



## Pupil Premium Strategy Statement – April 2021- April 2022

1. Summary information April 2019-April 2020					
<b>School</b>	Mersham Primary School				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£24,210	<b>Date of most recent PP Review</b>	July 2021
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>	18 (25 pupils since census Oct 2020)	<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) – <i>Rationale based on teacher assessed data July 2021 following Spring Lockdown 2.0</i>	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	55% of PP pupils in KS 1 are below ARE in Writing in comparison to 40% non-PP pupils with 65% of PP pupils in KS1 not making expected+ progress in writing.

<b>B.</b>	24% of pupils in Year 5 are eligible for PP funding, 50% of whom have SEN. 33% are achieving ARE in reading, writing and maths	
<b>C.</b>	45% of PP pupils are not secure in their well-being (Point 4+) within the school environment in comparison to 20% of non-PP pupils.	
<b>D.</b>	Limited opportunities for PP pupils linked to opportunities to access enrichment a wide range of enrichment activities and accessing the wider curriculum.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	COVID lockdown 2.0 (Spring term) within the evaluation period April 2021-2022 and restrictions as part of the pandemic.	
<b>4. Desired outcomes for 2021/22</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved writing attainment in KS1 for PP-eligible pupils.	KS1 pupils eligible for PP to make at least expected progress in writing, with at least 33% making accelerated progress to narrow the gap between PP and non-PP pupils.
<b>B.</b>	Increased percentage of PP pupils at the end of Key Stage 2 achieving age related expectations in reading, writing and maths.	Increased % of pupils eligible for PP in Year 6 to make accelerated progress in reading, writing and maths to diminish the different between pupils not eligible for PP.
<b>C.</b>	Increased percentage of PP reaching point 4+ security in Leuven well-being assessment.	There is evidence of progress within well-being scales in all cohorts since return to school June 2021. 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>D.</b>	To expose PP pupils to a range of enrichment activities 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

<b>Academic year</b>	<b>2020/2021</b>				
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.					
<b>i. Quality of teaching for all</b>					
<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>
A. Improved writing attainment in KS1 for PP-eligible pupils.  B. Increased percentage of PP pupils at the end of Key Stage 2 achieving age related	*Assessments 3 times a year with careful tracking of progress. *Audit quality first teaching approaches used across school and differentiated resources/strategies	We want to ensure that all PP pupils are receiving quality first teaching experiences – teacher training and support in line with KCC mainstream core standards to assure whole school approaches are inclusive for all areas of need.	Training selected using evidence of effectiveness via EEF directed evidence.  Training delivered termly to TAs by the Deputy/SENCO. Teacher training during professional development meetings.	SENCO SLT	Seasonally

expectations in reading, writing and maths.	available to support children below ARE. . *Provide quality CPD experiences. *Monitor teaching and learning across the school, sharing good practice.	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 for improved learning behaviours to impact progress – as discussed in reliable evidence directed by the EEF 'What Works, What Doesn't By Jon Dulonsky et al. and EEF Guidance Report 'Meta-cognition and self-regulated learning'  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. – as discussed in EEF guidance report Improving Behaviour In Schools	INSET day to be used for whole staff metacognition theory and practice , delivered by DEPUTY.  ELSA support for identified SEMH needs impacting engagement and behaviours for learning.  Peer observation.  Data analysis and tracking of pupils.  Triangulation of book scrutiny, observations and data.  Pupil voice.  Dedicated staff meeting time.		
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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>C Increased percentage of PP reaching point 4+ security in Leuven well-being assessment.</p> <p>A. Improved writing attainment in KS1 for PP-eligible pupils.</p>	<p>Classes are assessed, reviewed and monitored via Leuven well-being and involvement scales to identify SEMH needs.</p> <p>Leuven scales are evaluated to monitor gaps in PP eligibility and non-PP pupils to eliminate</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 as discussed in EEF Guidance</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>SENCO English lead Maths lead</p>	<p>Seasonally</p>

<p>B. Increased percentage of PP pupils at the end of Key Stage 2 achieving age related expectations in reading, writing and maths.</p>	<p>disadvantage in access to resources (funding)</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>TA employed in the afternoons to deliver targeted curriculum support and interventions for pupils identified through the graduated approach.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA) and Draw and Talk therapy to deliver 1:1</p> <p>Trainee Play Therapist to deliver 1:1 targeted support for identified 'at risk' pupils</p>	<p>Report Improving Social and Emotional Learning in Primary Schools.</p>	<p>INSET day to be used for whole staff metacognition theory and practice , delivered by DEPUTY.</p> <p>Impact overseen by English and Maths co-ordinators.</p> <p>Impact of interventions for vulnerable groups 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>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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**Total budgeted cost** £4,830 approx

**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 PP pupils to a range of experiences in order to raise aspirations and an enjoyment for education</p>	<p>Bushcraft / Forest School/Falconary/Sports Therapy sessions delivered by a qualified Forest School Practitioner for pupils identified through the graduated approach.</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</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</p>	<p>SENCO</p>	<p>Seasonally</p>

	<p>Support extra-curricular activities, instrument hire and individualised resources.</p> <p>Ensure funding does not disadvantage access to Mersham Century participation for PP pupils.</p>	<p>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 bought 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>involvement translate into improved progress.</p>		
<b>Total budgeted cost</b>					£6,130 approx

## 6. Expenditure to support outcomes

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

<b>Amount of PPG</b>	Mersham Pupil Premium funding for April 2021 – April 2022: £24,210
<b>Total Number of Children Eligible for PPG</b>	18 (25 since October 2020 census)

<b>Initiative/Activity</b>	<b>Objective</b>	<b>Cost (approx.)</b>
Curriculum Assessment materials (Inclu.Speech and Language Link, Clicker, Testbase, )	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 Writers KS1/Phonics KS1	To engage children and increase motivation in reading and improve outcomes for KS1 phonic screening.	£800 approx.

Therapeutic intervention (Inclu. <i>Draw and Talk cpd</i> ) (LW)	To support pupils with emotional needs to raise wellbeing and to increase involvement in learning.	£300
Additional adult-led tuition 'in class' for Literacy and Numeracy application (EH)	To provide class based support for literacy and maths to increase engagement and achievement.	£500 approx.
KS1 and KS2 one to one social skills and SEL intervention. (EH)	To support pupils with social and emotional needs to raise wellbeing and to increase learning.	£500 approx.
Forest school/sports therapy resources to enable access to support for well-being and emotional resilience.	To provide individualised SEMH support for targeted pupils.	£500 approx.
Funding extra –curricular experiences to support vulnerable groups and their learning/SEMH needs (E.g Falconary, Sports Therapy, Rock Steady)	To enrich learning opportunities and provide emotional support for pupils to help them engage in school life.	£1500 approx
Courses & Staff Development	Train teachers and teaching assistants to meet the needs of pupils and help all pupils access the curriculum.	£500 approx.
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.	£800 approx.
Cool Milk Free for Over 5s who received PP	To provide nourishment at school, improve attendance.	£50 approx
Wrap around care i.e. Breakfast club, toddler group	To provide nourishment, raise well-being and improve attendance.	£1200 approx.
<b>Total (to date April 2019- April 2020)</b>		<b>£24,210</b>

<b>Academic year</b>			
<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. Improved writing attainment in KS1 for PP-eligible pupils.</p> <p>B. Increased percentage of PP pupils at the end of Key Stage 2 achieving age</p>	<p>*Assessments 3 times a year with careful tracking of progress.</p> <p>*Audit quality first teaching approaches used across school and differentiated resources/strategies</p>		

<p>related expectations in reading, writing and maths.</p>	<p>available to support children below ARE. .          *Provide quality CPD experiences.          *Monitor teaching and learning across the school, sharing good practice.</p>		
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b></p>	<p><b>Cost</b></p>
<p>C Increased percentage of PP reaching point 4+ security in Leuven well-being assessment.</p> <p>A. Improved writing attainment in KS1 for PP-eligible pupils.          B. Increased percentage of PP pupils at the end of Key Stage 2 achieving age related expectations in reading, writing and maths.</p>	<p>Classes are assessed, reviewed and monitored via Leuven well-being and involvement scales to identify SEMH needs.</p> <p>Leuven scales are evaluated to monitor gaps in PP eligibility and non-PP pupils to eliminate disadvantage in access to resources (funding)</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 and interventions for pupils identified through the graduated approach.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA) and Draw and Talk therapy to deliver 1:1</p>		

	Trainee Play Therapist to deliver 1:1 targetted support for identified 'at risk' pupils		
<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 PP pupils to a range of experiences in order to raise aspirations and an enjoyment for education	<p>Bushcraft / Forest School/Falconary/Sports Therapy 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>Ensure funding does not disadvantage access to Mersham Century participation for PP pupils.</p>		

8.Summary information April 2022-April 2023					
<b>School</b>	Mersham Primary School				
<b>Academic Year</b>	2022/23	<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