



Pupil Premium Strategy Statement – April 2019- April 2020

1. Summary information April 2019-April 2020					
School	Mersham Primary School				
Academic Year	2019/20	Total PP budget	£27,720	Date of most recent PP Review	April 19
Total number of pupils	189	Number of pupils eligible for PP	21	Date for next internal review of this strategy	N/A

2. Current attainment		
Attainment for: 2018-2019 end of KS1 (26 children)	<i>Pupils eligible for PP 2 children</i>	<i>Pupil progress (Expected 5+ steps in yr 2)</i>
% achieving age related expectation in reading, writing and maths	100%	100%
% achieving age related expectation in reading	100%	100%
% achieving age related expectation in writing	100%	100%
% achieving age related expectation in maths	100%	100%
Attainment for: 2018-2019 end of KS2 (26 children)	<i>Pupils eligible for PP 7 children</i>	<i>Pupil progress (Expected 5+ steps in yr 6)</i>
% achieving age related expectation in reading, writing and maths	71.4%	57.1% (4/7 chn)
% achieving age related expectation in reading	85.7%	71.4% (5/7 chn)
% achieving age related expectation in writing	85.7%	85.7% (6/7 chn)
% achieving age related expectation in maths	71.4%	71.4% (5/7 chn)

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.	5% of KS1 and KS2 PP pupils made accelerated progress in reading (0% in yrs 1-5) with 69% of yr 1-5 children working at the expected standard.
B.	KS1 and KS2 are achieving below school milestone (based on FFT) of 85% in R (75%), W (70%) and M (80%)
C.	58% of Year R pupils achieved a GLD
D.	Limited opportunities linked to understanding the wider world and accessing the wider curriculum.

External barriers (issues which also require action outside school, such as low attendance rates)		
D.		
4. Desired outcomes for 2018/19		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased % of PP children making accelerated progress in reading from their starting points.	There is evidence of quality first teaching in all cohorts. High quality teaching and interventions will ensure that children eligible for PP funding make accelerated progress from their starting points.
B.	Increased percentage of pupils achieving age related expectations in reading, writing and maths in line with school milestones.	Pupils eligible for PP to make accelerated progress in reading, writing and maths to diminish the different between pupils not eligible for PP.
C.	Increased % of children achieving a GLD in Reception	% of pupils achieving a GLD in at the end of Reception is in line with national data.
D.	To expose pupils to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.	Children to have increased self-confidence and aspirations through attending places and events they would not usually attend. Data to show PP children participate in a range of intra and extra-curricular activities..

5. Planned expenditure

Academic year	2019/2020				
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?
A. Increased % of PP children making accelerated progress in reading	*Reading assessments 3 times a year with careful tracking of progress. *Audit reading approaches used across school and resources available to support reading.	We want to ensure that all PP pupils are receiving quality first teaching experiences	Training selected using evidence of effectiveness.	SENCO	Seasonally
B. Increased percentage of pupils achieving age related expectations in reading, writing and maths in line with school milestones.	*Ensure that staff are confident in teaching reading and developing higher order reading skills. *Provide quality CPD experiences.	Regular monitoring and tracking ensures that the children remain on track, making at least expected progress. Quality CPD will ensure that all staff have the skills and confidence to develop skills.	Teacher training during professional development meetings. Peer observation. Data analysis and tracking of pupils.		
C. Increased % of children achieving a GLD in Reception.	*Monitor teaching and learning across the school, sharing good practice.	Children eligible for PP are making less accelerated progress than pupils not eligible for PP and we want to continue to train and support staff to better understand, identify and be able to support the needs of this group of children.	Triangulation of book scrutiny, observations and data. Learning walks. Pupil voice.		

<p>D. To expose pupils to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.</p>	<p>*Employ a permanent, experienced teacher for Reception. *Support the teacher to improve practice and provision in Reception. *Audit clubs and opportunities provided for PP children. *Ensure that cost is not a limiting factor for PP children's participation in activities. *Explore curriculum opportunities to widen experiences.</p>		<p>Dedicated staff meeting time.</p>		
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Total budgeted cost £8,300

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. Increased % of PP children making accelerated progress in reading</p> <p>B. Increased percentage of pupils achieving age related expectations in reading, writing and maths in line with school milestones.</p> <p>C. Increased % of children achieving a GLD in Reception</p> <p>D. To expose pupils to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.</p>	<p>Small group and 1:1 reading 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 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>Moderation activities, peer support and observation opportunities for Yr R teacher.</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 & Maths co-ordinators.</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>SLT to monitor the wider curriculum opportunities offered to PP children.</p>	<p>English lead SENCO</p>	<p>Seasonally</p>

	<p>Small group pre-teaching maths sessions with class teacher, in addition to standard lessons.</p> <p>EYFS Teacher and TA trained in planning and developing learning opportunities and questioning.</p>	<p>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.</p>	<p>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.</p>	<p>KS2 Teachers</p> <p>Maths lead</p>	<p>Seasonally</p>
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Total budgeted cost £9,000

d. 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>D. To expose pupils to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.</p>	<p>Bushcraft / Forest School sessions delivered by a qualified Forest School Practitioner for pupils identified through the graduated approach.</p> <p>Support school trips including residential 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>Learning is brought to life and given greater context. It is important to expose children to a wide range of experiences that broaden and enrich the curriculum.</p> <p>Social skills, independence, perseverance and team work are developed through group work on residential visits in preparation for secondary school.</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>	<p>SENCO</p>	<p>Seasonally</p>

A. Increased % of PP children making accelerated progress in reading	TA trained as an Emotional Literacy Support Assistant (ELSA) to deliver 1:1		Monitor Well-being and Involvement scores as well as whether improvements in well-being and involvement translate into improved progress.		Seasonally
B. Increased percentage of pupils achieving age related expectations in reading, writing and maths in line with school milestones.					
Total budgeted cost					£9,330

6. Expenditure to support outcomes

Pupil Premium Grant Expenditure Financial Year 2019/20

Amount of PPG	Mersham Pupil Premium funding for April 2019 – April 2020: £27,720
Total Number of Children Eligible for PPG	21

Initiative/Activity	Objective	Cost (approx.)
Reading Assessment materials	To provide an accurate assessment and gap analysis of reading skills. To provide a consistent approach that enable SLT to track progress confidently.	£1000
Literacy books/engaging Reluctant Reader/Phonics	To engage children in reading.	£1000
Therapeutic intervention <i>ELSA (LW)</i>	To support pupils with emotional needs to raise wellbeing and to increase learning.	£1950
Teacher -led pre-teaching intervention for KS2 writing	To provide support prior to the main lesson to raise confidence and self-esteem.	£1300
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.	£1000

Teacher-led 'booster' tuition for KS2 and KS1 Numeracy and Literacy skills.	To raise levels of attainment by providing small group 'booster' support.	£2500
After-school Homework club	To raise maths progress by providing individualised support.	£500
KS1 and KS2 one to one social skills and well-being intervention. (SC)	To support pupils with social and emotional needs to raise wellbeing and to increase learning.	£2800
Individualised intervention programmes to support areas of need. (SC)	To provide individualised support for pupils identified through the graduated approach.	£2000
Forest school sessions to support well-being and emotional resilience.	To provide individualised SEMH support for targeted pupils.	£2000
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.	£100
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.	£2000
TA support - additional hrs in KS2 (SC)	To increase the amount of support given to KS2 to raise their engagement in learning.	£2500
Courses & Staff Development	Train teachers and teaching assistants to meet the needs of pupils and help all pupils access the curriculum.	£700
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.	£4000
Cool Milk Free for Over 5s who received PP	To provide nourishment at school, improve attendance.	£30
Wrap around care I.e. Breakfast club, toddler group	To provide nourishment, raise well-being and improve attendance.	£2500
Total (to date April 2019- April 2020)		£27,882

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
<p>A. Increased % of PP children making accelerated progress in reading</p> <p>B. Increased percentage of pupils achieving age related expectations in reading, writing and maths in line with school milestones.</p> <p>C. Increased % of children achieving a GLD in Reception.</p> <p>D. To expose pupils to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.</p>	<p>*Audit reading approaches used across school and resources available to support reading.</p> <p>*Ensure that staff are confident in teaching reading and developing higher order reading skills.</p> <p>*Provide quality CPD experiences.</p> <p>*Monitor teaching and learning across the school, sharing good practice.</p> <p>*Employ a permanent, experienced teacher for Reception.</p> <p>*Support the teacher to improve practice and provision in Reception.</p> <p>*Audit clubs and opportunities provided for PP children.</p> <p>*Ensure that cost is not a limiting factor for PP children's participation in activities.</p> <p>*Explore curriculum opportunities to widen experiences.</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
<p>A. Increased % of PP children making accelerated progress in reading</p> <p>B. Increased percentage of pupils achieving age related expectations in reading, writing and maths in line with school milestones.</p>	<p>Reading assessments 3 times a year with careful tracking of progress.</p> <p>Small group and 1:1 reading sessions with class teacher, in addition to standard lessons.</p> <p>Use of spelling programme as part of targeted</p>		

<p>C. Increased % of children achieving a GLD in Reception</p> <p>D. To expose pupils to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.</p>	<p>intervention for poor spellers.</p> <p>TA 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>Moderation activities, peer support and observation opportunities for Yr R teacher.</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
<p>D. To expose pupils to a range of social/cultural and sporting experiences in order to raise aspirations and an enjoyment for education.</p>	<p>Bushcraft / Forest School sessions delivered by a qualified Forest School Practitioner for pupils identified through the graduated approach.</p> <p>Support school trips including residential trips, extra-curricular activities, instrument hire and individualised resources.</p>		
<p>A. Increased % of PP children making accelerated progress in reading</p> <p>B. Increased percentage of pupils achieving age related expectations in reading, writing and maths in line with school milestones.</p>	<p>TA trained as an Emotional Literacy Support Assistant (ELSA) to deliver 1:1</p>		

8.Summary information April 2019-April 2020

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