

Pupil Premium Strategy Statement (2017-2018)

Summary Information				
School	Mersey Park Primary School			
Academic Year	2017-2018	Total Pupil Premium budget	£310,220	
Total Number of pupils	466	Number of pupils eligible for PP	193	
Current Attainment				
Key Stage 2 results 2017		Pupils eligible for PP in School	Pupils <i>not</i> eligible for PP in School	Pupil <i>not</i> eligible for PP Nationally
% working at expected in reading, writing and maths		56%	67%	TBC
Progress Value Added score in reading		-0.5	+2.2	TBC
Progress Value Added score in writing		+1.8	+3.5	TBC
Progress Value Added score in maths		+3.0	+3.9	TBC
Average test point score- reading		101	103.8	TBC
Average test point score- grammar		107.6	109.4	TBC
Average test point score- maths		104.8	105.8	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.	Increased % parents/carers of PP children attending parents' sessions in school. Measured through register of attendance at courses and parents evenings. New Parent Partnership group set up in school with regular attendance and punctuation.
B.	Attainment gaps narrowed for PP children working 'At Expectation' and 'Above Expectation' compared with Non PP children. Measured through assessments recorded on Target Tracker. Increased progress of PP children in reading.
C.	Improved attendance of PP children and less time lost through late attendance at school for PP children. Measured through monitoring register.

Planned Action 2017-2018

Positive Impact Strategy- evidenced by Education Endowment Foundation (EEF)	Action
Whole School High Quality Teaching for all	Peer observations, clear expectations, rigorous monitoring of lessons, books, planning etc. Extra teaching staff in each year group- smaller teaching groups
Whole School Approach	Growth Mindset- all staff trained (Mersey Park Mindset) Philosophy for Children, Trophy Words Reading Comprehension Strategies/ Shared reading strategies- INSET Assertive Mentoring Power Maths
Early Years Intervention (moderate Impact- high cost)	Extra TA support- small group work, additional Speech and language support Extra teacher- smaller groups

<p>Feedback (high impact- low cost)</p>	<p>Whole school imperative marking- monitored regularly including children's responses</p> <p>Assertive Mentoring 1:1 feedback meetings three times per year</p>
<p>Behaviour Interventions (moderate impact- moderate cost)</p>	<p>Behaviour reports and analysis on SIMs</p> <p>Behaviour panel meetings with parents and children</p> <p>Peacemakers course for identified children</p> <p>1:1 support as necessary</p>
<p>Oral Language Intervention (moderate impact-high cost)</p>	<p>Speech and Language therapist- extra sessions through Talk about Town</p> <p>Wellcomm activities for F2 children</p> <p>Time to Talk and Socially Speaking programmes for identified children</p> <p>Philosophy for Children throughout school</p>
<p>One to One support (moderate impact-high cost)</p>	<p>Successful Reading Partnership Programme for identified children</p> <p>One:One Orrets maths and literacy for identified children</p>
<p>Parental Intervention (moderate impact- moderate cost)</p>	<p>Family Works course, Book Time, Parent readers, Family Learning courses, Parent Partnership group</p>
<p>Peer Tutoring (moderate impact- low cost)</p>	<p>Reading buddies, Maths buddies. Peer tutoring within lessons planned</p> <p>Peer testing</p> <p>Year 5/6 reading club for younger children</p>
<p>Phonics (moderate impact- low cost)</p>	<p>Phonics/ Spelling sessions daily in all year groups, tested regularly</p> <p>Extra phonics teaching group in Y2 or Y3 for children not having met standard</p>

Reading Comprehension Strategies (moderate impact- low cost)	Whole school approach to reading comprehension strategies. New test materials being used. 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, misconceptions sessions

Year Group Specific targets 2017-2018

Success Criteria	Action Planned	Leadership	Timescale/ Cost	Monitoring Strategy	Evaluation and Evidence	Progress to date
<p>Foundation Stage:</p> <p>Closed/ Narrowed gap in percentage FSM/ Non FSM attaining GLD at end of F2 (2017- 20% gap)</p> <p>Year 1:</p> <p>Gap narrowed between PP/Non PP attaining <u>above</u> expectation in all areas (2017 gaps: R-16%, Wr-16%, M-16%)</p> <p>Year 2:</p> <p>Gap narrowed between PP/Non PP attaining <u>above</u></p>	<p>Identified positive outcomes using EEF evidence</p> <p><u>Actions include additional Teachers in all year groups</u></p> <p>F2- Three full time teachers Y1- Two FTE teachers plus one 0.5 Y2- Two full time teachers plus one 0.5 Y3- Two full time teachers plus one 0.5 Y4- Two full time teachers plus one 0.5 Y5- Two full time teachers plus one 0.5 Y6-Two full time teachers plus Senior teachers teaching literacy and maths groups</p>	<p>MT</p> <p>JB</p> <p>HP</p> <p>LW</p>	<p>From September Extra staffing costs</p>	<p>Lesson Observations Book Scrutiny Pupil progress Meetings each half term</p>		

<p>expectation in reading and writing (2017 gaps: R-8%, Wr-11%)</p> <p>Year 3:</p> <p>Gap narrowed between PP/Non PP attaining above expectation in all areas (2017 gaps: R-24%, Wr-22%, M-39%)</p> <p>Year 4:</p> <p>Gap narrowed between PP/Non PP attaining expected in writing (2017: PP-67%, Non PP-76%)</p> <p>Year 5:</p> <p>Gap narrowed between PP/Non PP attaining above expectation in reading and maths (2017: R- 9% gap, M- 7% gap)</p> <p>Year 6:</p> <p>Gap narrowed between PP/Non PP attaining Greater Depth in reading (2017: 10% gap)</p>	<p><u>Aspirations</u></p> <p>Welcome meetings planned for each year group at start of year to talk about expectations for homework, attendance and punctuality, growth mindset and non negotiables. (information also sent home)</p> <p>Provision of homework bags and equipment</p> <p><u>Teaching Strategies</u></p> <p>Challenges- mild, hot, spicy in lessons</p> <p>Staff all aware of PP children- highlighted on planning and tracked through data</p> <p>Trophy words continued and Magpie books introduced</p> <p>New additional Speech Therapist in school to work with highlighted children</p> <p>Homework club</p> <p>Monitor borrowing of class library books by PP children- rewards in place</p> <p>More visits to local library</p> <p>Additional Mathletics with VI group in Year 2</p> <p>Year 5/6 reading club provided for younger children at lunchtime.</p> <p>Extra literacy support in pm for</p>	<p>SLT</p> <p>MT</p> <p>SLT/HP</p> <p>CD</p> <p>LW</p> <p>HP</p> <p>HP</p> <p>LW/JB</p> <p>HP/LW</p> <p>HP</p>	<p>Autumn term</p> <p>Bags/ resources costs</p> <p>From September Books costs</p> <p>From September Talk about Town costs</p> <p>Rewards costs</p>	<p>Register of attendance</p> <p>Plans for meetings</p> <p>Monitoring of homework</p> <p>Lesson Observations</p> <p>Planning scrutiny</p> <p>Learning walks</p> <p>Target Tracker evidence</p> <p>Progress reports</p> <p>Records</p> <p>Evolve visits record</p> <p>Track progress on Mathletics</p> <p>Tracker data</p> <p>Progress data</p>		
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<p>Greater attainment and progress for disadvantaged children through children and families being supported with mental health and wellbeing</p>	<p>Pastoral Care team to run programmes throughout the year: Happy to be me, Peacemakers; Muddles, Puddles and Sunshine, Elephants Tea Party.</p> <p>Pastoral team meetings each week to discuss vulnerable pupils</p> <p>HSLO support for families in need of help</p> <p>Caritas worker employed 1 day a week to support families in need</p> <p>Community Works support worker employed 1 day a week to support families in need (early years)</p> <p>Staff to attend mental health training courses (See Mental Health and Wellbeing Action Plan)</p>	<p>RT/MT</p>	<p>Pastoral care team staff costs</p>	<p>Meeting minutes</p> <p>Observations</p> <p>Feedback from pupils</p> <p>Feedback meetings from Caritas and CWorks</p> <p>Feedback records at staff meetings following training</p>		
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Review of Expenditure 2016-2017

Desired Outcome	Chosen Action	Estimated Impact	Lessons Learnt	Cost
<p>Accelerated progress for highlighted PP children in reading</p>	<p>Successful Reading Partnership</p> <p>Additional guided reading</p>	<p>Average progress of children who completed the SRP programme in 2016 was 2yrs 4 months progress in a year (some children only completed</p>	<p>Programme to continue full time next year for highlighted children with another trained TA</p> <p>Highlighted children withdrawn for</p>	<p>£18,500</p>

		10 weeks) Progress in reading: 0.5 (Pupil Premium children -0.6)	extra reading each afternoon More work needed to encourage disadvantaged children in KS2 to read at home- computer based reading resources to be explored	
Increased % Pupil Premium children attaining Above Expectation in writing and gap narrowed in Year 1 (2016- PP 17%, Non PP 26%)	FSM children identified on planning. Pupil Progress meetings regularly track progress of FSM children Trophy words introduced each week	Pupil premium children attaining above expectation in writing was 13%, Non Pupil Premium was 29%. Therefore a wider gap than previously.	Extra TA support in year 1 had good impact on overall progress for all children but not enough focus on PP children. Extra teacher working in year 1 in 2017-2018 with clearer focus on higher attainment for pupil premium children	£29,500
Gap narrowed between Pupil Premium and Non Pupil Premium attaining Above Expectation in all areas in Year 2 (2016- Reading –PP 8% Non PP-33% Writing- PP 4% Non PP- 18% Maths- PP 4% Non PP- 36%)	More able maths group- PP children Year 2 and 3 Additional small group teaching of writing during Big Write Peer mentoring planned in all year groups Growth Mindset introduced	2017 gaps: Reading –PP 17% Non PP-25% Writing- PP 14% Non PP- 25% Maths- PP 24% Non PP- 25%)	Gaps narrowed in all areas with additional teaching support. Gap closed significantly in maths due to focussed more able Pupil Premium group. Continue with additional teacher support next year	£23,925
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%)	Additional teaching group for reading and maths with clear knowledge of Pupil Premium children. Assertive Mentoring New test materials	2017 Reading PP-83% Non PP- 80% Maths PP 83% Non PP- 80%	Higher percentage of Pupil Premium children attained expectation than Non Pupil Premium. Continue with extra teaching group and additional afternoon support	£36,010
Year 4 Gap narrowed between Pupil Premium and Non Pupil Premium attaining Expectation in Reading and Writing (2016-	Additional teaching group each morning for reading and maths with clear knowledge of Pupil Premium children.	2017- Reading PP- 85% Non PP-83% Writing PP-67% Non PP- 76%	Higher percentage of Pupil Premium children attained expectation than Non Pupil Premium in reading- continue with additional teacher	£29,519

Reading PP- 79% Non PP-97% Writing PP-74% Non PP- 83%	Assertive Mentoring New test materials		support and new test materials. Gap remained the same in writing despite focus on this group – additional writing support came late in the year. Begin with support sooner and highlight during Pupil progress meetings.	
Increased % PP children attaining Above Expectation in writing (2016-6%) in Year 5	Additional teacher support with focus on more able pupil premium children. Assertive Mentor meetings. Growth Mindset work	2017 Writing above expectation: Pupil Premium children 20% Non Pupil Premium 18%	Significant increase in attainment at higher levels in writing. Continue with additional teacher support next year with focus higher writing standards	£29,519
Progress of disadvantaged children is in line with non disadvantaged in all areas at end of KS2	Clear understanding of interim framework assessment for writing. Additional teacher support in all areas. Focussed marking and feedback Growth Mindset	2017-Progress Reading- PP -0.6, Non PP +2.0 Writing- PP +1.8, Non PP + 3.4 Maths- PP +3.1, Non PP +3.1	No progress gaps in Maths but gaps increased in reading and writing for this cohort of children. Action plan in place to address gaps. 2017-2018 Year 6 entering Y6 with fewer attainment and progress gaps.	£26,162
Increased involvement of all children in trips/ visits and extra-curricular activities to increase confidence and well-being. Increased confidence and improved behaviour leading to higher attainment	Pastoral support group Subsidise trips / residential trips. Subsidise P.E tracksuits Purchase of P.E kit bags and homework bags for all children Subsidise all after / before school trips Pastoral Intervention programmes- Peacemakers, Seasons for Growth, Happy to be Me 1:1 pastoral support as necessary	Progress of PP in each year group was in line with Non Pupil Premium (6 steps per year) Unacceptable behaviour incidents decreased over the year for all children Increase in % working at Greater Depth	Continue with Pastoral Support programmes. Increased investment in mental health training and resources. Increased investment in family support workers.	£88,499