 children</i>	<i>Pupil progress (Expected 5+ steps)</i>
% achieving age related expectation in reading, writing and maths	0%	
% achieving age related expectation in reading	33%	66%
% achieving age related expectation in writing	0%	66%
% achieving age related expectation in maths	33%	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	0% of KS1 and KS2 PP pupils made accelerated progress in writing
B.	26% of pupils in Year 3 are eligible for PP funding, 25% of whom have SEN. 50% are achieving ARE
C.	55% of KS2 PP pupils made expected progress and are at age related expectation in maths, only 9% made accelerated progress
D.	KS2 do not have class TA's in the afternoon

External barriers (issues which also require action outside school, such as low attendance rates)

4. Desired outcomes for 2018/19		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved writing and SPaG attainment of PP-eligible pupils.	Pupils eligible for PP to make accelerated progress in SPaG and writing to diminish the difference between pupils not eligible for PP. Writing attainment and SPaG progress of pupils eligible for PP in line with other subjects.
B.	Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.	Year 3 pupils eligible for PP to make accelerated progress in reading, writing and maths to diminish the different between pupils not eligible for PP.
C.	Improved maths attainment in KS2 for PP-eligible pupils.	KS2 pupils eligible for PP to make accelerated progress in maths.
D.	Maximise the impact of teaching assistants.	Improvements in the deployment, practice and preparedness of the teaching assistants and improved intervention outcomes.

5. 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.	

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?
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>D. Maximise the impact of teaching assistants.</p>	<p>Staff training in Growth Mindset, dyslexia, phonics.</p> <p>Conduct an audit of current practice, develop a clear shared vision and implement successful change.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA)</p>	<p>We want to ensure that all PP pupils can achieve expected targets and recognise the benefit of effective training, as identified in EEF's report on Making the best use of TA's. Children eligible for PP are attaining lower than pupils not eligible for PP and we want to continue to train staff to better understand and be able to support the needs of this group of children.</p>	<p>Training selected using evidence of effectiveness.</p> <p>Training delivered termly to TAs by the Deputy/SENCO. Teacher training during professional development meetings.</p> <p>INSET day to be used for whole staff dyslexia training, delivered by Educational Psychologist.</p> <p>Peer observation of attendees' classes after training, to embed learning.</p> <p>ELSA supported through supervision sessions with an Educational Psychologist throughout the training.</p>	SENCO	Seasonally

<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p> <p>D. Maximise the impact of teaching assistants.</p>	<p>Staff training on quality first teaching and TA deployment</p>	<p>We want to invest some of the PP funding in longer term change which will benefit the pupils.</p> <p>Results from the DISS project (2003-2009) made it clear that teachers are given very little guidance on working with TA's and recognised the importance of training teachers with regard to TA deployment.</p>	<p>Training selected using evidence of effectiveness.</p> <p>Training delivered termly to TAs by the Deputy/SENCO. Teacher training during professional development meetings.</p> <p>Peer observation of attendees' classes after training, to embed learning.</p>	SENCO	Seasonally

Total budgeted cost £4480

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?
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p> <p>D. Maximise the impact of teaching assistants.</p>	<p>Small group pre-teaching writing sessions with class teacher, in addition to standard lessons.</p> <p>Use of spelling programme as part of targeted intervention for poor spellers.</p> <p>TA to be employed in the afternoons to deliver targeted individualised and small group reading, writing and maths interventions for KS2 pupils identified through the graduated approach.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA) to deliver 1:1</p>	<p>Some students need targeted support to catch up. Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded.</p> <p>Pre-teaching sessions to be run by the class teacher and planned into the weekly class timetable, Impact overseen by English co-ordinator.</p> <p>Spelling interventions to be planned and monitored by the class teacher and impact of interventions monitored by SENCO.</p> <p>Progress monitored by SLT at termly Pupil Progress meetings as part of the graduated approach.</p> <p>SENCO to oversee the ELSA programme and monitor the impact of intervention.</p> <p>Monitor Well-being and Involvement scores as well as whether improvements in well-being and involvement translate into improved progress.</p>	<p>English lead</p> <p>SENCO</p>	Seasonally

	intervention for targeted children.				
	Small group pre-teaching maths sessions with class teacher, in addition to standard lessons.	The pre-teaching technique is successfully being used in other local schools who have seen an improvement in progress. Evidence of the effectiveness of this strategy can be found in the NET document about Tackling Educational Disadvantage.	Pre-teaching sessions to be run by the class teacher planned into the weekly class timetable, Impact overseen by Maths lead to ensure targeted pupils are making accelerated progress. Progress monitored by SLT at termly Pupil Progress meetings.	KS2 Teachers Maths lead	Seasonally
Total budgeted cost					£9480

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?
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p>	<p>If deemed necessary, 1:1 bushcraft sessions delivered by a qualified Forest School Practitioner for pupils identified through the graduated approach.</p> <p>Support school trips, extra-curricular activities, instrument hire and individualised resources.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>There is strong evidence that extracurricular activities and activities in the natural environment increase self-esteem and positive social behaviour among children. With greater self-esteem children will develop higher levels of wellbeing and involvement at school. Payment for extracurricular clubs will contribute to improved confidence and self-esteem.</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded.</p> <p>Monitor Well-being and Involvement scores as well as whether improvements in well-being and involvement translate into improved progress.</p>	SENCO	Seasonally
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils</p>	<p>Family Liaison Officer to continue to work with parents to ensure high rates of attendance.</p>	<p>In order for us to successfully improve attainment we need the children to be in school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Family Liaison Officer aware of existing absence issues. Attendance officer, Headteacher, and Family Liaison Officer to collaborate to ensure school processes work smoothly.</p>	Headteacher	Seasonally
Total budgeted cost					£8480

6. Expenditure to support outcomes

Pupil Premium Grant Expenditure Financial Year 2018/19

Amount of PPG	Mersham Pupil Premium funding for April 2018 – April 2019: £29,040
Total Number of Children Eligible for PPG	22

Initiative/Activity	Objective
Literacy books/engaging Reluctant Reader/Phonics	To engage children in reading.
Therapeutic intervention	To support pupils with emotional needs to raise wellbeing and to increase learning.
Teacher -led pre-teaching intervention for KS2 writing	To provide support prior to the main lesson to raise confidence and self-esteem.
Additional teacher-led tuition 'in class' for KS2 Literacy and Numeracy application.	To provide class based support for literacy and maths to increase engagement and achievement.
Teacher-led 'booster' tuition for KS2 and KS1 Numeracy and Literacy skills.	To raise levels of attainment by providing small group 'booster' support.
Teacher-led one to one tuition in KS2 Literacy and Numeracy skills.	To raise maths progress by providing individualised support.
KS1 and KS2 one to one social skills and well-being intervention.	To support pupils with social and emotional needs to raise wellbeing and to increase learning.
Teacher-led KS1 one to one tuition in speech, language and phonic interventions.	To raise reading progress by providing individualised support.
Individualised intervention programmes to support areas of need.	To provide individualised support for pupils identified through the graduated approach.
Extra-curricular opportunities. I.e. Musical instrument hire and tuition.	To provide enriched learning opportunities, give the pupils enjoyable experiences and increase their well-being and engagement with learning.
Funding additional resources to support vulnerable groups and their learning/SEMH needs.	To enrich learning opportunities and provide emotional support for pupils to help them engage in school life.
TA support - additional hrs in KS2	To increase the amount of support given to KS2 to raise their engagement in learning.

Speech and Language Assessment/ Resources	To enable staff to assess pupils, provide strategies for working with pupils and enrich learning opportunities.
Courses & Staff Development	Train teachers and teaching assistants to meet the needs of pupils and help all pupils access the curriculum.
Funding for trips, curriculum themed days, after school clubs, swimming lessons and any other school activity that involved a financial cost or voluntary contribution	To provide enriched learning opportunities, give the pupils enjoyable experiences and increase their well-being and engagement with learning.
Cool Milk Free for Over 5s who received PP	To provide nourishment at school, improve attendance.
Wrap around care I.e. Breakfast club, toddler group	To provide nourishment, raise well-being and improve attendance.

Academic year			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost £4480
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>D. Maximise the impact of teaching assistants.</p>	<p>Staff training in Growth Mindset, dyslexia, phonics.</p> <p>Conduct an audit of current practice, develop a clear shared vision and implement successful change.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA)</p>	<p><i>ANALYSIS BASED ON SPRING DATA INPUT:</i> 74% of PP pupils achieved the expected standard for writing.</p> <p>25% increase in Year 3 PP pupils achieving age expected expectations for Reading and Maths, exceeding non-PP pupils reaching ARE in Reading and Maths. 50% of Year 3 PP pupils are achieving ARE for Writing.</p> <p>Improvements in the deployment, practice and preparedness of the teaching assistants and improved intervention outcomes. 83% of PP pupils met their intervention targets in term 2 and 83% of pupils met their intervention targets in term 4.</p> <p>TA effectively trained and qualified as an ELSA. Pupils effectively identified and intervention placed to target identified need with 75% achieving targeted outcome.</p> <p>Success criteria: met</p>	

<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p> <p>D. Maximise the impact of teaching assistants.</p>	<p>Staff training on quality first teaching and TA deployment</p>	<p><i>ANALYSIS BASED ON SPRING DATA INPUT:</i> Staff INSET/training with a focus on inclusive practice has evidenced improvements in the deployment, practice and effectiveness of teachers and teaching assistants to improve intervention outcomes.</p> <p>74% of PP pupils achieved the expected standard for writing.</p> <p>58% of KS2 PP pupils at the expected standard for Maths. An improvement of 3% (1 pupil). No current increase in PP pupils making accelerated progress.</p> <p>Success Criteria A and D: met</p>	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost £9480
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p> <p>D. Maximise the impact of teaching assistants.</p>	<p>Small group pre-teaching writing sessions with class teacher, in addition to standard lessons.</p> <p>Use of spelling programme as part of targeted intervention for poor spellers.</p> <p>TA to be employed in the afternoons to deliver targeted individualised and small group reading, writing and maths interventions for KS2 pupils identified through the graduated approach.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA) to deliver 1:1 intervention for targeted children.</p>	<p><i>ANALYSIS BASED ON SPRING DATA:</i> 74% of PP pupils achieved the expected standard for writing.</p> <p>25% increase in Year 3 PP pupils achieving age expected expectations for Reading and Maths, exceeding non-PP pupils reaching ARE in Reading and Maths. 50% of Year 3 PP pupils are achieving ARE for Writing.</p> <p>58% of KS2 PP pupils at the expected standard for Maths. An improvement of 3% (1 pupil). No current increase in PP pupils making accelerated progress</p> <p>TA effectively trained and qualified as an ELSA. Pupils effectively identified and intervention placed to target identified need with 75% achieving targeted outcome.</p> <p>Improved outcomes for PP pupil well-being Leuven tracking evidences a well-being score for PP pupils: Av = 4.0 out of 5 and Involvement Score for PP pupils: Av. = 4.1 out of 5</p> <p>Success Criteria A, B and D: met</p>	

	Small group pre-teaching maths sessions with class teacher, in addition to standard lessons.	<p><i>ANALYSIS BASED ON SPRING DATA INPUT:</i> 71% of PP pupils met their Maths intervention targets in term 2 and 78% of pupils met their intervention targets for Maths in term 4.</p> <p>Success criteria: met</p>	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost £8380
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p>	<p>If deemed necessary, 1:1 bushcraft sessions delivered by a qualified Forest School Practitioner for pupils identified through the graduated approach.</p> <p>Support school trips, extra-curricular activities, instrument hire and individualised resources.</p>	<p><i>ANALYSIS BASED ON SPRING DATA INPUT:</i> 74% of PP pupils achieved the expected standard for writing.</p> <p>25% increase in Year 3 PP pupils achieving age expected expectations for Reading and Maths, exceeding non-PP pupils reaching ARE in Reading and Maths. 50% of Year 3 PP pupils are achieving ARE for Writing.</p> <p>58% of KS2 PP pupils at the expected standard for Maths. An improvement of 3% (1 pupil). No current increase in PP pupils making accelerated progress</p> <p>Improved outcomes for PP pupil well-being Leuven tracking evidences a well-being score for PP pupils: Av = 4.0 out of 5 and Involvement Score for PP pupils: Av. = 4.1 out of 5</p> <p>Availability to activities effectively resourced and made available to all PP pupils to support inclusion and participation.</p> <p>Success criteria A and B: met</p>	
	Family Liaison Officer to continue to work with parents to ensure high rates of attendance.	<p>FLO effectively in place to support vulnerable (including PP eligible families) PP pupil attendance is in-line with non-PP pupils Sept-April 2019:</p> <ul style="list-style-type: none"> • PP pupils: 96.7% • Non PP pupils: 96.6% 	

8.Summary information April 2019-April 2020

School	Mersham Primary School				
Academic Year	2019/20	Total PP budget	£18480	Date of most recent PP Review	N/A
Total number of pupils	187	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2019