

Pupil Premium Strategy Statement (2016-2017)

Summary Information			
School	Mersey Park Primary School		
Academic Year	2016-2017	Total Pupil Premium budget	£316,940
Total Number of pupils	463	Number of pupils eligible for PP	169
Current Attainment			
	Pupils eligible for PP in School	Pupil Not eligible for PP Nationally	
% working at expected in reading, writing and maths	46%	TBC	
Progress Value Added score in reading	+1.3	TBC	
Progress Value Added score in writing	+4.5	TBC	
Progress Value Added score in maths	+2.1	TBC	
Average test point score- reading	100.3	TBC	
Average test point score- grammar	102.7	TBC	
Average test point score- maths	101.8	TBC	
Barriers to future attainment (for pupils eligible for PP)			
A.	Parental Engagement- some parents hard to reach		
B.	Oral Communication		
C.	Attendance and Punctuality		

Desired Outcomes and how they will be measured	
A.	Attainment gaps narrowed for PP children working 'At Expectation' and 'Above Expectation' compared with Non PP children. Measured through assessments recorded on Target Tracker
B.	Increased % parents of PP children attending Parents sessions in school. Measured through register of attendance at courses and parents evenings
C.	Improved attendance of PP children and less time lost through late attendance at school for PP children. Measured through monitoring register.

Planned Action 2016-2017

Positive Impact Strategy- evidenced by Education Endowment Foundation (EEF)	Action
Whole School High Quality Teaching for all	Peer observation, clear expectations, rigorous monitoring of lessons, books, planning etc.
Whole School Approach	Growth Mindset- all staff trained Philosophy for Children, Trophy Words Reading Comprehension Strategies Achievement 4 All
Early Years Intervention (moderate Impact- high cost)	Extra TA support- small group work, Speech and language support
Feedback (high impact- low cost)	Whole school imperative marking- monitored regularly Assertive Mentoring 1:1 feedback meetings each term
Behaviour Interventions (moderate impact- moderate cost)	Behaviour reports Behaviour panel meetings with parents Peacemakers course for identified children

	1:1 support as necessary
Oral Language Intervention (moderate impact-high cost)	Speech and Language therapist- extra sessions Wellcomm activities for F2 children Time to Talk and Socially Speaking programmes for identified children
One to One support (moderate impact-high cost)	Successful Reading Partnership Programme for identified children One:One Orrets maths and literacy for identified children
Parental Intervention (moderate impact- moderate cost)	Family Works course, Book Time, Parent readers, Family Learning courses
Peer Tutoring (moderate impact- low cost)	Reading buddies, Maths buddies. Peer tutoring within lessons planned
Phonics (moderate impact- low cost)	Phonics/ Spelling sessions daily in all year groups, tested regularly
Reading Comprehension Strategies (moderate impact- low cost)	Whole school approach to reading comprehension strategies. New test materials ordered. Guided reading sessions to regularly include timed test techniques
Reduced class sizes (moderate impact- high cost)	Extra teaching support in each year group to reduce class sizes
Small group Tuition (moderate impact- moderate cost)	Small group sessions in pm for most year groups for identified children- Project X reading and comprehension, handwriting, Power of 2 and Plus 1 maths

Year Group Specific targets

Success Criteria	Action Planned	Leadership	Timescale/ Cost	Monitoring Strategy	Evaluation and Evidence	Progress to date
<p>Year 1</p> <p>Increased % Pupil Premium children attaining Above Expectation in writing and gap narrowed. (2016- PP 17%, Non PP 26%)</p>	<p>Identified positive outcomes using EEF evidence</p> <p>Growth Mindset- staff trained and revisit training P4C- New staff trained Assertive Mentoring meetings</p> <p>Increased talk opportunities- More opportunities to share news/ experiences Trophy words to use in speech Correct grammar usage Children given more opportunities to perform to an audience</p> <p>Talk for Writing</p>	<p>MT</p> <p>HP/JB</p> <p>HP/AMG</p>	<p>September 2016</p> <p>Autumn 1</p> <p>5x Supply days</p> <p>All Year</p>	<p>Observations Timetables and Planning scrutiny</p> <p>Classroom environments</p>		
<p>Year 2</p> <p>Gap narrowed between Pupil Premium and Non Pupil Premium attaining Above Expectation in all areas</p> <p>(2016- Reading –PP 8% Non PP-33% Writing- PP 4% Non PP- 18% Maths- PP 4% Non PP- 36%)</p>	<p>FSM children identified on planning. Pupil Progress meetings regularly track progress of FSM children Additional Teaching staff in each year group- small group teaching</p> <p>SRP and Orrets programmes</p> <p>Additional teacher support in Year 1 and 2</p> <p>Achievement 4 All programme to tackle underachievement for</p>	<p>SLT</p> <p>MT CD</p>	<p>All Year- additional teaching staff in each year group</p>	<p>Planning/ Book scrutiny</p> <p>Data Files</p> <p>Impact of additional staffing – data analysis</p>		

	<p>disadvantaged children</p> <p>Attendance-Close monitoring of attendance and punctuality of PP children</p> <p>Small More able maths group- PP children Year 2 and 3</p>	RT		Attendance data		
<p>Year 3, 4 and 5</p> <p>Year 3 Gap narrowed between Pupil Premium and Non Pupil Premium attaining Expectation in Reading and Maths (2016- Reading PP-72% Non PP- 83% Maths PP 72% Non PP- 87%</p> <p>Year 4</p> <p>Year 4 Gap narrowed between Pupil Premium and Non Pupil Premium attaining Expectation in Reading and Writing (2016- Reading PP- 79% Non PP-97% Writing PP-74% Non PP- 83%</p> <p>Year 5</p> <p>Increased % PP children attaining Above Expectation in writing (2016-6%)</p>	<p>Additional small group teaching of writing during Big Write</p> <p>Peer mentoring planned in all year groups</p> <p>Maths buddies set up for peer mentoring</p>	<p>CD</p> <p>RT</p> <p>HP/JB</p> <p>HP</p> <p>LW</p>	<p>Autumn Term</p> <p>Y2- autumn</p> <p>Y3- all year</p>	Impact of extra provision through data analysis		

Year 6	Feedback- revisit Marking and Feedback policy with all staff Closely monitor marking and feedback	MT/RT	Each week from Autumn 1	Discussion with staff		
		SLT	September	Book scrutiny		
	Assertive Mentoring individual meetings with all children- all staff using carefully worded questions to enable children to evaluate their own learning and progress towards targets.	SLT	SLT days each half term Cost of supply	AM files SLT scrutiny Pupil interviews		
	Assertive Mentoring skills checks- children given opportunity to share methods and choose own methods of working out answers.	MT	Supply- 1 day per teacher each term-			
		SLT	From Autumn 1	AM files SLT scrutiny Pupil interviews		
				Planning/ Book scrutiny		
				AM files		

Review of Expenditure 2015-2016

Desired Outcome	Chosen Action	Estimated Impact	Lessons Learnt	Cost
Accelerated progress for highlighted PP children in reading	Successful Reading Partnership	Average progress of children who completed the SRP programme was 2yrs 4 months progress in a year (some children only completed 10 weeks)	Programme to continue full time next year for highlighted children	£15,313

Increased % PP children attaining GLD at end of F2 with gap narrowed between PP and Non PP	Extra Support Staff in F2	60% FSM children attained GLD. The gap between FSM and Non FSM was 5% compared to a gap of 24% the previous year	Continue with increased staffing in early years for small group work and improved communication	£48,837
Increased % PP children working above expectation in Maths in Year 2 and Year 3	Extra Teacher working with More Able children in maths in Years 2 and 3	High percentage attained above expectation in Y3 (21% PP children) but less impact in Year 2 for PP children (4% compared to 36% Non PP)	Teaching support was aimed at all more able children in maths. This year focus needs to be with PP children showing potential to attain above expectation	£30,945
Increased % PP children attaining at expectation in Year 4	Additional Y4 teacher for small group support	Increased % at expectation in Maths (85%) and writing (74%) but gaps between PP and Non PP in all areas- most significant in Reading (79%v 97%)	Extra support group to consist of more PP children. Actions planned for Year 4 above in Action Plan	£27,924
Gap narrowed between PP and Non PP children attaining expectation in Y6	Extra teaching staff in Year 6 for small group focussed teaching	% attaining 100+ in tests show higher percentage PP children attaining expectation than Non PP children in reading and SPAG. No significant gap in maths.	Continue with small group focussed teaching for all.	£11,782 Plus SLT teaching groups
Improved attendance and outcomes for children within families in difficult situations	Pastoral Care Team Safeguarding Officer, Home/School Liaison Officer, Pastoral Care worker, SENCo, Catholic Children's Society, Pressure Point	Support provided during the year for large numbers of families. Attendance at 95%. Pastoral meetings held each week in order to highlight families/ children in need of extra support to help them succeed in school.	Continue with this vital support to provide Early Help.	£ 75,853
Improved attainment and progress for identified children	TA afternoon intervention groups.	Progress of children in most year groups was good (5 steps)	Accelerated progress for identified PP children- ensure these children	£76,565

			have appropriate interventions which are monitored regularly by SLT	
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