



## Pupil Premium Strategy Statement – April 2020- April 2021 - EVALUATION

1. Summary information April 2019-April 2020					
<b>School</b>	Mersham Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£24,210	<b>Date of most recent PP Review</b>	July 2021
<b>Total number of pupils</b>	183	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	N/A

2. Current attainment		
DUE TO SPRING LOCKDOWN 2.0 – KEY STAGE DATA UNVALIDATED FOR 2020-21 – INTERNAL DATA ONLY		
Attainment for: 2020-2021 end of KS1	<i>Pupils eligible for PP 5 children</i>	<i>Pupil progress (Expected 5+ steps in yr 2)</i>
<b>% achieving age related expectation in reading</b>	100%	80%
<b>% achieving age related expectation in writing</b>	80%	60%
<b>% achieving age related expectation in maths</b>	100%	80%
Attainment for: 2020-2021 end of KS2	<i>Pupils eligible for PP 4 child</i>	<i>Pupil progress (Expected 5+ steps in yr 6)</i>
<b>% achieving age related expectation in reading</b>	25%	25%
<b>% achieving age related expectation in writing</b>	25%	50%
<b>% achieving age related expectation in maths</b>	25%	50%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) – Due to lockdown rationale is based upon teacher assessed baseline Sept 2020 on return to school	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	66% PP pupils within Key Stage 2 are below ARE standards following baseline assessment in return to school.

<b>B.</b>	56% PP pupils within key stage 2 have identified risk factors relating to SEMH needs following lockdown period.	
<b>C.</b>	Limited opportunities linked to understanding the wider world and accessing the wider curriculum.	
<b>D.</b>		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	COVID lockdown within the evaluation period April 2020-2021 and concurrent lockdowns and restrictions as part of the pandemic.	
<b>4. Desired outcomes for 2020/21</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increased percentage of identified PP (within pupils progressing in SEMH milestones well-being scales)	There is evidence of progress within well-being scales in all cohorts. Curriculum adaptation and interventions will ensure that children eligible for PP have SEMH needs addressed via early intervention and specialist support (in-school and externally)
<b>B.</b>	Increased percentage of PP 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.
<b>C.</b>	Increased % of children achieving GLD in Reception	% of pupils achieving a GLD in at the end of Reception is in line with national data.
<b>D.</b>	To expose pupils to a range of experiences in order to raise aspirations and an enjoyment for education.	Children to have increased self-confidence and aspirations through access to breadth and broad curriculum experiences. Data to show PP children participate in a range of extra-curricular activities and experiences.

## 5. Planned expenditure

**Academic year**

**2020/2021**

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?
B. Increased percentage of PP pupils achieving age related expectations in reading, writing and maths in line with school milestones	*Assessments 3 times a year with careful tracking of progress. *Audit quality first teaching approaches used across school and resources available to support children below ARE. . *Provide quality CPD experiences.	We want to ensure that all PP pupils are receiving quality first teaching 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.	Training selected using evidence of effectiveness.  Teacher training during professional development meetings.  Peer observation.  Data analysis and tracking of pupils.	SENCO	Seasonally

C. Increased % of children achieving GLD in Reception	<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 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>	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.	<p>Triangulation of book scrutiny, observations and data.</p> <p>Pupil voice.</p> <p>Dedicated staff meeting time.</p>		
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**Total budgeted cost**    £4,680 approx

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>A. Increased percentage of identified PP (within pupils progressing in SEMH milestones well-being scales)</p> <p>B. Increased percentage of PP 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>Classes are assessed, reviewed and monitored via well-being pyramids and well-being scales to identify SEMH needs.</p> <p>Identified pupils are signposted to specialist intervention for SEMH support i.e play therapy, ELSA</p> <p>Small group core subject sessions with class teacher, in addition to standard lessons.</p> <p>Use of spelling/phonic programme as part of targeted intervention.</p> <p>TA employed in the afternoons to deliver targeted curriculum support</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>Pupils with identified SEMH needs evidences significant impact on ability to progress and engage in learning and require targeted support.</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded.</p> <p>Well-being and mental health is tracked and assessed thoroughly minimum 3 x year.</p> <p>SEMH interventions are targeted to identified need and allocated specialist support accordingly.</p> <p>Pre-teaching sessions to be run by the class teacher and planned into the weekly class timetable, Impact overseen by English &amp; 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 Maths lead</p> <p>SENCO</p>	<p>Seasonally</p>

	<p>and interventions for KS2 pupils identified through the graduated approach.</p> <p>Moderation activities, peer support and observation opportunities for Yr R teacher.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA) and Draw and Talk therapy to deliver 1:1</p>		<p>Monitor Well-being and Involvement scores as well as whether improvements in well-being and involvement translate into improved progress.</p>		
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<b>Total budgeted cost</b>					£4,830 approx
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**d. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. To expose pupils to a range of experiences in order to raise aspirations and an enjoyment for education	<p>Bushcraft / Forest School sessions delivered by a qualified Forest School Practitioner for pupils identified through the graduated approach.</p> <p>Support 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 activities 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>	SENCO	Seasonally

**6. Expenditure to support outcomes**

**Pupil Premium Grant Expenditure Financial Year 2019/20**

<b>Amount of PPG</b>	Mersham Pupil Premium funding for April 2020 – April 2021: £24,210
<b>Total Number of Children Eligible for PPG</b>	21

<b>Initiative/Activity</b>	<b>Objective</b>	<b>Cost (approx.)</b>
Curriculum Assessment materials (Inclu. Spag.com, test base, TimesTables rockstars subscriptions)	To provide an accurate assessment and gap analysis of reading, writing and maths skills. To provide a consistent approach that enable SLT to track progress confidently.	£1000 approx.
Literacy resources/engaging Reluctant Reader KS2/Phonics KS1	To engage children and increase motivation in reading and improve outcomes for KS1 phonic screening.	£1000 approx.
Therapeutic intervention (Inclu. <i>ELSA/Draw and Talk cpd</i> )	To support pupils with emotional needs to raise wellbeing and to increase involvement in learning.	£300
Additional adult-led tuition 'in class' for KS2 Literacy and Numeracy application.	To provide class based support for literacy and maths to increase engagement and achievement.	£996
After-school Homework club KS2	To raise maths and writing progress by providing individualised support for KS2 pupils	£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.	£450
Forest school resources to enable access to support for well-being and emotional resilience.	To provide individualised SEMH support for targeted pupils.	£500

Funding extra –curricular experiences to support vulnerable groups and their learning/SEMH needs (E.g Falconary, Sports Therapy, Music Therapy, Rock Steady)	To enrich learning opportunities and provide emotional support for pupils to help them engage in school life.	£1500
Courses & Staff Development	Train teachers and teaching assistants to meet the needs of pupils and help all pupils access the curriculum.	£300
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.	£1500
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.	£1100
<b>Total (to date April 2019- April 2020)</b>		<b>£24,210</b>

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>B. Increased percentage of PP pupils achieving age related expectations in reading, writing and maths in line with school milestones</p> <p>C. Increased % of children achieving GLD in Reception</p>	<p>* Assessments 3 times a year with careful tracking of progress.</p> <p>*Audit quality first teaching approaches used across school and resources available to support children below ARE. .</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 opportunities provided for PP children.</p>	<p><b>ANALYSIS BASED ON AUTUMN AND SUMMER DATA INPUT DUE TO NO SPRING DATA FOLLOWING LOCKDOWN:</b></p> <p><b>Reading:</b> AUTUMN : 56% of PP children are achieving ARE. SUMMER: 52% of PP children are achieving ARE. (68% MAKING EXPECTED + PROGRESS)</p> <p><b>Writing:</b> AUTUMN: 54% of PP children are achieving ARE SUMMER:45 % of PP children are achieving ARE (52% MAKING EXPECTED + PROGRESS)</p> <p><b>Maths:</b> AUTUMN: 56% of PP children are achieving ARE. SUMMER: 64% of PP children are achieving ARE (64% MAKING EXPECTED + PROGRESS)</p> <p>AUTUMN: 73% of children in Reception are on track for meeting GLD expectation. SUMMER: 76.2% of children in Reception are on track for meeting GLD expectation.</p> <p>In return to school in June 2021 focused teacher training has been identified (formative assessment) to impact upon quality first teaching practices and review and revisit methods in order to close the gap between KS1 and KS2.</p>	£4,680

	<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>	<p>Consistent supervision and cpd to support EYFS teaching and learning impacted by lockdown and class teacher shielding.</p> <p>Curriculum and enrichment activities opportunities broadened for PP pupils : Sports Therapy (Nov 2020 to present) Falconary (June 2021 ongoing) Forest School (Sept 2020 to present)</p> <p>Success Criteria B partially met – significantly impacted by Spring lockdown Success Criteria C: met</p>																					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Cost</b>																				
<p>A. Increased percentage of identified PP (within pupils progressing in SEMH milestones well-being scales)</p> <p>B. Increased percentage of PP 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>Classes are assessed, reviewed and monitored via well-being pyramids and well-being scales to identify SEMH needs.</p> <p>Identified pupils are signposted to specialist intervention for SEMH support i.e play therapy, ELSA</p> <p>Small group core subject sessions with class teacher, in addition to standard lessons.</p> <p>Use of spelling/phonics programme as part of targeted intervention.</p>	<p>ANALYSIS BASED ON AUTUMN AND SUMMER DATA INPUT DUE TO NO SPRING DATA FOLLOWING LOCKDOWN:</p> <table border="1"> <caption>Leuven Well-Being 2020-21</caption> <thead> <tr> <th>Need Type (number of children with need type)</th> <th>Term 1+2 (%)</th> <th>Term 3+4 (%)</th> <th>Term 5+6 (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>~10</td> <td>~10</td> <td>~10</td> </tr> <tr> <td>2</td> <td>~20</td> <td>~35</td> <td>~15</td> </tr> <tr> <td>3</td> <td>~35</td> <td>~25</td> <td>~25</td> </tr> <tr> <td>4+</td> <td>~45</td> <td>~40</td> <td>~55</td> </tr> </tbody> </table> <p><b>Reading:</b> AUTUMN : 56% of PP children are achieving ARE. SUMMER: 52% of PP children are achieving ARE. (68% MAKING EXPECTED + PROGRESS)</p> <p><b>Writing:</b> AUTUMN: 54% of PP children are achieving ARE SUMMER: 45% of PP children are achieving ARE (52% MAKING EXPECTED + PROGRESS)</p> <p><b>Maths:</b> AUTUMN: 56% of PP children are achieving ARE.</p>	Need Type (number of children with need type)	Term 1+2 (%)	Term 3+4 (%)	Term 5+6 (%)	1	~10	~10	~10	2	~20	~35	~15	3	~35	~25	~25	4+	~45	~40	~55	£4,830
Need Type (number of children with need type)	Term 1+2 (%)	Term 3+4 (%)	Term 5+6 (%)																				
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2	~20	~35	~15																				
3	~35	~25	~25																				
4+	~45	~40	~55																				

	<p>TA employed in the afternoons to deliver targeted curriculum support and interventions for KS2 pupils identified through the graduated approach – <b>UNABLE TO DELIVER BEYOND DECEMBER DUE TO LOCKDOWN AND COVID RESTRICTIONS IN PLACE</b></p> <p>Moderation activities, peer support and observation opportunities for Yr R teacher.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA) to deliver 1:1</p>	<p>SUMMER: 64% of PP children are achieving ARE (64% MAKING EXPECTED + PROGRESS)</p> <p>AUTUMN: 73% of children in Reception are on track for meeting GLD expectation. SUMMER: 76.2% of children in Reception are on track for meeting GLD expectation.</p> <p>Training and feedback highlights that SEMH support had an impact. A monitoring pathway was identified on return to school in order to assess impact of SEMH strategies in the classroom and secure well-being assessment.</p> <p>Consistent supervision and cpd to support EYFS teaching and learning impacted by lockdown and class teacher shielding.</p> <p>SEMH assessment of ELSA pupils identifies progress of av. 1 step within Leuven Scales.</p> <p>Success Criteria A; met Success Criteria B partially met – significantly impacted by Spring lockdown Success Criteria C: met</p>	
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Cost</b>
D: To expose pupils to a range of experiences in order to raise aspirations and an enjoyment for education	<p>Bushcraft / Forest School sessions delivered by a qualified Forest School Practitioner for pupils identified through the graduated approach.</p> <p>Support extra-curricular activities, instrument hire and individualised resources.</p>	<p>Curriculum and enrichment activities opportunities broadened for PP pupils : Sports Therapy (Nov 2020 to present) Falconary (June 2021 ongoing) Forest School (Sept 2020 to present) Rock Steady (Sept 2020 to present)</p> <p>70% PP pupils in KS2 are accessing additional intervention and extra-curricular activity to support identified needs (Environmental Therapy, Sports Therapy, Rock Steady)</p> <p>50% pupils in KS1 are accessing additional pastoral support 1:1 to support identified needs.</p> <p>20% of PP children have identified risk factors associated to SEMH needs in comparison to 54% in Sept 2020. A positive reduction.</p> <p>Success Criteria A; met</p>	£6,990

## 8. Summary information April 2021-April 2022

<b>School</b>	Mersham Primary School				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>		<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>	25	<b>Date for next internal review of this strategy</b>	N/A