

Pupil premium strategy statement

1. Summary information					
School	Merrydale Infant School				
Academic Year	2018/19	Total PP budget	£73920	Date of most recent PP Review	Jan 2019
Total number of pupils	332	Number of pupils eligible for PP	43	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (Merrydale)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD (in 2018)	47.6%	71.5%
% achieving Year 1 phonics check (in 2018)	67%	82%
Current % achieving expected standard in KS1 reading	52%	79%
Current % achieving above expected standard in KS1 reading	4%	29%
Current % achieving expected standard in KS1 writing	43%	74%
Current % achieving above expected standard in KS1 writing	9%	18%
Current % achieving expected standard in KS1 mathematics	65%	80%
Current % achieving above expected standard in KS1 mathematics	13%	25%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		

A. In Yr 2 2017-2018, in reading and writing a greater number of pupils eligible for pupil premium make slower progress than their Non PP peers:

Progress 2017-2018	Reading	Writing	Maths
Pupil Premium	4.1	4.8	5.4
Non-Pupil Premium	4.7	5.4	5.3

5 points expected progress. 6 points good progress

B. Children enter school with a very low baseline e.g. 2017-2018 Y2 entry baseline to Foundation 1 in 2014 – Operational V Chronological deficit overall -1 year and 2 months

AOL	2012		2013		2014		2015		2016	
	Operational Age	Chronological Age	Operational Age	Chronological Age	Operational Age	Chronological Age	Operational Age	Chronological Age	Operational Age	Chronological Age
PSED	2yrs 3mths	3yrs 8mths	2yrs 5mths	3yrs 7mths	2yrs 6mths	3yrs 8mths	2yrs 3mths	3yrs 8mths	2yrs 4mths	3yrs 7mths
PD	2yrs 5mths	3yrs 8mths	2yrs 4mths	3yrs 7mths	2yrs 10mths	3yrs 8mths	2yrs 8mths	3yrs 8mths	2yrs 8mths	3yrs 7mths
CL	2yrs 2mths	3yrs 8mths	2yrs 2mths	3yrs 7mths	2yrs 5mths	3yrs 8mths	2yrs 3mths	3yrs 8mths	2yrs 2mths	3yrs 7mths
R	2yrs 0mths	3yrs 8mths	2yrs 0mths	3yrs 7mths	2yrs 4mths	3yrs 8mths	2yrs 2mths	3yrs 8mths	1yrs 11mths	3yrs 7mths
W	2yrs 5mths	3yrs 8mths	2yrs 5mths	3yrs 7mths	2yrs 6mths	3yrs 8mths	2yrs 7mths	3yrs 8mths	2yrs 6mths	3yrs 7mths
M	2yrs 0mths	3yrs 8mths	1yr 10mths	3yrs 7mths	2yr 6mths	3yrs 8mths	2yr 4mths	3yrs 8mths	2yr 3mths	3yrs 7mths
OVERALL	26.5mths 2yrs 3mths	<u>DIFFERENCE</u> -1yr 5mths	26.3 mths 2yrs 2mths	<u>DIFFERENCE</u> -1yr 5mths	30.1mths 2yrs 6mths	<u>DIFFERENCE</u> -1yr 2mths	28.5mths 2yrs 4mths	<u>DIFFERENCE</u> -1yr 4mths	27.6mths 2yrs 3mths	<u>DIFFERENCE</u> -1yr 4mths

C.

- *“The proportion of pupils from minority ethnic groups and the proportion of those who speak English as an additional language are both above average.” - Ofsted Feb 2017*

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.

- **Local area deprivation:** Leicester is the 20th most deprived local authority in the country with 35.3% of children and young people between 0-19 years living in poverty. The school is located in the Coleman Ward. In this Ward there is
 - 24.8% prevalence of unhealthy gestation and birth (Leicester 23%)
 - 18.2% prevalence of children having poor communication and language development (English average 9%)
 - 57.8% prevalence of poor social and emotional development
 - (Leicester = 49% and English average = 37%)
 - 29.2% not ready for school (Leicester = 23.8%)
 - 15.6% early onset of poor behaviour (British average= 4.6%)(Evidence taken from Area Wellbeing Profile (0-8) The Social research Unit at Dartington 04 Dec 2013)
- “The rate of overall absence for pupils living in the most deprived areas (5.6%). The persistent absence rate for pupils living in the most deprived areas (5.8%) is over three times higher than the percentage for pupils living in the least deprived areas (1.7%). “ - April 2016- Learning, Quality and Performance University of Bristol*
- The proportion of pupils from minority ethnic groups and the proportion of those who speak English as an additional language are both above average. - Ofsted Feb 2017

FS Contextual Entry Data	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
English as an additional language	68% (45)	74% (45)	74% (58)	69% (56)	86% (66)
No English	29% (19)	41% (25)	36% (28)	61% (34)	65% (43)

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	A greater % of PP eligible children achieving ARE in 2019 SATs	?% of PP achieve ARE in all subjects..... TBC
B.	A greater % of PP children achieving Phonics pass rate in 2019 Phonics test	? % PP in 2018..... TBC
C.	A greater % GLD for PP children in 2019	?% GLD overall in 2018..... TBC
D.	Higher attendance rates for the academic year 2018- 2019	95% for 2017-2018

5. planned expenditure			
Academic year	2018- 2019		
i. Targeted support			
Desired outcome	What is the evidence and rationale for this choice? Chosen Approach	How will you ensure it is implemented well?	Staff lead / review date

<p>Increased rates of progress in Yr2 reading and writing through targeted HLTA additional support.</p>	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <p><u>Additional HLTA support in Yr2 has since Sept 2018</u></p> <ul style="list-style-type: none"> • improved all children's confidence, organisation, focus and ability to verbalise their sentences before recording. • 82% of children have made progress since the beginning and 53% have made 2 steps progress. • provided the opportunity to provide more personalised learning for individuals and to embed key skills. • Allows class teachers to spend more quality time with other groups of children to re-focus those and ensure expectations are met or exceeded <p style="text-align: center;"><u>Chosen Approach</u></p> <p>HLTA works exclusively with 17 children for writing and 10 children for reading across the week (2 Pupil Premium Children)</p>	<ul style="list-style-type: none"> • PP attainment is reviewed in Pupil Progress meetings by Deputy and Headteacher • Interventions are reviewed during Local Authority Progress Meetings (4 a year) 	
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Enhanced EYFS provision

Evidence and Rationale

Emerging issues for this cohort as Foundation Two in 2018-2019 suggests very low attainment

Attainment of PP children is historically lower than non pp peers e.g in 2017-2018

<u>% achieving ELG and above July 2018</u>	<u>24 Pupil Premium children</u>	<u>66 Non-Pupil Premium</u>
Reading	66.7%	80.3%
Writing	50%	63.6%
Maths (numbers)	58.3%	75.8%

The 24 Pupil Premium Children in our Foundation 2 classes made good progress in 2017-2018



Progress Breakdown

05 January 2019

Y1 - Pupil Premium (24 pupils)

Aut1 2017-18 to Sum2 2017-18

All Pupils (24 pupils)	Reading	Writing	Numbers	Average
Progressed by 6 steps or more	13 (54.2%)	13 (54.2%)	17 (70.8%)	14.3 (59.7%)
Progressed by 5 steps	5 (20.8%)	2 (8.3%)	0 (0%)	2.3 (9.7%)
Progressed by 4 steps	0 (0%)	3 (12.5%)	0 (0%)	1.0 (4.2%)

When compared to the 66 non pupil premium children



Progress Breakdown

05 January 2019

Y1 - Not Pupil Premium (66 pupils)

Aut1 2017-18 to Sum2 2017-18

All Pupils (66 pupils)	Reading	Writing	Numbers	Average
Progressed by 6 steps or more	52 (78.8%)	42 (63.6%)	34 (51.5%)	42.7 (64.6%)
Progressed by 5 steps	7 (10.6%)	11 (16.7%)	24 (36.4%)	14.0 (21.2%)
Progressed by 4 steps	3 (4.5%)	7 (10.6%)	2 (3.0%)	4.0 (6.1%)

- A language- rich provision, through quality interactions, help to improve outcomes.

Chosen Approach

3 additional Level 2 TAs to work in the 3 FS2 classes

- The focus for 2018-19 is to narrow the gap with both LA and National Good Level of Development (GLD) by continuing to provide a more consistent teaching approach across the Foundation stage. This is through adults engaging with children to develop a language- rich provision. Furthermore, there are greater opportunities to capture observations and engage' there and then' in the learning.

Attainment in all 8 areas of learning are closely monitored by the FS coordinator and class teachers through:

- Regular pupil progress meetings
- Data book analysis
- Phonic scores and reading level analysis
- Observations
- Assessments are moderated across the FS stage and working with another 2 local schools each term.
- Interventions / changes to provision are consistently reviewed
- The FS coordinator sets consistently high expectations, monitoring performance, and best practice is shared across the Foundation stage.

Deputy head

Raising Year 2 reading attainment	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <ul style="list-style-type: none"> • BRP reading accelerates progress <p style="text-align: center;"><u>Chosen Approaches</u></p> <ul style="list-style-type: none"> • BRP reading every evening after school for 3 children (2.5 hours a week) 		Assistant Head Inclusion manager KS1 class teachers and TAs
Total budgeted cost			£65,000

ii. Other approaches			
Desired outcome	What is the evidence and rationale for this choice? Chosen Approach	How will you ensure it is implemented well?	Staff lead
To provide a range of practical, high quality learning experiences through after-school clubs and trips	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <ul style="list-style-type: none"> • Previous experience shows that children who take part in clubs develop greater confidence and self-esteem • Feedback from children is very positive and parents are keen for them to take part in a variety of after school activities • A range of opportunities can be offered and these are not necessarily available at home in the current financial climate • Children develop skills and interests outside of the usual curriculum <p style="text-align: center;"><u>Chosen Approach</u></p> <p>To encourage disadvantaged children to engage in additional learning activities as a means to increase engagement, motivation and outcomes. To offer opportunities for all to enjoy success through a wide range of clubs and trips. Trips and clubs are subsidised for children entitled to PP funding.</p>	<ul style="list-style-type: none"> • Feedback from children and parents • Attendance at clubs is reported to SLT • Drop-ins by SLT ensure good quality input to clubs • Risk assessments are in place for all clubs and trips 	<p>Deputy Head Asst head PE coordinator</p>
Improved teamwork, motivation and behaviour	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <p>When children have a good lunchtime experience this has a positive impact on behaviour and increased engagement in learning in the afternoons. Well organised lunchtime activities have reduced the number of lunchtime incidents. Raised levels of physical activity contribute to improved health</p> <p style="text-align: center;"><u>Chosen Approach</u></p> <p>Coaches run weekly lunchtime clubs, leading a variety of outdoor activities</p>	<ul style="list-style-type: none"> • Feedback from teachers and children • Behaviour records • Lesson observations and learning walks show consistently high standards of behaviour 	<p>Deputy Head PE coordinator</p>

<p>Improved outcomes in reading</p>	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <p>Children who read regularly develop 'reading stamina' and this leads to increased progress in reading and enthusiastic readers with a wider vocabulary.</p> <p style="text-align: center;"><u>Chosen Approach</u></p> <p>The 'Reading Miles' initiative rewards all children who have read at least 4 times each week.</p> <p>Because reading records need to be signed by a family member, this encourages parents / carers to have support pupils' reading.</p> <p>Children who read at home are celebrated and enter a prize draw at the 'Star of the Week' collective worship.</p>		<p>Inclusion manager</p>
<p>All pupils feel included in the school and motivation is increased</p>	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <p>Evidence has shown that children who wear school uniform have a greater sense of pride in their school and a sense of belonging and identity is promoted.</p> <p style="text-align: center;"><u>Chosen Approach</u></p> <p>School Uniform is offered free of charge to those children entitled to PP funding. They receive uniform vouchers twice a year, summer and winter.</p> <p>Wearing a school uniform i.e. belonging to the 'Merrydale Family' is celebrated each week in the 'Star of the Week' Collective Worship.</p>	<p>Feedback from pupils and parents</p>	<p>Inclusion manager</p>

Improving attendance	<u>Evidence and Rationale</u>			<ul style="list-style-type: none"> Monitoring attendance daily and lateness Panel meetings arranged with EWO Preparation of paperwork for the magistrate hearings. Every parent requesting a holiday meets with the headteacher Daily first response calls when parents don't call the school for absence Attendance certificates to celebrate good attendance 	Headteacher Office manager Officer assistant
	<ul style="list-style-type: none"> Although attendance rates are improving. Attendance is consistently below national. Lower Attendance of Pupil Premium children and higher unauthorised absence and lateness: 				
	11/7/17 – 13/7/18	Attendances	Authorised		
Pupil Premium 55	91.27%	4.05%	4.67%		
Not Pupil Premium	94.21%	3.62%	2.17%		
<u>Chosen approach</u>					
<ul style="list-style-type: none"> Attendance is monitored by the office admin staff who carry out the role of the previous attendance officer. They work in close partnership between the Educational Welfare Officer. SLT meet all parents in the foundation stage where their child's attendance falls below 95% 					
Total budgeted cost					£ 8000

6. Review of expenditure £84169	
Previous Academic Year	2017-2018

- Progress for the Current Year 3 now at the Junior school (our Year 2 Aut 2017 to Summer 2018)

Progress in Steps	Pupil Premium Pupils	Non-Pupil Premium Pupils
Reading	4.1	4.7
Writing	4.8	5.4
Maths	5.4	5.3

- Progress for the Current Year 2 (our Year 1 Aut 2017 to Summer 2018)

Progress in Steps	Pupil Premium Pupils	Non-Pupil Premium Pupils
Reading	4.4	6.3
Writing	5	6
Maths	5.2	6

- Progress for the Current Year 1 (our F2 Aut 2017 to Summer 2018)

Progress in Steps	Pupil Premium Pupils	Non-Pupil Premium Pupils
Reading	7.7	8.5
Writing	6.6	6.5
Maths	7	7.3