



Pupil premium strategy statement. School: Mere Green Primary

1. Summary information					
Academic Year	2018/19	Total PP budget	£85,000	Date of most recent PP Review	Autumn 2017
Total number of pupils	57	Number of pupils eligible for PP	57 (16%) Y1 - 6 (>1%) Y2 - 5 (1%) Y3 - 11 (11%) Y4 - 5 (23%) Y5 - 12 (31%) Y6 - 11 (30%)	Date for next internal review of this strategy	Reviewed July 2019

2. 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.	Resource Base on site for children with SLCN statements affects all English areas of learning.
B.	
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower attendance for PP children



3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
i.	A high proportion of pupils (eligible for PP) making better than expected progress relative to their starting points	<p>High proportion / significant group 5+ pupils</p> <p>100% PP to make expected progress</p> <p>30% PP to make better than expected progress</p> <ul style="list-style-type: none"> • Termly Pupil Progress meetings • Termly review of strategies • Final Review July 2019 <p><u>KS1 Outcomes (5 PP children)</u></p> <p>Maths 80% expected progress (1 ch 20% see case study) 20% better than expected progress (1 ch did not meet target for better than expected progress – see case study)</p> <p>Reading 60% expected progress (see 2 case studies) 40% better than expected progress</p> <p>Writing 100% expected progress 0% better expected progress (see 2 case studies)</p>



		<p><u>KS2 Outcomes</u> Maths 73% expected progress (see case studies) 9% better than expected progress (2 ch did not meet target for better than expected progress – see case study 2A prior attainment) Reading 45% expected progress (see case studies high prior attainers) 27% better than expected progress Writing 73% expected progress (see moderation case study) 18% better expected progress (value added +0.7 low prior attainers)</p>
<p>ii.</p>	<p>Increase the percentage of pupils (eligible for PP) achieving ARE & Greater Depth</p>	<p>Attainment of pupils eligible for PP is in line with attainment of non pupil premium pupils.</p> <p>At least 85% of Pupil Premium pupils achieve ARE and at least 25% exceeding ARE</p> <p>A high proportion of Pupil Premium Pupils to be working at GD at the end of KS1 and KS2.</p> <p><u>KS2 Outcomes 2018/2018</u></p> <p>Outcomes end of KS2 demonstrate that the attainment gap between disadvantaged and non disadvantaged has closed</p> <p>Expected: Reading Disadvantaged 82% (2 ch did not achieve standard) non disadvantaged 95% (1 child did not achieve the standard) Writing: Disadvantaged 91% (1 ch did not achieve standard) non disadvantaged 91% (2 child did not achieve the standard) Maths: Disadvantaged 100% non disadvantaged 86% (3 child did not achieve the standard) Greater Depth Disadvantaged achieving greater depth in line or above national. Gap between Disadvantaged and non disadvantaged within cohort; however all pupil premium children are in low/middle prior attainment groups. Reading Disadvantaged 18% (2 ch achieved GD) non disadvantaged 41% (9 ch achieved GD)</p>



Writing Disadvantaged 0% (0 ch achieved GD) non disadvantaged 5% (1 ch achieved GD)
Maths Disadvantaged 27% (3 ch achieved GD) non disadvantaged 45% (10 ch achieved GD)

KS1 Outcomes 2018/2019

Expected:

Reading Disadvantaged 40% (3 ch did not achieve standard) non disadvantaged 84% (6 child did not achieve the standard)

Writing: Disadvantaged 60% (2 ch did not achieve standard) non disadvantaged 82% (10 child did not achieve the standard)

Maths: Disadvantaged 60% (2 ch did not achieve standard) non disadvantaged 84% (6 child did not achieve the standard)

Greater Depth

Reading Disadvantaged 40% non disadvantaged 27%

Writing Disadvantaged 0% (0 ch achieved GD) non disadvantaged 26% (14 ch achieved GD)

Maths Disadvantaged 20% (1 ch achieved GD) non disadvantaged 27% (14 ch achieved GD)

See Case Studies End of Key Stage Outcomes

Year 1 (6 PP children)

Reading Disadvantaged 67% ARE (2 ch below ARE) / non disadvantaged 78% (13 ch below ARE)

Writing Disadvantaged 67% ARE (2 ch below ARE) / non disadvantaged 78% (13 ch below ARE)

Maths Reading Disadvantaged 67% ARE (2 ch below ARE) / non disadvantaged 78% (13 ch below ARE)

0% Disadvantaged achieving GD in Reading, Writing, Maths

Non Disadvantaged achieving GD in Reading (21%), Writing(16%), Maths (21%)

100% of Year 1 pupil premium pupils are on track to make the expected progress.

67% PP achieved expected standard end of EYFS.

0% PP achieved exceeding end of EYFS.

Year 3 (11 PP)

Reading Disadvantaged 64% ARE (4 ch below ARE) / non disadvantaged 82% (9 ch below ARE)



Writing Disadvantaged 73% ARE (3 ch below ARE) / non disadvantaged 82% (9 ch below ARE)
 Maths Disadvantaged 64% ARE (4 ch below ARE) / non disadvantaged 88% (8 ch below ARE)

0% Disadvantaged achieving GD in Reading, Writing, Maths
 Non Disadvantaged achieving GD in Reading (39%), Writing(31%), Maths (35%)

*100% of Year 3 pupil premium pupils are on track to make the expected progress.
 64% PP achieved expected standard in Reading KS1
 73% PP achieved expected standard in Writing KS1
 64% PP achieved expected standard in Maths KS1*

0% PP achieved GD at end of KS1

Year 4 (5 PP)

Reading Disadvantaged 80% ARE (1 ch below ARE) / non disadvantaged 90% (8 ch below ARE)
 Writing Disadvantaged 60% ARE (2 ch below ARE) / non disadvantaged 97% (6 ch below ARE)
 Maths Disadvantaged 80% ARE (1 ch below ARE) / non disadvantaged 93% (7 ch below ARE)

Disadvantaged achieving GD in Reading (0%), Writing (20%), Maths (20%)
 Non Disadvantaged achieving GD in Reading (43%), Writing(34%), Maths (50%)

*100% of Year 4 pupil premium pupils are on track to make at least the expected progress, 20% on track to make better than expected progress.
 60% PP achieved expected standard in Reading KS1
 60% PP achieved expected standard in Writing KS1
 60% PP achieved expected standard in Maths KS1*

0% PP achieved GD at end of KS1

Year 5 PP (12 PP)

Reading Disadvantaged 67% ARE (4 ch below ARE) / non disadvantaged 91% (4 ch below ARE)
 Writing Disadvantaged 67% ARE (4 ch below ARE) / non disadvantaged 89% (5 ch below ARE)
 Maths Disadvantaged 67% ARE (4 ch below ARE) / non disadvantaged 93% (3 ch below ARE)

Disadvantaged achieving GD in Reading (33%), Writing (8%), Maths (8%)



		<p>Non Disadvantaged achieving GD in Reading (57%), Writing(46%), Maths (64%)</p> <p><i>100% of Year 5 pupil premium pupils are on track to make at least the expected progress, 24% on track to make better than expected progress in Reading</i></p> <p><i>58% PP achieved expected standard in Reading KS1</i></p> <p><i>75% PP achieved expected standard in Writing KS1</i></p> <p><i>42% PP achieved expected standard in Maths KS1</i></p> <p><i>0% PP achieved GD at end of KS1</i></p>
<p>iii.</p>	<p>Increased attendance rates for pupils eligible for PP</p>	<p>Attendance of those pupils eligible for PP to be in line with non-pupil premium pupils.</p> <p>Attendance Target 2018.19 97%</p> <p>Attendance Data Spring 2019 Pupil Premium Attendance 94.5% (see case study of PA PP children) Non PP Attendance 96.2% Attendance difference 1.7%</p> <p>Attendance 2017/2018 PP attendance 91.3% Non PP 95.8%</p> <p>Gap between PP and non PP is closing</p> <p>To be updated Autumn 2019</p>
<p>iv.</p>	<p>Increase concentration, engagement and attentiveness across all subjects for PP children</p>	<p>Behaviour for learning, of pupils eligible for PP, to be judged as Outstanding</p> <p>Behaviour for learning, of pupils eligible for PP, is outstanding in all subjects and all key stages.</p> <p>100% PP pupils attending trips/ residential visits and engaging in a range of additional opportunities</p> <p>100% PP pupils attended trips (all key stages)</p> <p>89% PP attended residential on offer KS2</p> <p>Attainment of pupils eligible for PP is in line with attainment of non-pupil premium pupils. At least 85% pupils achieve ARE and at least 25% exceeding ARE</p> <p>(See Target I and II)</p>



4. Planned expenditure				
Academic year		2018/19		
i. A high proportion of pupils (eligible for PP) making better than progress relative to their starting				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review date
<p>100% PP to make expected progress</p> <p>30% PP to make better than expected progress</p>	<ul style="list-style-type: none"> HLTA in KS1 & KS2 to deliver focused interventions to PP children Dedicated teaching Team to deliver focused interventions to PP AHTs to target PP children through focused intervention (review on a half termly basis) Research used to deliver high quality interventions in reading and maths for targeted PP children 	<ul style="list-style-type: none"> Termly data analysis will show that children have made at least expected progress Learning walks of interventions and quality first teaching Book Scrutiny SBd to ensure assessment is accurate Deployment of AHTs to meet needs of PP children Review progress of PP children at PP progress meetings every Term (act on data and evidence of work) High quality personalised CPD linked to targeted PP children. 	<p>SBd (DHT)</p> <p>AJ, AB, TT(AHT)</p> <p>Class Teachers</p>	<p>Termly Pupil Progress meetings</p> <p>Termly review of strategies</p> <p>Final Review Completed July 2019</p>



II Increase the percentage of pupils (eligible for PP) achieving ARE & Greater Depth				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	Review date
<p>Attainment of pupils eligible for PP is in line with attainment of non pupil premium pupils.</p> <p>At least 85% of Pupil Premium pupils achieve ARE and at least 25% exceeding ARE</p> <p>A high proportion of Pupil Premium Pupils to be working at GD at the end of KS1 and KS2.</p>	<ul style="list-style-type: none"> HLTA in KS1 & KS2 to deliver focused interventions to PP children Dedicated teaching Team to deliver focused interventions to PP AHTs to target PP children through focused intervention (review on a half termly basis) Research used to deliver high quality interventions in reading and maths for targeted PP children 	<ul style="list-style-type: none"> Termly data analysis will show that children have made at least expected progress Learning walks of interventions and quality first teaching Book Scrutiny SBd to ensure assessment is accurate Deployment of AHTs to meet needs of PP children Review progress of PP children at PP progress meetings every Term (act on data and evidence of work) High quality personalised CPD linked to targeted PP children. 	<p>SBd (DHT)</p> <p>AJ, AB, TT(AHT)</p> <p>Class Teachers</p>	<p>Termly Pupil Progress meetings</p> <p>Half termly review of strategies</p> <p>Final Review completed July 2019</p>
Total budgeted cost				£45,000

III Increased attendance rates for pupils eligible for PP				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	Review date



<p>Attendance of pupils eligible for PP to be in line with non PP pupils</p> <p>Attendance target 97%</p>	<ul style="list-style-type: none"> Attendance officer (½ day per week) to support improvement with attendance, meet with parents and liaise with external agencies Attendance Lead to monitor attendance of targeted PP children on a weekly basis New Family Support Worker to work with families of identified PP children to develop strategies/routines for good attendance Pastoral Support staff deployed in phases to support key children (PP attendance concerns) Attendance trip for PP children who achieve attendance of 97% at the end of each term 	<ul style="list-style-type: none"> Regular analysis of attendance, review strategies and evaluate effectiveness Case studies to support evaluation of success of strategies FSW will feedback on success of attendance Parents of targeted PP children will engage with FSW Parent feedback regarding support with attendance 	<p>FSW</p> <p>Pastoral team</p> <p>DM (ACE)</p> <p>Associate Headteacher /DHT</p>	<p>Daily/weekly monitoring of attendance of identified pupils</p> <p>Termly review of strategies</p> <p>Final Review completed July 2019</p>
Total budgeted cost				£8,000
III Increase concentration, engagement and attentiveness across all subjects for PP children				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	Review date
<p>Behaviour for learning (of those pupils eligible for PP) is outstanding</p> <p>100% pupils (eligible for PP) to attend visits, residential and additional opportunities</p> <p>Progress and attainment targets (I and II) achieved</p>	<ul style="list-style-type: none"> Pastoral support staff deployed within phases to support/enhance behaviour for learning Learning mentors to deliver nurture groups to targeted PP children Commando Joe sessions (weekly) to develop behaviour, wellbeing and personal development of targeted PP children Contribution of 50% of the cost to all visits/residential visits for PP children Breakfast provided (daily) for all PP pupils 	<ul style="list-style-type: none"> Regular feedback from lesson monitoring (RE behaviour for learning) Case studies for identified PP pupils to evaluate impact Analysis of behaviour logs (monitor reduction in number of incidents) Progress and attainment data analysis Data analysis from Commando Jo Quality of teaching and learning monitoring and feedback 	<p>AHTs</p> <p>Pastoral Team</p> <p>Deputy Headteacher</p>	<p>Weekly monitoring of identified pupils</p> <p>Termly review of strategies</p> <p>Pupil/Parent feedback</p> <p>Final Review Completed July 2019</p>
Total budgeted cost				£32,000



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