

Pupil Premium strategy statement – Mereworth Community Primary School 2017-2018

1. Summary information					
School	Mereworth Community primary School				
Academic Year	2017-2018	Total PP budget	£44,560 + £7,485 = £52,045	Date of most recent PP Review	25.01.18 KCC – SIA monitoring visit
Total number of pupils	210	Number of pupils eligible for PP	32 pupils	Date for next internal review of this strategy	March 2018 July 2018

2. Current attainment 2017		
End of KS2 2017	<i>Pupils eligible for PP (4 PP pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	75%	77%
% making progress in reading	100%	90%
% making progress in writing	75%	90%
% making progress in maths	75%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	ATTAINMENT GAP BETWEEN PUPILS ELIGIBLE FOR PUPIL PREMIUM AND OTHER PUPILS ACROSS ALL YEAR GROUPS
B.	MATHS PROGRESS AND ATTAINMENT OF PUPILS ELIGIBLE FOR PUPIL PREMIUM – OUR MATHS ATTAINMENT AND PROGRESS DATA IS LOWER THAN READING & WRITING AT THE END OF KS2 SINCE THE NEW SATS TESTS WERE INTRODUCED IN 2016
C.	GREATER DEPTH AND HIGHER SCALED SCORE ATTAINMENT OF PUPILS ELIGIBLE FOR PUPIL PREMIUM BASED ON PRIOR ATTAINMENT AND INCREASE NUMBER OF PUPIL PREMIUM PUPILS ACHIEVING GREATER DEPTH ATTAINMENT IN EACH YEAR GROUP
External barriers	
D.	LOW ATTENDANCE RATES, EXPECIALLY FOR PUPILS IN CURRENT RECEIPT OF FSM (PUPIL PREMIUM). OUR END OF 2017 DATA SHOWED A GAP OF 2.46% FOR PUPIL PREMIUM PUPILS COMPARED WITH ALL PUPILS AND A 4.25% GAP FOR FSM PUPILS COMPARED WITH ALL PUPILS. LOW ATTENDANCE RATES IMPACTS ON CONTINUITY OF LEARNING AND IMPACTS PROGRESS AND ATTAINMENT.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	HIGHER RATES OF ATTAINMENT FOR PUPILS ELIGIBLE FOR PP	INCREASE THE NUMBER OF PP PUPILS ACHIEVING 'GREATER DEPTH' ATTAINMENT AT THE END OF EACH ACADEMIC YEAR IN EACH COHORT

B.	MORE PUPIL PREMIUM PUPILS ACHIEVING 'EXPECTED' AND 'GREATER DEPTH' ATTAINMENT AND PROGRESS MEASURES AT THE END OF EACH ACADEMIC YEAR AND END OF KS2	INCREASE THE NUMBER OF PP PUPILS ACHIEVING 'EXPECTED & GREATER DEPTH' ATTAINMENT AT THE END OF EACH ACADEMIC YEAR IN EACH COHORT							
C.	MATHS; MORE PUPIL PREMIUM PUPILS ACHIEVING 'EXPECTED' AND 'GREATER DEPTH & HIGHER SCALED SCORE' ATTAINMENT AND PROGRESS MEASURES AT THE END OF EACH ACADEMIC YEAR AND THE END OF KS2	INCREASE THE NUMBER OF PP PUPILS ACHIEVING 'GREATER DEPTH' ATTAINMENT AT THE END OF EACH ACADEMIC YEAR IN EACH COHORT							
D.	NARROW THE GAP TO 1% BETWEEN PP PUPILS AND ALL PUPILS WITH END OF YEAR ATTENDANCE FOR THE WHOLE SCHOOL	SCHOOL ACTION PLAN 2017-18 TARGET: <table border="1" data-bbox="1368 355 2136 576"> <tr> <td data-bbox="1368 355 1854 427">Overall Attendance – 6 Terms ALL PUPILS</td> <td data-bbox="1854 355 2136 427">97.7%</td> </tr> <tr> <td data-bbox="1368 427 1854 499">Pupil Premium Attendance – 6 Terms Current FSM – 6 terms</td> <td data-bbox="1854 427 2136 499">96.7%</td> </tr> <tr> <td data-bbox="1368 499 1854 576">Persistent Absentees – 6 Terms (90% and below)</td> <td data-bbox="1854 499 2136 576">2.65%</td> </tr> </table>		Overall Attendance – 6 Terms ALL PUPILS	97.7%	Pupil Premium Attendance – 6 Terms Current FSM – 6 terms	96.7%	Persistent Absentees – 6 Terms (90% and below)	2.65%
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Persistent Absentees – 6 Terms (90% and below)	2.65%								

5. Planned expenditure					
Academic year	2017-2018				
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?
Increased levels of basic skills, leading to accelerated progress and attainment at end of year expectations in English and Mathematics including higher levels of 'Expected' 'Greater Depth' and 'Higher Scaled Score' attainment at the end of KS2.	POT 5. 1:1 support/small group interventions and in class support through TA deployment to classes.	<i>Education Endowment Trust – Toolkit</i> <ul style="list-style-type: none"> • Feedback (+8) to pupils and follow-up from lessons including misconceptions and pre-teaching • Mastery Learning (+5) • Collaborative Learning (+5) Pupil Premium Pupils working in small groups in class • Impact of high focus on PP pupils daily in class with class interventions and focus on 'gap analysis.' 	Monitoring via Learning Walks, Work Samples, end of Term data x6 year, Pupils Progress Meetings x6 year – by SLT and Subject Leaders. Staff training focusing on Maths and our new Maths curriculum.	AL/KM	JULY 2018
Total budgeted cost					£17,000

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?
All PP children will make accelerated progress in the key areas identified to 'close' the attainment/progress gap with their peers. More able pupils will make accelerated progress to ensure that they are able to achieve 'exceeding' in end of year	POT 1. Academic Interventions based on the key areas of learning and 'identified gaps' in the areas of English and Maths. This is for every PP child in every year group from Rec-Y6.	Each year group and each child provided with additional PP interventions related to 'gaps' in learning, delivered at specific times by designated staff.	Monitoring of INTERVENTIONS each term via Learning Walks, Work Samples, end of Term data x6 year, Pupils Progress Meetings x6 year – by SLT.	AL/KM Maths Subject Leader - HH English Subject Leader - AP	JULY 2018
Better understanding, pronunciation, ability to access learning in class in all subject areas.	POT 4. Staff to deliver Speech and Language programmes in KS1/KS2 to identified pupils following a programme.	We need to provide speech & language programmes to individual pupils; programmes devised by specialist speech & language Teacher and then delivered by designated members of staff to pupils.	Monitoring of programmes via SENCO and programmes covered with pupils. Specialist speech & language assessment to monitor progress year on year.	PT AL	JULY 2018
Pupils achieve their age related expectation against the new NC.	POT 6. Out of school & In school academic booster classes.	We want our PP pupils to receive additional support to achieve the new National Curriculum standards. Being taught in small groups to accelerate progress based on identified 'gaps.'	Teacher and designated staff delivering intervention to devise a programme of learning for each Term based on analysis of 'gaps' and next steps that pupil needs to achieve. End of Term data to monitor progress and attainment.	AL/KM	JULY 2018

<p>Pupils with identified needs make accelerated progress in language and communication. Staff training and support given to ensure we meet the needs of PP.</p>	<p>POT 8. Speech & Language Therapist – Individual Assessment of Pupils to aid programmes of learning.</p>	<p>Specialist speech & language Therapist to carry out individual pupil assessment. This will inform the intervention programme and support for pupils to accelerate their learning in specific areas of need.</p>	<p>Each term we will monitor pupils assessed by the therapist and programmes delivered by key staff. This will be cross referenced with end of Term data and how much progress pupils are making against their specific programme and in key areas of learning; reading, writing maths and speaking& listening.</p>	<p>PT/AL</p>	<p>JULY 2018</p>
<p>Pupils will be able to overcome difficulties and manage their emotions and feelings to ensure that they are able to access all learning opportunities.</p>	<p>POT 9. Play Therapy & Lunchtime Counselling for pupils.</p>	<p>Social and emotional issues are a barrier to learning and through dedicated support, pupils will develop specific strategies to improve their emotional well-being and a safe place to talk about their concerns.</p>	<p>Designated Play Therapy and School Based Counsellor. Pupils have weekly timetabled support. Monitoring in line with end of Term data analysis and review of provision with AL/PT/CB.</p>	<p>PT/AL/CB</p>	<p>JULY 2018</p>
<p>Families and pupils will be able to overcome difficulties to ensure all pupils receive their full entitlement to education and all learning opportunities provided by the school.</p>	<p>POT 10. PSA to support families and provide a link between home and school. The PSA will also provide support linked to financial matters including delegation of Food Bank Vouchers and signposting for other support.</p>	<p>We have some families that require support to enable pupils to attend school regularly and on time providing parental support ensures stability and positive working relationships between home and school.</p>	<p>Designated PSA with job description, roles and responsibility for ‘key families’ identified by the school as needing additional support. Pupil Premium funding monitored; Data analysis includes attainment, progress, pupil attendance, punctuality and engagement in wider aspects of school life e.g. extra-curricular club provision.</p>	<p>PT/AL</p>	<p>JULY 2018</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£18,596</p>

iii. 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?
Increase attendance levels of PP children & support vulnerable pupils and their families.	POT 2. Breakfast Club & After school club funding for children to attend these provisions.	BC & ASC subsidised or free, to ensure our Pupil Premium pupils and pupils in receipt of FSM can access this support. The club provides specific support to help families attend school and be at school on time.	Monitoring of BC and ASC. Monitoring of PP pupils attendance and impact on other areas and aspects of school life. Carry out analysis at the end of each term in line with all monitoring and evaluation systems in place.	AL/EB/PT SAO	JULY 2018
Increase participation in school activities and clubs including learning to play an instrument.	POT 3. Funding for out of school learning experiences e.g. music, school trips, visitors, school clubs, Gifted & Talented/More Able events.	Provide opportunities for pupils to access a wide range of extra curricular opportunities, to increase their engagement and enjoyment of school. This will impact on attendance levels and attainment/progress at school.	Monitoring PP/FSM pupils access to clubs and provisions/activities on offer each Term.	AL/AS	JULY 2018
All pupils make accelerated progress on the 1 to 1 programmes	POT 7 Resources to support programmes for PP children.	Purchase resources needed to support the wide range of intervention programmes in school.	Monitoring impact of programme.	AL/KM	JULY 2018
Total budgeted cost					£4,500

6. Review of expenditure – end of 2018 outcomes

Academic Year 2017-2018

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	POT 5			£17,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	POT 1 POT 4 POT 6 POT 8 POT 9 POT 10			£18,596

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	POT 2 POT 3 POT 7			£4,500

7. Additional detail and information regarding Pupil Premium outcomes 2018

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