



Merley First School – Pupil Premium Strategy Statement 2018-19



1. Summary information					
School	Merley First School				
Academic Year	2018-19	Total PP budget	£36400	Date of most recent PP Review	November 2018
Total number of pupils	303	Number of pupils eligible for PP	23 (+6 forces)	Date of next internal review of this strategy	November 2019

2. Current attainment (end of Summer Term 2018)			
<i>Expected standard = Age Related Expectation</i>		Pupils eligible for PP (MFS)	Pupils not eligible for PP (MFS)
Percentage of pupils achieving expected standard in reading		67%	94%
Percentage of pupils achieving expected standard in writing		42%	82%
Percentage of pupils achieving expected standard in mathematics		42%	88%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Poor phonic skills are impacting on progress in reading and writing for many pupil premium children		
B.	Gaps in early language development are impacting on progress in reading, writing and phonics for some pupil premium children		
C.	Lack of motivation, focus and resilience for learning are impacting on the progress of some pupil premium children		
D.	Issues with social and emotional health and well-being are impacting on the learning of some vulnerable pupil premium children		
4. Desired outcomes (and how they will be measured)		Success criteria	
A.	Phonic knowledge and application is improved and impacting on progress in reading, writing and spelling for PP children.	<ul style="list-style-type: none"> PP children (who did not pass Year 1 Phonic Screening) pass the screening in Year 2. 	

	<p><i>Measures: scrutiny of reading records and writing in books, SPTO tracking data and Phonic Screening scores all show children making expected progress.</i></p>	<ul style="list-style-type: none"> • PP children able to apply phonic knowledge more consistently when decoding unknown words. • Scrutiny of writing shows more accurate application of phonic knowledge and more accurate spelling of CEW words. • Tracking data shows PP children attaining and making progress in reading and writing in line with their non-PP peers.
B.	<p>Gaps in early language development in PP children have been identified and addressed resulting in better progress in reading and writing.</p> <p><i>Measures: scrutiny of phonic and spelling data, WellComm assessments, reading and writing tracking data, Phonic Screening scores, feedback following Chatterbox interventions.</i></p>	<ul style="list-style-type: none"> • WellComm scores show an increase following the initial assessment and intervention. • Feedback from Chatterbox intervention shows an improvement in children's speech, use of vocabulary and confidence. • PP children show a greater understanding and use of vocabulary.
C.	<p>PP children showing greater confidence, motivation, focus and resilience as learners.</p> <p><i>Measures: observations in the classroom, feedback from classroom staff, tracking data.</i></p>	<ul style="list-style-type: none"> • Observations of children in the classroom show improvements in their confidence, motivation, focus and resilience. • Anecdotal feedback from adults working with children shows improvement. • Tracking data shows PP children making progress in line with their non-PP peers and that the gap in attainment between PP and non-PP children is closing.
D.	<p>PP children develop emotional health and well-being in line with their peers and difficulties not impacting on learning.</p> <p><i>Measures: feedback from ELSA, 1:1 TAs and other adults working with the children, talking to the children, feedback from parents.</i></p>	<ul style="list-style-type: none"> • Feedback from adults shows that children are more settled, confident and have increased self-esteem. • Children show greater awareness and understanding of their own emotional health and well-being. • PP children making progress in line with their non-PP peers.

5. Planned expenditure

Academic year: 2018-19

The three headings below enable us to demonstrate how we 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 we ensure it is implemented well?	Staff lead	When will we review implementation
(A) Phonic knowledge and application is improved and impacting on progress in reading, writing and spelling for PP children. (this target is appropriate for ALL children)	Letters and Sounds and additional schemes (such as Code Cracker) as necessary. Phonics training for Year 2 CT and TA to refresh/develop their knowledge and understanding of the approach. Inclusion training from 'Inclusion Experts' for 2 TAs to further enhance provision during 1:1 and group interventions.	EEF Toolkit shows that phonics approaches are effective in supporting younger readers to master the basics of reading. This approach was used last year (2017-18) and had a positive impact on improving the progress in phonics and reading of many of our PP children.	Spelling (including the teaching of phonics) across the school is a key focus for development (SAP 2018-19 Priority 1.2) Scrutiny of Phonics planning and lesson observation/peer observation. Targets on PP individual plans.	Pupil Premium Lead/English Lead	Ongoing: Half-termly
Total budgeted cost					£2.5k

ii Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation
(A) Phonic knowledge and application is improved and impacting on progress in reading, writing and spelling for PP children.	1:1 and small group interventions to plug gaps in children's phonic knowledge tailored to individual needs using Letters and Sounds approach and also alternative approaches such as Code Cracker (for those children not making expected progress in Letters and Sounds)	There is strong evidence to show that one-to-one tuition has a moderate impact on children's progress (EEF Toolkit) and is effective at closing learning gaps in reading, helping children catch-up with their peers. This approach was used last year and had a positive impact on improving the progress of many of our PP children.	Ongoing training delivered to TAs responsible for leading interventions. Phonics training for new CTs and TAs (INSED 8.10.18) Targets and outcomes on individual PP plans monitored half-termly and during Pupil Progress meetings (SLT).	PP Lead/ SENDCo	Ongoing: Yr 2 children re-tested during Autumn 2 2018 to assess progress. May 2019 Phonic Screening check.
(B) Gaps in early language development in PP children have been identified and addressed resulting in better progress in reading and writing.	We will use the WellComm screening toolkit to help us identify any gaps/delay in early language development and then use the interventions to help plug those gaps. We will also use 'Chatterbox' sessions to boost children's speaking and listening skills.	The numbers of children coming into school with gaps or delay in their language development is increasing. This is clearly having an impact on children's phonic, reading and writing development. <i>'WellComm is a toolkit designed to help early years settings identify children from six months to six years old who might be experiencing delays with speech and language. It can then help put immediate interventions into place, while waiting for a more formal assessment.'</i>	All Reception children will be tested to identify gaps and any Year 1 children who are making slow progress in phonic, reading and writing development. PP children across the school who are not making expected progress can also be tested to identify gaps. Interventions will then help to plug gaps. This links to our SAP (Priorities 1.2, 3.2) and the Trust's AP (1.2)	EYFS Lead/PP Lead/SENDCo	Initial review at end of Autumn Term 2018 July 2019

(D) PP children develop emotional health and well-being in line with their peers and difficulties not impacting on learning.	Continue to employ and an ELSA (emotional literacy support assistant) to support the needs of children with emotional health issues. New ELSA needs to attend ELSA training course.	Research by the ELSA network shows 2010 <i>"Teachers were able to identify a measurable and significant improvement in the students' emotional literacy within the school after students had received ELSA support"</i> . Ofsted currently recommends that PP children who are LAC or AFC should have an emotional support target on their PP plan. Positive impact on children's emotional health and well-being last year (2017-18)	Emotional support targets on individual PP plans. Review of targets show improvement in children's emotional literacy. Observations of children in the classroom and during interventions.	ELSA/PP Lead	Half termly review of PP plan targets to assess impact.
Total budgeted cost					£17.5k

iii Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation
(C) PP children showing greater confidence, motivation, focus and resilience as learners.	'Outdoor Adventurers' intervention based on a 'forest schools' approach. This will be led by one teacher on a peripatetic basis one afternoon a week for blocks of 6-7 weeks.	There is much evidence from research which shows that this approach has learning gains for children: <i>"Improvements in the children's confidence, motivation and concentration, language and communication and physical skills were recorded by teachers and Forest School leaders."</i> The publication 'A Marvellous Opportunity for Children to Learn' (Forestry Commission 2006) outlines the many benefits of this approach.	Observation of sessions by members of SLT. Feedback from intervention leaders. Feedback from teachers regarding children's motivation, focus and resilience shows improvement. Feedback from children about what they have done and how much they enjoyed the sessions.	HT/DHT and peripatetic teacher (HS). Mighty Movers TA (FK)	Ongoing: Half-termly (and weekly feedback showing progress of individuals)

	Mighty Movers sessions to support the development of children's gross and fine motor skills as necessary.	We used this approach last year and feedback shows positive personal and learning gains for many of our children including those who are PP and/or SEND. Attendance at Mighty Movers has been shown to have significant benefit in helping to develop children's gross and fine motor skills and will continue to be used this year.	Feedback from Mighty Movers TA including numerical data showing improvements.		
Total budgeted cost					£5.5K

6. Review of expenditure

Previous Academic Year: 2017-18

i Quality of teaching for all

Desired outcome	Chosen action/ approach	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																
(B) Phonic knowledge and application improved and impacting on progress in reading and writing for PP children.	Whole school training on success criteria and feedback. Phonics training for CTs and TAs to refresh/develop their knowledge and understanding of the approach.	<p>Success criteria: Tracking data shows that the gap in <u>attainment</u> in <u>reading and writing</u> between PP and non-PP children is closing.</p> <p>Data: Attainment 2017-18:</p> <table border="1"> <thead> <tr> <th>Not PP</th> <th>Read</th> <th>Write</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Rec (59)</td> <td>86%</td> <td>85%</td> <td>86%</td> </tr> <tr> <td>Y2 (51)</td> <td>94%</td> <td>82%</td> <td>88%</td> </tr> <tr> <td>Y4 (54)</td> <td>85%</td> <td>67%</td> <td>76%</td> </tr> </tbody> </table>	Not PP	Read	Write	Maths	Rec (59)	86%	85%	86%	Y2 (51)	94%	82%	88%	Y4 (54)	85%	67%	76%	Class teachers and TAs across the school have had training in success criteria and feedback and in phonics and have reported more understanding and confidence in these areas. Most TAs are now facilitating phonics interventions across the school and the approach has aided children's progress and attainment. Spelling has been identified as a hindrance	
Not PP	Read	Write	Maths																	
Rec (59)	86%	85%	86%																	
Y2 (51)	94%	82%	88%																	
Y4 (54)	85%	67%	76%																	

PP	Reading	Writing	Maths
Rec (1)	0%	0%	0%
Y2 (10)	60%	30%	40%
Y4 (5)	80%	60%	40%

Impact: Of the 24 pupil premium children across the school, 58% (14 children) attained ARE or above in reading. 46% (10 children) were below ARE including 6 with SEND/EHCP and 1 with EAL.

In writing, 33% (8 children) of PP children attained ARE or above. 67% (16 children) were below ARE including 6 with SEND/EHCP and 1 with EAL.

Success criteria:

Tracking data shows PP children making **progress** in reading and writing in line with their non-PP peers.

Data: Progress 2017-18:

Not PP	Read	Write	Maths
Rec (59)	92%	86%	86%
Y2 (51)	94%	80%	94%
Y4 (54)	89%	89%	91%

PP	Read	Write	Maths
Rec (1)	0%	0%	0%
Y2 (10)	70%	40%	80%
Y4 (5)	80%	60%	40%

Impact: Of the 24 pupil premium children across the school, 71% (17 children) made expected or better progress in reading. 29% (7 children) made less than expected progress but 5 of these were also SEND including 2 with an EHCP. A 'record of concern' has been completed for the remaining 2 children.

Of the 24 pupil premium children across the school, 54% (13 children) made expected progress in writing, and 46% (11 children) made less than expected progress. 5 of these children are SEND including 2 with an EHCP. 6 PP children did not make expected progress.

to children's progress in writing and is a whole school area for development this year (2018-19).

Carrying out phonic interventions for those children who are not making expected progress, is a valuable and worthwhile strategy and will be continued this year.

<p>(C) Fine motor skills improved leading to better pencil control and letter formation with PP children becoming more efficient writers.</p>	<p>Reception teachers to share ideas/good practice in developing children's fine motor skills.</p>	<p>Success criteria: PP children (who did not pass Year 1 Phonic Screening) pass the screening in Year 2.</p> <p>Data: Phonics Screening Summer 2018:</p> <table border="1" data-bbox="770 209 1359 327"> <thead> <tr> <th></th> <th>Non PP children</th> <th>PP children</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>(57) 88%</td> <td>(3) 33%</td> </tr> <tr> <td>Y2</td> <td>(3) 66%</td> <td>(5) 80%</td> </tr> </tbody> </table> <p>Impact: Of the 5 pupil premium children who did not pass the phonic screening in Year 1, 4 of them passed at the end of Year 2 and the 5th child's score increased from 2 in Year 1 to 19 in Year 2. This child has quite acute SEND.</p> <p>Success Criteria: Scrutiny of children's books shows letter formation is clear and legible and PP children are able to write at greater length.</p> <p>Impact: Review of PP plans shows that children identified as having poor fine motor skills, made sustained improvements in their fine motor skills generally and handwriting in particular across the year.</p>		Non PP children	PP children	Y1	(57) 88%	(3) 33%	Y2	(3) 66%	(5) 80%	<p>The chosen interventions were effective in meeting the PP children's fine motor development needs. Though these interventions will continue next year, they no longer need to be a focus for development from a PP perspective.</p>	
	Non PP children	PP children											
Y1	(57) 88%	(3) 33%											
Y2	(3) 66%	(5) 80%											

ii Targeted support

Desired outcome	Chosen action/ approach	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
<p>(B) Phonic knowledge and application improved and impacting on progress in reading and writing for PP children.</p>	<p>1:1 and small group interventions to plug gaps in children's phonic knowledge tailored to individual needs using Letters and Sounds approach</p>	<p>See above (section (i))</p>	<p>See above (section (i))</p>	
<p>(D) PP children develop emotional health and well-being in line with their peers and</p>	<p>Employ an ELSA (emotional literacy support assistant) to support the needs of</p>	<p>Success criteria: Tracking data shows that the progress of PP children (AFC and LAC) is in line with their peers.</p> <p>Impact: See above (section (i))</p>	<p>See above (section (i))</p>	

difficulties not impacting on learning.	children with emotional health issues.	<p>Success criteria: PP children show greater awareness and understanding of their own emotional health and well-being.</p> <p>Impact: Feedback from ELSA, CTs, TAs and parents shows that PP children with an emotional support target made effective progress in developing their emotional health and that forming good relationships with the ELSA was an integral part of that development.</p>	This approach will be continued next year as it had valuable gains for these PP children in terms of their confidence, self-esteem and general well-being.	
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iii Other approaches

Desired outcome	Chosen action/ approach	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
(A) PP children showing greater motivation, focus and resilience as learners.	Outdoor Adventurers intervention based on The Forest schools approach. This will be led by two teachers on a peripatetic basis one afternoon a week for six weeks initially.	<p>Success criteria: Observations of children in the classroom show improvements in their motivation, focus and resilience.</p> <p>Impact: Observations of children in the classroom shows that many were more focused and engaged during their learning and were more resilient learners less likely to give up when the task was challenging.</p> <p>Success criteria: Tracking data shows PP children making progress in line with their non-PP peers.</p> <p>Impact: see above See above (section (i))</p> <p>Success criteria: Tracking data shows that the gap in attainment between PP and non-PP children is closing.</p> <p>Impact: see above See above (section (i))</p> <p>Success criteria:</p>	<p>*Week-by-week feedback showed how the children were developing their skills and confidence. They clearly enjoyed their sessions and our after school sessions are well attended and over-subscribed. We will definitely continue to use this strategy in the coming year.</p> <p>See above (section (i))</p> <p>See above (section (i))</p> <p>See above*</p>	

		<p>Anecdotal feedback from adults working with children shows improvement.</p> <p>Impact: During Outdoor Adventurer sessions, feedback shows that all PP children who partook developed their self-confidence and resilience. They also developed the skills of speaking, listening, following instructions, perseverance -even when the task was quite challenging - predicting control (using tools) and engagement. Feedback shows that they were enthusiastic, keen, helpful and kind to one another.</p>		
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7. Additional detail

This Pupil Premium strategy is available on the school website www.merleyfirstschool.com

Abbreviations:

PP: Pupil Premium NFER: National Foundation for Educational Research DfE: Department for Education

EEF: Education Endowment Foundation CT Class Teacher TA: Teaching Assistant SLT: Senior Leadership Team

SEN: Special Educational Needs SENCo: Special Educational Needs Coordinator EYFS: Early Years Foundation