

Pupil premium strategy / self-evaluation 2019/2020

1. Summary information					
School	Mere Green Primary School				
Academic Year	2019/20	Total PP budget	£69,000	Date of most recent PP Review	
Total number of pupils	Y1 – Y2 – 6	Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Attainment at end of KS2 2019		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% KS2 achieving expected standard or above in reading, writing & maths	55%	95%
% KS2 making expected progress in reading (<i>as measured in the school</i>)	45%	
% KS2 making expected progress in writing (<i>as measured in the school</i>)	73%	
% KS2 making expected progress in mathematics (<i>as measured in the school</i>)	73%	
% KS1 achieving ARE or above in reading (<i>as measured in the school</i>)	40% (2 children)	84%
% KS1 achieving ARE or above in writing (<i>as measured in the school</i>)	60% (3 children)	78%
% KS1 achieving ARE or above in mathematics (<i>as measured in the school</i>)	60% (3 children)	84%
% Passing phonics screening Test		

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	50% of current year 6 children joined the school post KS1
B.	Resource Base on site for children with SLCN
C.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of disadvantaged children

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To improve attainment and progress with an increase the amount of prior middle attainers that convert to greater depth so that pupil progress is rapid	<p>100% of disadvantaged children will make expected progress</p> <p>Year 6 (11 PP children) At least 2 of the 6 prior middle attainers achieve GD in reading At least 3 of the 8 prior middle attainers achieve GD in writing At least 1 of the 3 prior middle attainers achieve GD in maths</p> <p>Year 5 (5 PP children) At least 1 of the 3 prior middle attainers achieve GD in reading At least 1 of the 3 prior middle attainers achieve GD in writing At least 1 of the 3 prior middle attainers achieve GD in maths</p> <p>Year 4 (11 PP children) At least 2 of the 7 prior middle attainers achieve GD in reading At least 3 of the 8 prior middle attainers achieve GD in writing At least 2 of the 7 prior middle attainers achieve GD in maths</p> <p>Year 3 (5 PP children) At least 1 of the 5 prior middle attainers achieve GD in reading At least 3 of the prior middle attainers achieve GD in writing At least 2 of the 7 prior middle attainers achieve GD in maths</p>
B.	To increase amount of children that achieve greater depth at the end of KS1	To ensure that at least 2 of the 6 disadvantaged children achieve greater depth in reading, writing & maths at the end of key stage 1 <i>(0 children exceeded ELGs at the end of EYFS in reading, writing or maths)</i>
C.	The attendance gap between non disadvantaged and disadvantaged children will show an improvement from 2018/19	<p>Attendance for disadvantaged children will be at least 96%</p> <p>Persistent absence will be at least halved for disadvantaged children compared to the last academic year (19/20)</p>

D.	Disadvantaged children across the school have high expectations of themselves and high aspirations for the future	<p>Lesson triangulation will show that behaviour for learning is a strength in all classrooms</p> <p>Commando Joe impact reports will show disadvantaged children make at least good progress</p> <p>Pupil conferencing will show that disadvantaged children have high expectations and aspirations for themselves</p> <p>100% of disadvantaged children will make at least expected progress</p> <p>100% of disadvantaged children will participate in EVs</p> <p>At least 30% of disadvantaged children will take part in music tuition</p>
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5. Planned expenditure

Academic year	2019/2020
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Targeted personalised CPD for all staff</p> <p>Research opportunities for staff to develop own knowledge</p> <p>Data driven instruction meeting with focus on PP children</p> <p>£2,000</p>	<p>To improve attainment and progress with an increase in the amount of prior middle attainers that convert to greater depth</p>	<p>End of key stage and internal data shows that although disadvantaged children make good progress from their starting points, the amount of disadvantaged children achieving GD is lower than non-disadvantaged children.</p> <p>The EEF PP report in May 19 stated: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils</p>	<p>-AHTs to support class staff in their PPA sessions</p> <p>-Personalised CPD planned and monitored carefully</p> <p>-Daily learning works will monitor the provision</p> <p>-Book looks</p> <p>-Lesson triangulation</p> <p>-Data instruction meetings will show teachers understand next steps for disadvantaged children</p>	<p>KB/SB/TT/AB/AJ</p>	<p>Termly data analysis</p>
<p>Commando Joe working in school 1 day per week. Commando Joe will deliver team building and resilience building activities</p> <p>£11,000</p>	<p>Disadvantaged children across the school have high expectations of themselves and high aspirations for the future</p>	<p>To help build self-esteem and resilience so that children feel more confident. This will help to improve rates of progress</p>	<p>-Monitor sessions to evaluate impact</p> <p>-Pupil conferencing to check attitudes of disadvantaged children</p>	<p>SLT</p>	<p>Commando Joe impact meetings weekly with SBd</p>
Total budgeted cost					£13,000
ii. Targeted support					
Action	Intended outcome	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>Assistant Head teacher to deliver targeted interventions for disadvantaged children</p> <p>Agency TA to deliver targeted interventions in reading, writing , maths & SPAG</p> <p>£30,000</p>	<p>To improve attainment and progress with an increase in the amount of prior middle attainers that convert to greater depth</p> <p>To increase amount of children that achieve greater depth at the end of KS1</p>	<p>To increase the amount of children that make accelerated progress. Data shows that more prior middle attainers need to achieve GD.</p> <p>Evidence from EEF consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p>	<p>Pupil progress meetings</p> <p>Book looks</p> <p>Learning walks</p>	<p>TT SBd Abu AJ</p>	<p>Termly</p>
<p>Sports coach to work with targeted disadvantaged children to improve behaviour for learning</p> <p>£7,000</p>	<p>Disadvantaged children across the school have high expectations of themselves and high aspirations for the future</p>	<p>To help build self-esteem and resilience so that children feel more confident.</p>	<p>Behaviour for learning for targeted disadvantaged children will improve</p> <p>Targets on an action plan will be given to sports coach to work with children</p>	<p>RT Rho SLT</p>	<p>Half termly</p>
<p>Forest School leader to work with targeted disadvantaged children on developing behaviour for learning</p> <p>£6,500</p>	<p>Disadvantaged children across the school have high expectations of themselves and high aspirations for the future</p>	<p>To help build self-esteem and resilience so that children feel more confident.</p>	<p>Class teachers will meet with forest school leader to review progress</p> <p>Behaviour for learning for targeted disadvantaged children will improve</p> <p>Targets will be reviewed</p>	<p>Forest School leader</p> <p>SLT</p>	<p>Half termly</p>
Total budgeted cost					£42,500
iii. Other approaches					

Action	Intended outcome	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>Attendance officer employed ½ a day a week to target attendance of all children whose attendance falls below 90%.</p> <p>FSW to track attendance of all children and put appropriate measures in place</p> <p>£6,000</p>	<p>The attendance gap between non-disadvantaged and disadvantaged children will show an improvement from 2018/19</p>	<p>During the last academic year there was a 4% gap between disadvantaged and non-disadvantaged children</p>	<p>Weekly meetings with FSW who will update SLT on attendance issues and actions put into place</p>	<p>ACE Attendance service/ Rho/SLT</p>	<p>Weekly</p>

<p>15% reduction in cost of private music tuition £2,000</p> <p>All trips are subsidised by 50% £2,500</p> <p>Ensure all disadvantaged children have toast/snacks daily £3,000</p>	<p>Disadvantaged children across the school have high expectations of themselves and high aspirations for the future</p>	<p>To ensure that all children in the school have the same opportunities</p> <p>To increase cultural capital</p> <p>To ensure that children have the concentration for learning</p>	<p>Monitor participation of children taking part in music tuition</p> <p>Monitor participation of children taking part in educational trips .Pupil conferencing on enjoyment of trips</p> <p>Monitor amount of children that have toast</p>	<p>AU</p> <p>TT/LE</p>	<p>Half termly</p>
Total budget					£13,500