



Mersey Drive Community Primary School

Pupil Premium Strategy Statement

1. Summary information					
School	Mersey Drive Community Primary School				
Academic Year	2016/17	Total PP budget	£122,760	Date of most recent PP Review	n/a
Total number of pupils	200	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
Attainment for: 2015-2016 Y6	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	45%	76%
% achieving expected standard or above in reading	64%	83%
% achieving expected standard or above in writing	73%	83%
% achieving expected standard or above in maths	64%	88%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pupils are affected by social, emotional and mental health issues.
B.	No pupils achieved greater depth in Mathematics in Year 6. Only 1 child achieved greater Depth in Reading and Writing.
C.	No pupils achieved Greater Depth in R/W/M at the end of Key stage 1 (Reading and Maths Target areas)
D.	Most pupils eligible for Pupil Premium in Y5 are at risk of not achieving ARE by Summer 2017 in RWM
E.	Only 17%(1/6) PP children entered Reception in 2016 at ARE for CL and PSED compared to 40% (6/15) of non PP children. Only 11% (1/9) PP child achieved ARE in CL and 2/9 in PSED on entry to Nursery compared to 15% 3/20 non PP children in CL/PSED
F.	In 2015-16 end of KS1 results highlighted an improvement in R,W,M with 72% achieving EXS in R, 68% in W and 68% in maths. To maintain and improve upon these results in 16-17 support will continue to ensure accelerated progress is maintained.
G.	Reading Assessment in 15-16 showed a lack of accuracy, which limited the ability to target key reading skills in the more vulnerable children.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
H	Attendance – in some cohorts pupils eligible for pupil premium had lower attendance rates than other pupils at the school during the academic year 2015-2016 (gap of -1.34%) The difference in percent of unauthorised absences is -20.03% (with PP children compared to non-PP children)	
I	Some Pupils eligible for Pupil Premium do not experience a range of enrichment opportunities at home or outside of school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled way and acknowledge ways that problems can be solved. A reduction in anxiety for some pupils and a reduction in behaviour incidents for other pupils. Children will have an individualised programme of support delivered by the Learning Mentor giving 1 :1 mentoring and therapeutic interventions which will be provided to affected pupils. This will include additional support at lunchtime.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues. Fewer reported Self-esteem and behaviour issues will be reported. Improved outcomes for children needing therapeutic support.
B.	More Y6 pupils will have achieved greater depth in Reading, Writing and Mathematics by EOY. Pupils with potential will be identified and given additional tuition to achieve GD by EOY.	3 target children in Reading 3 target children in Writing 3 target children in Maths
C.	More Y2 pupils will have achieved greater depth in Reading, Writing and Mathematics by EOY. Pupils with potential will be identified and given additional tuition to achieve GD by EOY.	2 target children in Reading 2 target children in Writing 2 target children in Maths
D.	At risk group of Year 5 PP children will achieve ARE in Reading, Writing and Maths by EOY. Pupils will be identified and given additional tuition/interventions to ensure that they achieve ARE by EOY.	7 Target children in Reading/Writing and Maths
E.	Significant progress made towards PP children achieving ARE in CL/PSED and PD by the end of the Nursery and Reception year.	4/6 PP children in Reception will achieve ELG in CL/PSED/PD 6/9 PP children in Nursery will achieve ARE in CL/PSED/PD
F.	PP children to each meet their personal aspirational targets and as a group PP children will perform as well if not above non pp children.	Children tracked against individual targets and End of KS1 assessment data will show PP attainment at or above non PP children.
G.	More detailed accurate assessment data which will allow more focused teaching interventions leading to improved progress as well as reliable assessment.	Accurate assessment shows true reflection of attainment. Pupils making good or better than expected progress.
H.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%
I.	Eligible pupils attend Aspire project to raise aspirations, self- esteem and parental engagement.	Children will respond positively at the end of the structured programme. Pupil Voice Parents will have the opportunity to engage within school Life and gain a greater sense of community cohesion. Children will 'believe to achieve' and gain positive self-awareness and self-esteem.

5. Planned expenditure

Academic year **2016/17**

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?
A Some pupils are affected by social, emotional and mental health issues.	Programme of CPD for all staff. Core values of school reinforced consistently through school by all staff. PHSE lessons are regular feature of classroom practice through Circle Time etc. Each class follows the school code of conduct to ensure all children feel safe to talk about their feelings. Programme of CPD in place for Learning mentor and time given to all her to disseminates to all staff.	Whole school CPD ensures consistency of approach. Some emotional and mental health issues present barriers to attainment and the progress of some pupils.	Drop-ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time. Staff voice informally collected. Feedback on whole school and individualised CPD. All teachers will conduct a case study on the effectiveness of provision for PP children including the MA.	SLT	July 2017

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?
B More Y6 pupils have achieved greater depth in Reading, Writing and Mathematics by EOY. Pupils with potential will be identified and given additional tuition to achieve GD by EOY.	Castlebrook Maths sessions targeting more able PP children. SLT boosting- twice a week. Provide additional TA interventions through 'accelerated learning' sessions. Effective feedback and targeted marking	One to one tuition shows moderate impact particularly if planned to complement day to day teaching, if delivered by a high quality teaching assistant and if a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map/action plan. Pupil attainment and progress will be monitored termly at pupil progress meetings. All teachers will conduct a case study on the effectiveness of provision for PP children including the MA.	BH SLT	Learning plans reviewed each term. Pupil progress meetings held each term with DHT/HT/PP Lead. Class attainment and progress reported termly to governors. Case studies monitored by PP Lead. Case studies to be presented at training day Sept 17

<p>C More Y2 pupils will have achieved greater depth in Reading, Writing and Mathematics by EOY. Pupils with potential will be identified and given additional tuition to achieve GD by EOY.</p>	<p>Additional one day a week teaching support. HLTA boosting sessions and SLT boosting. Enhancement program in place including visitors, trips and theme days to engage all pupils with a particular focus on engaging more able pupils.</p>	<p>One to one tuition shows moderate impact particularly if planned to complement day to day teaching, if delivered by a high quality teaching assistant and if a structured, time-limited programme is used.</p>	<p>Provision will be mapped termly on a costed provision map/action plan. Pupil attainment and progress will be monitored termly at pupil progress meetings. All teachers will conduct a case study on the effectiveness of provision for PP children including the MA.</p>	<p>HY SLT</p>	<p>Planning and impact monitored termly. Case studies monitored by PP Lead. Class attainment and progress reported termly to governors. Case studies presented at training day Sept 17.</p>
<p>D At risk group of Year 5 PP children will achieve ARE in Reading, Writing and Maths by EOY. Pupils will be identified and given additional tuition/interventions to ensure that they achieve ARE by EOY.</p>	<p>Provide additional TA interventions through 'accelerated learning' sessions. Effective feedback, targeted marking</p>	<p>One to one tuition shows moderate impact particularly if planned to complement day to day teaching, if delivered by a high quality teaching assistant and if a structured, time-limited programme is used. Good quality first teaching, effective marking and feedback linked to Sutton Trust - High Impact, low cost.</p>	<p>Provision will be mapped termly on a costed provision map/action plan. Pupil attainment and progress will be monitored termly at pupil progress meetings. All teachers will conduct a case study on the effectiveness of provision for PP children.</p>	<p>DB SLT</p>	<p>Learning plans reviewed each term. Pupil progress meetings held each term with DHT/HT/PP Lead. Class attainment and progress reported termly to governors. Case studies monitored by PP Lead. Case studies presented at training day Sept 17.</p>
<p>E At risk group of PP Reception and Nursery pupils will achieve ELG/ARE by the end of the year.</p>	<p>HLTA to deliver early intervention language support. TA3 to develop Nursery children's attainment in prime areas. Structured phonics sessions daily delivered by teacher and HLTA and catch up maths/phonics interventions delivered daily. Play Club intervention delivered weekly to engage children and families. Play and language sessions delivered throughout the year and vulnerable families targeted.</p>	<p>Research states that early intervention of barriers to learning has a positive impact. Early Identification of these barriers enables us to identify problems quickly and target children who need support with Personal Social and Emotional Development and Communication, Language and Literacy. School collaborates with Bury Adult Learning to identify and support families to take part in Teacher led Play and Language sessions for children and their families across FS and KS1.</p>	<p>Provision will be mapped termly on a costed provision map/action plan. Pupil attainment and progress will be monitored termly at pupil progress meetings. All teachers will conduct a case study on the effectiveness of provision for PP children including the MA.</p>	<p>CMM SJ</p>	<p>Learning plans reviewed each term. Pupil progress meetings held each term with DHT/HT/PP Lead class attainment and progress reported termly to governors. Case studies presented at training day Sept 17.</p>

<p>F At risk PP children in Key Stage One will achieve EXS and will meet National Standards by the EOY. Attainment gap between PP and non-PP children will close by EOY.</p>	<p>DHT to boost phonics across KS1 weekly. Targeted group of children boosted by TA3 daily in phonics and reading. Additional one day teaching support for Y2 one to one and small group tuition. Play and language sessions delivered throughout the year and vulnerable families targeted.</p>	<p>One to one tuition shows moderate impact particularly if planned to complement day to day teaching, if delivered by a high quality teaching assistant and if a structured, time-limited programme is used. Good quality first teaching, effective marking and feedback linked to Sutton Trust - High Impact, low cost.</p>	<p>Provision will be mapped termly on a costed provision map/action plan. Pupil attainment and progress will be monitored termly at pupil progress meetings. All teachers will conduct a case study on the effectiveness of provision for PP children.</p>	<p>SLT</p>	<p>Learning plans reviewed each term. Pupil progress meetings held each term with DHT/HT/PP Lead. Class attainment and progress reported termly to governors. Case studies monitored by PP lead, case studies presented at training day Sept 17.</p>
<p>G Increased motivation will develop children's reading skills and facilitate improved progress and attainment in reading.</p>	<p>Accelerated Reader will be available for all KS2 children in school and at home. Children will access this as part of Guided Reading and independent Reading. Children will develop inference and comprehension skills through the book quizzes. More detailed accurate assessment data will be available, which will allow more focused teaching interventions leading to improved progress as well as</p>	<p>EEF states that Accelerated Reader is a well-developed intervention with strong technological support available for teachers, and that it can work for pupils who are struggling to achieve age-appropriate reading levels. The evaluation also indicates a positive impact for FSM-eligible pupils.</p>	<p>SLT will monitor its effectiveness across KS2. The accurate assessment will show a true reflection of the children's attainment and this will be used as part of PP meetings to set accurate targets.</p>	<p>BH SLT</p>	<p>July 17: Consider the impact and review case study to measure effectiveness.</p>

Total Budgeted cost £79,973

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?
<p>H The attendance of PP children improves</p>	<p>Learning mentor and EWO will be involved with families whose attendance falls below 95%. The EWO and learning mentor will be asked to work with children who are consistently falling below 90% and Learning mentor will open TAF if necessary. Awards are given to children who have '100%' and 'Excellent' attendance. If travel is an issue for families they will be offered ways to help. LM will monitor the attendance of PP pupils and take actions through direct work with parents e.g. pre-referral meetings, home visits, reward systems/incentives.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. Pre-referral meetings, first day phone calls and home visits have reduced absence rates in previous years and so has been shown to be a successful impact on attendance levels.</p>	<p>Attendance will be monitored half-termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked. Learning mentor/SLT will analyse all attendance and absence figures at the end of each term according to different groups i.e. gender, SEN, PP.</p>	<p>KW SLT</p>	<p>End of Spring 2017 Consider whether to renew service level agreement with Attendance Team in Feb 2017. Data analysis at end of each term and EOY.</p>

F Eligible pupils attend Aspire project to raise aspirations, self-esteem and parental engagement.	Provide funding for pupils eligible for pupil premium and their families to attend the 'Aspire Project' taking part in the enrichment activities such as Forest School, Creative Kitchen etc.	Some pupils have very limited enrichment opportunities. These enrichment activities offered will develop each child's aspirations for the future and provides an opportunity for our children and their families to work together to raise attainment and enjoyment for learning. Planned programme of forest school activities to build self-esteem and health. Linked to EEF outdoor learning benefits.	Aspire project monitored half-termly by PP lead and learning mentor. Parent and child evaluations completed to monitor impact. PP case studies monitored to show impact of project. Provision Map completed and monitored to highlight impact.	CMM SLT KW	Annual review of pupil involvement in Aspire project. Impact Presented to Staff and Governors Sept 17.
--	---	---	--	------------------	--

Total Budgeted cost				£35,441
----------------------------	--	--	--	----------------

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

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

7. Additional detail

In order to be more effective we will:

- Create a pupil premium strategy statement to enable school to be more strategic in pupil premium spending and to be more specific when reporting on impact for individual pupils. The strategy will result in greater clarity and improved achievement due to the specific focus on spending. The strategy will be published on the website.
- The Assistant Headteacher and Headteacher will meet termly to update the pupil premium provision map. The governing body will receive a written report each term from the HT. The attainment and progress committee will receive an update once per term from the Headteacher. A governor will monitor the end of year website strategy report.
- Measurable targets for pupils eligible for PP will be set and agreed with class teachers. The progress of pupils eligible will be monitored termly by SLT and discussed at Pupil Progress meetings. The progress of pupils in each cohort will be available to governors in the HT's termly report.