

# Pupil premium strategy statement

1. Summary information					
School	Merrydale Infant School				
Academic Year	2017/18	Total PP budget	£80 520	Date of most recent PP Review	Jan 2018
Total number of pupils	354	Number of pupils eligible for PP	44	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 2017)	67%	61%
% achieving Year 1 phonics check (in 2017)	53%	76%
Current % achieving expected standard in KS1 reading	35%	52%
Current % achieving above expected standard in KS1 reading	20%	23%
Current % achieving expected standard in KS1 writing	25%	29%
Current % achieving above expected standard in KS1 writing	10%	17.4%
Current % achieving expected standard in KS1 mathematics	30%	46.4%
Current % achieving above expected standard in KS1 mathematics	15%	26.1%
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		

<b>A.</b>	<p>In Yr 2 In all subjects, a greater number of pupils eligible for pupil premium are not achieving age related expectations compared to their non-Pupil Premium peers. In Year 2 Pupil Premium make slower progress than their Non PP peers:</p> <table border="1" data-bbox="259 172 1487 402"> <thead> <tr> <th data-bbox="259 172 564 274">Progress Aut term 2017</th> <th data-bbox="573 172 869 274">Reading</th> <th data-bbox="878 172 1173 274">Writing</th> <th data-bbox="1182 172 1487 274">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="259 280 564 338">Pupil Premium</td> <td data-bbox="573 280 869 338"><b>1.5</b></td> <td data-bbox="878 280 1173 338"><b>1.2</b></td> <td data-bbox="1182 280 1487 338"><b>1.7</b></td> </tr> <tr> <td data-bbox="259 344 564 402">Non-Pupil Premium</td> <td data-bbox="573 344 869 402"><b>1.9</b></td> <td data-bbox="878 344 1173 402"><b>1.7</b></td> <td data-bbox="1182 344 1487 402"><b>1.8</b></td> </tr> </tbody> </table>	Progress Aut term 2017	Reading	Writing	Maths	Pupil Premium	<b>1.5</b>	<b>1.2</b>	<b>1.7</b>	Non-Pupil Premium	<b>1.9</b>	<b>1.7</b>	<b>1.8</b>
Progress Aut term 2017	Reading	Writing	Maths										
Pupil Premium	<b>1.5</b>	<b>1.2</b>	<b>1.7</b>										
Non-Pupil Premium	<b>1.9</b>	<b>1.7</b>	<b>1.8</b>										
<b>B.</b>	Children enter school with a very low baseline e.g. Current Y2 entry baseline to Foundation 1 in 2015 – Operational V Chronological deficit in all areas was -1 year and 4 months												
<b>C.</b>	<ul style="list-style-type: none"> <li data-bbox="304 564 2130 676">There are 29 languages spoken at the school. 259 children have English as their second language. <i>“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</i></li> </ul>												

**D.** Attainment on entry is historically very low compared to national averages year on year:

<b>NURSERY AVERAGE OPERATIONAL AGE V'S AVERAGE CHRONOLOGICAL AGE</b>										
<b>AOL</b>	<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
	Operational Age	Chronological Age	Operational Age	Chronological Age	Operational Age	Chronological Age	Operational Age	Chronological Age	Operational Age	Chronological Age
<b>PSED</b>	2yrs 5mths	3yrs 7mths	2yrs 6mths	3yrs 8mths	2yrs 3mths	3yrs 8mths	2yrs 4mths	3yrs 7mths	2yrs 2mths	3yrs 8mths
<b>PD</b>	2yrs 4mths	3yrs 7mths	2yrs 10mths	3yrs 8mths	2yrs 8mths	3yrs 8mths	2yrs 8mths	3yrs 7mths	2yrs 5mths	3yrs 8mths
<b>CL</b>	2yrs 2mths	3yrs 7mths	2yrs 5mths	3yrs 8mths	2yrs 3mths	3yrs 8mths	2yrs 2mths	3yrs 7mths	1yr 11mths	3yrs 8mths
<b>R</b>	2yrs 0mths	3yrs 7mths	2yrs 4mths	3yrs 8mths	2yrs 2mths	3yrs 8mths	1yrs 11mths	3yrs 7mths	1yrs 10mths	3yrs 8mths
<b>W</b>	2yrs 5mths	3yrs 7mths	2yrs 6mths	3yrs 8mths	2yrs 7mths	3yrs 8mths	2yrs 6mths	3yrs 7mths	2yrs 5mths	3yrs 8mths
<b>M</b>	1yr 10mths	3yrs 7mths	2yr 6mths	3yrs 8mths	2yr 4mths	3yrs 8mths	2yr 3mths	3yrs 7mths	2yrs 0mths	3yrs 8mths
<b>OVERALL</b>	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	25.5mths 2yrs 2mths	<u>DIFFERENCE</u> -1yr 6mths

**FOUNDATION STAGE 1 - Contextual data on entry for Foundation 1 (nursery) 2017/2018** Total number of pupils = 77 Average operating age is 2 years 2 months. Average actual age is 3 years 8 months. Therefore, the difference between the average operating age and the average actual age is 18 months suggesting that within this cohort, children are operating on average 18 months behind their actual age.

- Only 61% (47 out of 77 children) accessed pre-school experiences
- 40% (31 out of 77 children) were not toilet trained on entry to nursery
- 86% (66) have English as additional language 65% (43) are new to English
- 12% (9) have identified Disability or Special Educational Needs (Sp & Lang concerns)

<b>FS Contextual Entry Data</b>	<b>2013/2014</b>	<b>2014/2015 Current Year 2 in 2017-2018</b>	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>
Did not access Pre school	59% (39)	70% (43)	55% (44)	46% (37)	39% (30)
Not toilet trained	20% (13)	43% (26)	41% (32)	53% (43)	40% (31)

**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)

- **Lower Attendance of Pupil Premium children and higher unauthorised absence and lateness:**

22/8/16 – 12/7/17	Attendances	Authorised	Unauthorised	Late before register	Late after register
Pupil Premium	92.81	3.47	3.72	1.65	0.88
Not Pupil Premium	93.47	4.49	2.04	0.72	0.20

*“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 Current Year 2 in 2017-2018	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)

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

5. Planned expenditure			
Academic year		2017- 2018	
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
Increased rates of progress in mathematics	<p style="text-align: center;"><b><u>Evidence and Rationale</u></b></p> <ul style="list-style-type: none"> <li>70% of the PP Yr2 children currently are not achieving ARE in maths . Previous evidence indicates children who follow this approach make accelerated progress. Progress in Year 2 2016- 2017 was good for all pupils including pupil premium children, who like their non-pupil premium peers on average made progress of 4 or more steps.</li> <li>Group support is offered for pupils with similar needs in maths.</li> </ul> <p style="text-align: center;"><b><u>Chosen approach</u></b></p> <p><u>Age Related Expectations (ARE) Booster Group</u>: The maths coordinator supports a group of Pupil Premium children after school each week to accelerate progress in line with ARE.</p>	<ul style="list-style-type: none"> <li>PP attainment is reviewed in Pupil Progress meetings</li> <li>Interventions are reviewed during Provision map reviews with the Inclusion Manager</li> </ul>	<p>Inclusion Manager</p> <p>Maths coordinator</p>

<p>Improvements in children's gross motor development leads to accelerated progress in writing and maths</p>	<p style="text-align: center;"><b><u>Evidence and Rationale</u></b></p> <p>Research show that poor motor control impacts negatively children's academic progress, particularly in writing.</p> <p style="text-align: center;"><b><u>Chosen Approach</u></b></p> <p>Reception class teacher runs 3 x 20 minute sessions each week for a group of targeted pupils run on the principles of the 'Big Moves' intervention programme</p>	<ul style="list-style-type: none"> <li>• PP attainment is reviewed in Pupil Progress meetings</li> <li>• Interventions are reviewed during Provision map reviews with the Inclusion Manager</li> <li>• Teacher from another local school invited to visit to give feedback and on-going support if required</li> </ul>	
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Enhanced EYFS provision

**Evidence and Rationale**

Emerging issues for this cohort as Foundation Two in 2017-2018 suggests very low attainment

- Boys underperforming in reading and writing compared to girls
- EAL pupils underperforming in communication and language compared to non EAL pupils.
- EAL pupils underperforming in reading, writing and shape, space and measure compared to non EAL pupils

Attainment in 2016-2017 of PP children having 3 additional TAs working in the FS2 classrooms.

<u>% achieving ELG and above July 2017</u>	<u>15 Pupil Premium children</u>	<u>75 Non-Pupil Premium</u>
Reading	<u>67%</u>	<u>65%</u>
Writing	<u>67%</u>	<u>64%</u>
Maths	<u>67%</u>	<u>75%</u>

- Pupil Premium children have outperformed in Reading and writing their non-Pupil premium peers.
- The 15 Pupil Premium Children made good progress in 2016-2017 across with an overall average of the Prime areas plus literacy and maths 5.5 steps across the year.
- 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 2017-18 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.
- A high ratio of adults to children, helps to promote Quality First Teaching.
- 2017-2018 good and outstanding teaching (consistently observed) will be modelled to support and develop TAs.

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

<p>Focussed activity in KS1</p>	<p><b><u>Evidence and Rationale taken from Pupil Progress meetings Oct 2017</u></b></p> <p style="text-align: center;"><b><u>Chosen Approaches</u></b></p> <p>Include bespoke support:</p> <ul style="list-style-type: none"> <li>• reading comprehension interventions -Additional teacher focus during lessons NS maths intervention</li> <li>• Additional reading and phonics every day</li> <li>• receiving support based on S and L guidance the quality first teaching</li> <li>• AH handwriting intervention group</li> <li>• PE intervention based on colourful semantics</li> <li>• booster phonics group daily with NG</li> <li>• Funtime with three times a week in Yr1</li> <li>• Daily time for particular children meeting with the Inclusion Manager</li> <li>• words going home for parents to help build a sight word vocab. Checked at school regularly to develop vocab.</li> <li>• Yr1 handwriting intervention</li> </ul>		<p>Assistant Head Inclusion manager KS1 class teachers and TAs</p>
<b>Total budgeted cost</b>			£65,000

<b>ii. Other approaches</b>			
<b>Desired outcome</b>	<b>What is the evidence and rationale for this choice? Chosen Approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>
To provide a range of practical, high quality learning experiences through after-school clubs and trips	<p style="text-align: center;"><b><u>Evidence and Rationale</u></b></p> <ul style="list-style-type: none"> <li>• Previous experience shows that children who take part in clubs develop greater confidence and self-esteem</li> <li>• Feedback from children is very positive and parents are keen for them to take part in a variety of after school activities</li> <li>• A range of opportunities can be offered and these are not necessarily available at home in the current financial climate</li> <li>• Children develop skills and interests outside of the usual curriculum</li> </ul> <p style="text-align: center;"><b><u>Chosen Approach</u></b></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 are subsidised for children entitled to PP funding.</p>	<ul style="list-style-type: none"> <li>• Feedback from children and parents</li> <li>• Attendance at clubs is reported to SLT</li> <li>• Drop-ins by SLT ensure good quality input to clubs</li> <li>• Risk assessments are in place for all clubs and trips</li> </ul>	<p><b>Deputy Head</b> <b>Asst head</b> <b>PE coordinator</b></p>
All pupils feel included in the school and motivation is increased	<p style="text-align: center;"><b><u>Evidence and Rationale</u></b></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;"><b><u>Chosen Approach</u></b></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. Wearing a school uniform i.e. belonging to the 'Merrydale Family' is celebrated each week in the 'Star of the Week' Collective Worship.</p>	<ul style="list-style-type: none"> <li>• Feedback from pupils and parents</li> </ul>	<p><b>Inclusion Manager</b></p>

Improved teamwork, motivation and behaviour	<p style="text-align: center;"><b><u>Evidence and Rationale</u></b></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;"><b><u>Chosen Approach</u></b></p> <p>Coaches run weekly lunchtime clubs, leading a variety of outdoor activities</p>	<ul style="list-style-type: none"> <li>• Feedback from teachers and children</li> <li>• Behaviour records</li> <li>• Lesson observations and learning walks show consistently high standards of behaviour</li> </ul>	Deputy Head PE coordinator
Improved outcomes in reading	<p style="text-align: center;"><b><u>Evidence and Rationale</u></b></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;"><b><u>Chosen Approach</u></b></p> <p>The 'Reading Miles' initiative rewards all children who have read at least 4 times each week. Because reading records need to be signed by a family member, this encourages parents / carers to have support pupils' reading. Children who read at home are celebrated and enter a prize draw at the 'Star of the Week' collective worship.</p>		Inclusion manager

Improving attendance	<b><u>Evidence and Rationale</u></b>			<ul style="list-style-type: none"> <li>Monitoring attendance daily and lateness</li> <li>Panel meetings arranged with EWO</li> <li>Preparation of paperwork for the</li> </ul>	Headteacher Office manager Officer assistant		
	<ul style="list-style-type: none"> <li>Although attendance rates are improving. Attendance is consistently below national.</li> <li>Lower Attendance of Pupil Premium children and higher unauthorised absence and lateness:</li> </ul>						
	22/8/16 – 12/7/17	Attendances	Authorised			Unauthorised	magistrate hearings. Late after register
	Pupil Premium	92.81	3.47			3.72	register Every parent requesting a holiday 1.65 0.88
Not Pupil Premium	93.47	4.49	2.04	meets with the headteacher 0.72 0.20			
<b><u>Chosen approach</u></b>			<ul style="list-style-type: none"> <li>Daily first response calls when parents don't call the school for absence</li> <li>Attendance certificates to celebrate good attendance</li> </ul>				
<ul style="list-style-type: none"> <li>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.</li> </ul>							
<b>Total budgeted cost</b>					<b>£15520</b>		

**6. Review of expenditure £84169**

**Previous Academic Year**

**2016-2017**

- **Ofsted Feb 2017:** *"Most of the pupils who are disadvantaged are making good progress, especially in the Nursey and Reception classes. A few do less well in key stage 1." The progress made by disadvantaged pupils is improving. Although leaders ensure that they check the progress of these pupils regularly, and this is leading to better progress for many, some of the additional support provided is not effective enough." Children make good progress across almost all areas of their learning and development. The proportion reaching a good level of development by the end of the Reception Year has improved steadily over the last three years, although it is still below average. Disadvantaged children keep up with their peers."*

- **Progress for the Current Year 3 now at the Junior school ( our Year 2 Aut 2016 to Summer 2017)**

Pupil Premium children make expected to good progress although at a slightly slow pace than their non- Pupil Premium peers

<b>Progress in Steps</b>	<b>Pupil Premium Pupils</b>	<b>Non-Pupil Premium Pupils</b>
<b>Reading</b>	<b>4.7</b>	<b>5.4</b>
<b>Writing</b>	<b>4.7</b>	<b>5.2</b>
<b>Maths</b>	<b>5.3</b>	<b>5.8</b>

- **Progress for the Current Year 2 (our Year 1 Aut 2016 to Summer 2017)**

Pupil Premium children make good progress at a similar pace to their non- Pupil Premium peers

Progress in Steps	Pupil Premium Pupils	Non-Pupil Premium Pupils
Reading	4.6	5.0
Writing	4.6	4.8
Maths	4.9	5.0

- **Progress for the Current Year 1 ( our F2 Aut 2016 to Summer 2017)**

Pupil Premium children make expected to good progress although at a slightly slow pace in reading and writing than their non- Pupil Premium peers. They match progress performance in maths.

Progress in Steps	Pupil Premium Pupils	Non-Pupil Premium Pupils
Reading	5.6	7.2
Writing	4.7	6.0
Maths	6.0	6.0