



Mersey Drive Community Primary School

Pupil Premium Strategy Statement

1. Summary information					
School	Mersey Drive Community Primary School				
Academic Year	2017/18	Total PP budget	£101,920	Date of most recent PP Review	July 18
Total number of pupils	200	Number of pupils eligible for PP	76 and 5 EYpp	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
Attainment for: 2016-2017 Y6	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	67%	63%
% achieving expected standard or above in reading	67%	67%
% achieving expected standard or above in writing	75%	75%
% achieving expected standard or above in maths	75%	83%

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.	Some disadvantaged pupils in Y3 are at risk of not meeting or exceeding the EYFS end of year data.
C.	Some disadvantaged pupils in Y6 are at risk of not meeting or exceeding the EYFS end of year data.
D.	In 2016-17 end of EY results highlighted that the disadvantaged pupils performed well in prime areas CL/PD/PSED CL 75% PSED100% PD 75%. To maintain and improve upon these results in 17-18 support will continue to ensure accelerated progress is maintained.
E.	Some disadvantaged pupils perform less well than non disadvantaged pupils across KS2.

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 in 16-17 than the previous year 15-16 (0.53%) The attendance gap for disadvantaged pupils against national targets is 2.44%	
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 will be 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 will occur. 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 enable pupils to engage in QFT therefore impacting their attainment.	Childrens attainment will improve as children will be able to engage and access QFT. 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 Y3 pupils will have met or exceeding their end of EYFS results in Reading, Writing and Mathematics by EOY	7 pupils- 3 children will be GD in Reading ,Writing and Maths 2 children will be ARE and 2 SEN children will have made good individual progress based on APDR's.
C.	More Y6 pupils will have met or exceeding their end of KS1 results in Reading, Writing and Mathematics by EOY	12 pupils- 2 children will be GD in Reading ,Writing and Maths 6 children will be ARE and 4 SEN children will have made good individual progress based on APDR's.
D.	Significant progress made towards PP children achieving ARE in CL/PSED and PD by the end of the Reception year.	5/7 PP children in Reception will achieve ELG in CL/PSED/PD
E.	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 KS2 assessment data will show PP attainment at or above non PP children.
F.	The attendance of PP children will improve.	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%
G.	Eligible pupils will 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.

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?
<p>B Most Y3 disadvantaged pupils will have achieved their personal targets based on their end of EYFS attainments. For some children this will be achieved through accelerated progress.</p>	<p>Provide additional TA interventions through 'accelerated learning' sessions. Effective feedback and targeted marking Pupil progress meetings will increase to half termly to enable SLT to monitor progress closely. Intense SLT monitoring of learning to support achievement of desired outcomes. 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. 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 half 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>AM SLT</p>	<p>Accelerated learning plans reviewed each half 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.</p>
<p>C Most Y6 disadvantaged pupils will have achieved their personal targets based on their end of KS1 attainments. For some children this will be achieved through accelerated progress</p>	<p>SLT boosting sessions. Castlebrook maths sessions targeting MA pupils. Half a day boosting by DB each week. Additional teacher from ASD provision working alongside CT. 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. 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 half 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>DB DR NJ SLT</p>	<p>Accelerated learning plans reviewed each half 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</p>

<p>D Significant progress made towards PP children achieving ARE in CL/PSED and PD by the end of the Nursery and Reception 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>E PP children in KS2 to each meet their personal aspirational targets and as a group PP children will perform as well if not above non PP children.</p>	<p>Provide additional TA interventions through 'accelerated learning' sessions. Effective feedback and targeted marking. Pupil progress meetings will increase to half termly to enable SLT to monitor progress closely. Intense SLT monitoring of learning to support achievement of desired outcomes. 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. 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 half 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>SLT All CT's</p>	<p>Accelerated learning plans reviewed each half term. Pupil progress meetings held each term with DHT/HT/AHT &PP Lead. Class attainment and progress reported termly to governors. Case studies monitored by PP Lead.</p>

					Total Budgeted cost	Accelerated learning-£15,200 SLT boosting-£5,688 SLT PP analysis- £2,544 HLTA support in FS- £28,447 PT HLTA support in KS1-£12,789
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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>F The attendance of PP children will improve.</p>	<p>Learning mentor and EWO will be involved with families whose attendance falls below 96%. 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 2018 Consider whether to renew service level agreement with Attendance Team in Feb 2018. Data analysis at end of each term and EOY.</p>
<p>G Eligible pupils will attend Aspire project to raise aspirations, self- esteem and parental engagement.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>CMM SLT KW</p>	<p>Annual review of pupil involvement in Aspire project. Impact Presented to Staff and Governors Sept 17.</p>
Total Budgeted cost					<p>Attendance officer- £3,980 Aspire project- £1,240 Subsidised trips/enhancements - £6,000</p>
Previous Academic Year		16-17			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	

Children will be 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 will occur. 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	Programme of CPD for all staff. Core values of school reinforced consistently through school by all staff. PHSE lessons will continue to be a regular feature of classroom practice through Circle Time etc. Each class will follow 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	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.	Attachment training delivered to all staff by the Ark Lesley Harris delivered QFT CPD to all staff Weekly assemblies focusing on tolerance, acceptance and MD values Learning mentor timetable reviewed to include nurture approach Lunch time behaviour issues have reduced.	
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
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.	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	3 target children in Reading 3 target children in Writing 3 target children in Maths	3 target children achieved GD in Reading 3 target children achieved GD in Writing 2/3 target children achieved GD in Maths. 1 child had scale score of 109 and external factors are to be considered.	
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.	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.	2 target children in Reading 2 target children in Writing 2 target children in Maths	Due to external factors this has not been achieved however PP children in the cohort have made accelerated progress.	

<p>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>7 Target children in Reading/Writing and Maths</p>	<p>4/7 have met ARE at the EOY. Children who have not met ARE will have a focused intervention program in place for Sept 17.</p>	
<p>Significant progress made towards PP children achieving ARE in CL/PSED and PD by the end of the Nursery and Reception 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>4/6 PP children in Reception will achieve ELG CL 75% PSED100% PD75% Target Met 6/9 PP children in Nursery will achieve ARE in CL- 7/9 PSED-9/9 PD 7/9 Target Met</p>	<p>Targeted focused support will continue in sept 17 children's gaps will be identified early and specialised planning and interventions put in place.</p>	
<p>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.</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>Children tracked against individual targets and End of KS1 assessment data will show PP attainment at or above non PP children.</p>	<p>PP children at the end of KS1 have all met their predicted personal end of year target.</p>	

<p>More detailed accurate assessment data will be collated, which will allow more focused teaching interventions leading to improved progress as well as reliable assessment. 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 reliable summative assessments.</p>	<p>Accurate assessment shows true reflection of attainment. Pupils making good or better than expected progress.</p>	<p>Pupil Progress reports monitor vulnerable groups in each cohort and key stage. Assessment shows previous cohort attainment, individual progress and progress against previous key stage assessment. Reading across Y4/3/6 shows that most pupils are making good progress and have met ARE.</p>	
<p>The attendance of PP children will improve.</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>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%</p>	<p>15-16 PP children – 94.12% 16-17 PP children - 93.56% To improve the attendance of PP children to be a continued target for 17-18</p>	
<p>Eligible pupils will attend Aspire project to raise aspirations, self-esteem and parental engagement.</p>	<p>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.</p>	<p>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.</p>	<p>Parents and pupils questionnaires show that the project has engaged parents. Children stated that they "enjoyed school more" "loved working with my parents" "the activities were so much fun" Parents stated "it gave me bonding time with my child" "my child gained in confidence" "I looked forward to the sessions and would love to do more things in school with my child" Aspire project to continue next year and target all pp children and families across school</p>	

6. 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.