

### Pupil Premium Strategy Statement (2019-2020)

Summary Information			
<b>School</b>		Mersey Park Primary School	
<b>Academic Year</b>	2019-2020	<b>Total Pupil Premium budget</b>	£293,140 (LA estimate)
<b>Total Number of pupils</b>	457	<b>Number of pupils eligible for PP</b>	229
Current Attainment			
<b>Key Stage 2 results 2019</b>		<b>Pupils eligible for PP in School</b>	<b>Pupils <i>not</i> eligible for PP in School</b>
			<b>Pupil <i>not</i> eligible for PP Nationally</b>
<b>% working at expected in reading, writing and maths</b>		46%	77%
<b>Progress Value Added score in reading</b>		-2.0	-2.1
<b>Progress Value Added score in writing</b>		+1.1	+1.2
<b>Progress Value Added score in maths</b>		-0.8	+2.2
<b>Average test point score- reading</b>		100.2	103.3
<b>Average test point score- grammar</b>		102.5	107.4
<b>Average test point score- maths</b>		102	108
<b>Barriers to future attainment (for pupils eligible for PP)</b>			
<b>A.</b>	Parental Engagement and Aspirations- some parents hard to reach		
<b>B.</b>	Oral Communication		
<b>C.</b>	Mental Health concerns / Unhealthy lifestyles		

**Desired Outcomes and how they will be measured**

<b>A.</b>	<p>Leading Parent Partnership Award gained- continued work with this and introduce more parents within this group. Continued good attendance at parental courses with hard to reach parents attending. Measured through attendance registers and parental feedback forms.</p> <p>Aspirations work embedded into curriculum- measured through questionnaire responses.</p>
<b>B.</b>	<p>Attainment gaps narrowed for PP children working 'At Expectation' and 'Above Expectation' compared with Non PP children. Measured through assessments and recorded on Target Tracker.</p>
<b>C.</b>	<p>All disadvantaged children to be able to access the whole curriculum and thrive in school. Measured through data analysis and behaviour data..</p>

**Planned Action 2019-2020**

<b>Positive Impact Strategy- evidenced by Education Endowment Foundation (EEF)</b>	<b>Action</b>
<b>Whole School High Quality Teaching for all</b>	<p>Peer observations, clear expectations, rigorous monitoring of lessons, books, planning etc. Extra teaching staff in each year group- smaller teaching groups, sharing of good practice at weekly meetings</p>
<b>Whole School Approach</b>	<p>Growth Mindset (Mersey Park Mindset) embedded</p> <p>Philosophy for Children, Trophy Words</p> <p>Reading Comprehension Strategies/ Shared reading strategies- INSET</p> <p>Talk for Writing</p> <p>VIPERS approach to reading/ Reading Buddies/ Speaking Buddies</p> <p>Assertive Mentoring</p>

	Power Maths
<b>Early Years Intervention</b> (moderate Impact-high cost)	Extra TA support- small group work, additional Speech and language support Extra teacher- smaller groups Consistent high quality teaching of phonics
<b>Feedback</b> (high impact- low cost)	Whole school imperative marking- monitored regularly including children's responses Assertive Mentoring 1:1 feedback meetings
<b>Behaviour Interventions</b> (moderate impact-moderate cost)	Behaviour reports and analysis on SIMs Behaviour panel meetings with parents and children Peacemakers course for identified children 1:1 support as necessary Behaviour mentor role created
<b>Oral Language Intervention</b> (moderate impact-high cost)	Speech and Language therapist- extra sessions through Talk about Town and Early Years speech and language therapist Wellcomm activities for F2 children Time to Talk programme for identified children Philosophy for Children throughout school
<b>One to One support</b> (moderate impact-high cost)	ELSA trained staff to work with individual children when necessary
<b>Parental Intervention</b> (moderate impact-moderate cost)	Welcome meetings, Family Works course, Book Time, Parent readers, Family Learning courses, Parent Partnership group
<b>Peer Tutoring</b> (moderate impact- low cost)	Reading buddies, Speaking Buddies, Maths buddies

	Peer tutoring within lessons planned Responsibility coaches  Peer testing  Year 5/6 reading club for younger children
<b>Phonics</b> (moderate impact- low cost)	Consistent high quality teaching of phonics- closely monitored Phonics/ Spelling sessions daily in all year groups, tested regularly Extra phonics teaching groups in Y2 for children not having met standard
<b>Reading Comprehension Strategies</b> (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
<b>Reduced class sizes</b> (moderate impact- high cost)	Extra teaching support in each year group to reduce class sizes
<b>Small group Tuition</b> (moderate impact- moderate cost)	Small group sessions in pm for most year groups for identified children- Project X Code reading and comprehension, handwriting, Power of 2 maths, misconceptions sessions

### Year Group Specific targets 2019-2020

Success Criteria	Action Planned	Leadership	Timescale/ Cost	Monitoring Strategy	Evaluation and Evidence Progress to date
<b>Higher achievement and progress for all disadvantaged children.</b>	<b>Whole School Actions</b> <b>Oral communication-</b> Beanstalk, Speaking buddies, Talk for Writing- story telling and Talk about Town P4C Extra small group support in afternoon for highlighted children  Parental courses- continue with relevant courses- record	MT  SLT	All year- ongoing training costs CPD budget- £5000	Book Scrutiny Monitoring records  Interventions files	

<p><b>Children able to cope in school and access the full curriculum though improved mental health</b></p>	<p>attendance of PP parents</p> <p>Welcome Meetings in September- further develop</p> <p>Homework competition and rewards</p> <p>Assertive Mentor individual pupil meetings (first one with old and new teacher)- focus on attendance, homework and targets</p>	<p>RE</p> <p>All staff</p> <p>SLT</p>	<p>Throughout year</p> <p>September 2019 Homework Reward £2500</p> <p>Autumn term and beyond TA3 cost £26,059</p> <p>Mental Health Programmes provided each afternoon £20,974</p> <p>Furnishings for Poppy Room £273</p> <p>CARITAS cost £7200</p> <p>Pastoral Team staffing cost £ 108,594</p>	<p>Register of attendance-monitor take up of courses</p> <p>Homework monitoring in Friday assembly</p> <p>Monitor files</p> <p>Individual alternative plans</p> <p>Lesson observations Planning</p> <p>Report and Pastoral Team meetings</p>
	<p>ELSA trained Behaviour mentor in place and accessible to children</p> <p>Reflection rooms in each building</p> <p>Mental health, meditation and yoga for year 1 each week</p> <p>CARITAS involvement for allocated children and families</p> <p>Pastoral Team supporting vulnerable families</p>	<p>RE/JB</p>	<p>All year</p> <p>Workshop- October</p> <p>Additional teacher cost £52,435</p>	<p>Book Scrutiny Target Tracker Pupil progress meetings</p> <p>Observations</p>
<p><b>F2-(see EYFS Action Plan)</b></p> <p><b>Year 1</b></p> <p>No significant gaps in reading, writing and maths for this cohort at the end of F2.</p> <p>Gap in 'being imaginative' closed by 2020</p> <p>PP-72%</p> <p>Non PP-83%</p>	<p>Develop imagination through story focus- story time a non-negotiable every day.</p> <p>Role play continued from F2</p> <p>Parent workshop</p> <p>Use of Lenny's library</p> <p>Additional class in Year 1</p>	<p>RE/HP</p>		

	Highlight pupils for HP extra group RE take out more able for maths- highlight PP children for support		From September 2019 Additional Teacher cost £52,435	Track progress- target Tracker, book scrutiny	
<b>Year 2</b> Gap narrowed or closed in reading, writing and maths at age related expectation for this cohort of children.  Summer 2019 gaps:  Reading-9% Writing-12% Maths-12%	KP take lower ability for extra small group support each day  Highlight children on planning  Code on target sheet for PP children to raise staff awareness	RE/HP	From September	Planning scrutiny	
<b>Success Criteria</b>	<b>Action Planned</b>	<b>Leadership</b>	<b>Timescale/ Cost</b>	<b>Monitoring Strategy</b>	<b>Evaluation and Evidence Progress to date</b>
<b>Year 3</b>  To narrow disadvantaged gaps for children achieving <b>Above Expected</b> in reading writing and maths for this cohort Reading- Greater Depth PP-11% Non PP-38% Writing -Greater Depth PP-11% Non PP-25% Maths-Greater Depth PP-19% Non PP-31%  <b>Year 4</b>  Narrow disadvantage gap for children achieving Above	HP withdraw lower ability group- small group support for all year group  Whole class VIPERS sessions and guided reading  Staff awareness off PP children who attained Greater Depth in KS1 SATs  Flexible setting  AP- lower ability group withdrawn	HP       LW/RE	From September Additional Teacher cost £52,435   At Pupil Progress meetings throughout year   All year Additional Teacher Cost £52,435	Target Tracker Pupil progress meetings Book Scrutiny Planning scrutiny Lesson Observations  Target Tracker  Pupil progress meetings  Book Scrutiny  Planning scrutiny	

Expected in maths for this cohort PP-18% Non PP-35%	Y4 teachers aware of more able PP children from end of KS1 prior attainment groups		Pupil Progress meetings throughout year	Lesson Observations	
<b><u>Year 5</u></b>  Gap narrowed or closed in reading, writing and maths at <b>age related expectation</b> for this cohort of children.  Summer 2019 gaps:  Reading-9% Writing-14% Maths-17%	Learning by Questions for this year group  Three teacher led reading groups -LW extra  Three teacher led maths groups- LW extra  Maintain guided reading and whole class VIPERS	LW  HP	From September  Additional teacher cost- £52,435	Gaps analysis  Book Scrutiny  File scrutiny Target Tracker Test results	
<b><u>Year 6</u></b>  Gap narrowed or closed in reading, writing and maths at <b>'above age related expectation' and for 'age related' expectation</b> for this cohort of children.  Summer 2019 Expected +gaps:  Reading-18% Writing-18% Maths-41%	Focus on prior attainment groups- focus on children not making expected progress  Monitor home reading- quality texts Use of Bug Club  Four teacher led reading groups Four writing groups from January  Highlight children on planning  Power maths strategies  Analyse baseline tests for misconceptions  Maths Dictionary with particular focus on place value/ division and multiplication	RT LW HP	Bug Club cost £1399  Additional Teacher cost £52,435	Observations  Interventions files  Planning scrutiny and observation  Peer observations records  Book scrutiny  Test results Gaps analysis  Observations	

## Review of Expenditure 2018-2019

Desired Outcome	Chosen Action	Impact	Lessons Learnt	Cost for 2019/2020
<p>Accelerated progress for highlighted PP children in all areas</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 one 0.5 and Senior teachers teaching literacy and maths groups</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)            Provision of homework bags and equipment</p>	<p>Reading progress good in all year groups for PP children.</p> <p>Foundation 2- 5.9 steps            Year 1- 5.7 steps            Year 2- 5.5 steps            Year 3- 6.4 steps            Year 4- 6.2 steps            Year 5- 5.8 steps            Year 6- 5.7 steps</p>	<p>Good progress made in all year groups with additional teacher support.</p> <p>Continue with small class sizes for literacy and maths through additional teaching staff.</p> <p>Welcome meetings well attended and will continue</p>	<p>Additional Teaching staff:</p> <p><b>4 x Full time £209,740</b></p> <p><b>2 x Part time £62,922</b></p>
<p>Year 1 Current gaps addressed: Gap in percentage reaching age related expectations in reading/writing/maths at end of F2.</p>	<p>Attendance actions            Main actions: Attendance report cards            Change to rewards Target increased to 97% New leave of absence protocol            Oral communication:            Beanstalk, Speaking buddies, Talk for Writing- story telling and Talk about Town</p>	<p>Year 1 gaps in 2019</p> <p>R-9%            Wr-12%            Ma-12%</p>	<p>Extra reading for PP children had some impact in narrowing the gap .</p> <p>The writing gap remained the same and maths increased slightly.</p> <p>In 2019/20 there will be three classes for year 1 so that additional</p>	<p>Additional teacher and TA in F2 and additional TA in F1 (in staffing cost)</p>



<p>Reading: -15%</p> <p>Writing:-12%</p> <p>Maths 10%</p>	<p>P4C</p> <p>Extra small group support in afternoon for highlighted children</p> <p>Highlight hard to reach families- home visits from HSLO and SLT member</p> <p>Parental courses- continue with relevant courses- record attendance of PP parents</p> <p>Welcome Meetings in September- further develop</p>		<p>individual support can be given.</p> <p>Children in this cohort will be highlighted for additional support.</p>	<p>Speech Therapy service: <b>£4700</b></p> <p>Additional Speech Therapist 0.2</p> <p><b>£1668</b></p>
<p>Year 2</p> <p>No PP/Non PP gaps highlighted at end of Year 2 in 2018</p> <p>Gaps highlighted at end of Year 1 addressed for this cohort in Year 2: Reading- % above expected:</p> <p>PP-17% Non PP-29%</p> <p>Writing-% above expected:</p> <p>PP-17% Non PP-23%</p>	<p>Further develop parent area of website Parents letter regarding attendance – launch new initiatives at start of year KS1- homework competition and rewards</p> <p>Homework club</p> <p>Assertive Mentor individual pupil meetings- focus on attendance, homework and targets</p> <p>Continue with actions above – whole school Additional Teacher support .</p> <p>Close tracking of all pupils through target tracker interventions.</p> <p>Additional staffing- Year 6 in three classes of 20 with 3 teachers, 1 HLTA</p>	<p>Gaps closed in Year 2 in 2019 at Age Related Expectation. Pupil Premium children out performed non Pupil Premium children.</p> <p>However, the Greater Depth gap widened in teacher assessment (not in test results)</p>	<p>More able group taught by Literacy coordinator all year for reading and children made excellent progress and attained highly in tests.</p> <p>Teacher Assessment judgements more cautious due to consistency and ongoing support for these children</p> <p>More able reading group taught daily by Literacy Coordinator in 2019/2020 to include high percentage of PP children</p>	<p>Staffing cost</p>

<p>Year 3/4 No gaps highlighted in Year 2 or 3 at end of July 2018 Progress maintained for all children</p>	<p>and 2 TAs Year 5 additional afternoon small group support for intervention and misconceptions work Fluid grouping Power maths introduced in KS2 VIPERs throughout KS2</p> <p><u>Other Strategies</u></p> <p>Behaviour panel meetings- analysis on SIMs</p> <p>Parent courses arranged/ Parent partnership group work</p>	<p>No pupil premium gaps at age related expectation in year 3 in 2019 but 16% gap at Greater Depth in maths</p> <p>Gaps in attainment at end of year 4 in 2019 as follows:</p> <p>Reading-8% Writing-14% Maths-16%</p>	<p>Power maths was new to KS2 in 2019. This is now more established. Additional teacher support will make smaller teaching groups with focus on Pupil Premium children's progress.</p> <p>Attainment high in reading and maths at end of year 4 but gap increased. There will be a focus on tracking progress of these pupils in year 4 with additional reading and maths teacher support.</p>	<p>Staffing</p>
<p>Year 5 Gaps narrowed/ closed in all areas End of July 2018- this cohort: Reading: 19% gap in Above expected Writing: 15% gap in at expected 21% gap in Above expected Maths: 33% gap in Above expected</p>	<p>Provision of extra curricular clubs- P.E</p>	<p>Gap narrowed in 2019</p> <p>Gap-0%-age related still a 18% gap at Greater Depth Writing gap at above average narrowed to 11%</p> <p>Gap decreased in maths at Greater Depth- 24% (Still a significant gap which will be addressed through additional support in Year 6)</p>		<p>Additional Year 6 staffing</p>

<p>Year 6 Gaps narrowed/ closed for this cohort in all areas Reading: 14% gap in at expected Writing: 14% gap in at expected Maths: 25% gap in at expected 18% gap in Above expected</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>20% gap in reading 15% gap in writing 28% gap in maths</p>	<p>Test gaps did not match teacher assessment gaps in reading and maths. Many children in this cohort were very vulnerable and had additional needs.</p> <p>Very close tracking in 2019-2020 will highlight any gaps in progress. Three teachers for writing and maths and four teachers for reading will ensure accelerated progress for disadvantaged pupils.</p>	<p>P.E clubs subsidised: <b>£3000</b></p> <p>P.E kits continue to be provided: <b>£65</b></p> <p>Water bottles/ Homework bags supplied: <b>£788</b></p> <p>Pastoral care team: <b>£108,594</b></p>
<p><b>Greater attainment and progress for disadvantaged children through children and families being supported with mental health and wellbeing</b></p>	<p>Staff to attend mental health training courses <b>(See Mental Health and Wellbeing Action Plan)</b></p>	<p>Pastoral care programmes well attended with positive outcomes for all children involved. Improved behaviour, attendance and self confidence evident around school.</p>	<p>Continue with Pastoral Support programmes.</p> <p>New Behaviour Mentor Role to address needs of vulnerable children</p> <p>Increased investment in mental health training and resources.</p> <p>Additional Year 1 mental health work during ppa time</p> <p>Home Visits as part of Foundation 1 Induction to develop good relationships from the start of school.</p>	<p>Caritas: <b>£7200</b></p> <p>Additional Pastoral Programmes resources: <b>£503</b></p> <p>Behaviour Mentor role: £23,525</p> <p>Trips subsidised: <b>£4000</b></p> <p><b>Total: £426,705</b></p>