

Pupil premium strategy statement

1. Summary information				
School	Merrydale Infant School			
Academic Year	2016/17	Total PP budget	£88 440	Date of most recent PP Review
Total number of pupils	356	Number of pupils eligible for PP	61	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 2016)	53%	66%
% achieving Year 1 phonics check (in 2016)	55%	81%
Current % achieving expected standard in KS1 reading	42%	74%
Current % achieving above expected standard in KS1 reading	8%	24%
Current % achieving expected standard in KS1 writing	46%	65%
Current % achieving above expected standard in KS1 writing	4%	13%
Current % achieving expected standard in KS1 mathematics	33%	73%
Current % achieving above expected standard in KS1 mathematics	0%	18%

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 reading and maths, a greater number of pupils eligible for pupil premium are not achieving age related expectations compared to national
B.	Children enter school with a very low baseline e.g. Current Yr2 entry baseline to Foundation 1 in 2013 – Operational V Chronological deficit in all areas was -1 year and 5 months
C.	EAL is 45% higher than the national average (Raise 16). There are 28 languages spoken at the school. In Oct 2015 29% of the school had early or no English. The percentage of EAL pupils has increased by 11% over 3 years. The Jan 2017 census reports: of the 188 EAL children, 31% of pupils are at 'developing competence' or below.

D.	<p>2 children in receipt of PP are SEN and are currently going through statutory assessment. This is taking a long time.</p> <p>One child has considerable behaviour issues and requires a 1 to 1 teaching assistant. Although both children are in receipt of LA Element 3 funding, this does not cover the cost of their additional TA's. Without the additional TAs the children would not be able to remain in school and the classrooms would not be able to function.</p>
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External barriers (issues which also require action outside school, such as low attendance rates)

E.	<p>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</p> <ul style="list-style-type: none"> • 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%) <p><i>(Evidence taken from Area Wellbeing Profile (0-8) The Social research Unit at Dartington 04 Dec 2013)</i></p> <ul style="list-style-type: none"> • Low Attendance: Raiseonline 2016- School persistent absence rate: 2015 (5.7%). Attendance rates are improving. Attendance has improved from 93.2% in 2012- 2013 to 94.5% in 2014- 2015. Overall attendance for the school since 30/8/16 - 13th Jan 2016 stands at 94.2% <i>"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%)."</i> - April 2016- Learning, Quality and Performance University of Bristol • Large Class Sizes in response to Lack of LA school places in Leicester City Since 2014 we have historically taken overflow pupils in all classes, increasing our class sizes to 31. This has now worked its way through the school with only our Year 2 classes being subject of the Overflow protocol. <i>"A greater proportion of infants in Leicester (31.2% Leicester compared to 5.8% nationally) are in overcrowded classrooms."</i> - Leicester Mercury Article - City 'worst in country' for overcrowded infant classes. Thursday 8th Sept 2016.
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4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	A greater % of PP eligible children achieving ARE in 2017 SATs	54% of PP achieve ARE in all subjects
B.	A greater % of PP children achieving Phonics pass rate in 2017 Phonics test	65% PP in 2017
C.	A greater % GLD for PP children in 2017	61% GLD overall in 2017
D.	Higher attendance rates for the academic year 2016- 2017	95% for 2016-2017

5. Planned expenditure			
Academic year		2016 - 2017	
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
Improved oral language skills	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <ul style="list-style-type: none"> Nursery baseline for Current Yr2 for CL deficit of chronological age of minus 1 year 5 months. Nursery baseline for current Yr1 for CL deficit of chronological age of minus 1 year 3 months. The Jan 2017 census reports: of the 188 EAL children, 31% of pupils are at 'developing competence' or below. The current 22 Yr2 Pupil Premium children significantly under attain in writing with 73% below ARE, they also need support in reading. Speech and Language and Communication are the foundations of learning in all subjects. The ability to communicate effectively is key to children being able to access the curriculum and is a tool for their expression. Merrydale children who are eligible for PP funding struggle to express their feelings and opinions in complete sentences. They struggle to use expressive and emotive language. Children gain greater confidence when working within a smaller group. <p style="text-align: center;"><u>Chosen Approach</u></p> <p>A specialist speech and language level 3 TA works discreetly across the school delivering targeted speech, language and communication programmes.</p>	<ul style="list-style-type: none"> PP attainment is reviewed in Pupil Progress meetings Interventions are reviewed during Provision Map reviews with the Inclusion manager Pupil progress updates to the Inclusion manager are regularly provided. The Inclusion manager monitors provision 	Inclusion Manager - Speech and Language TA

<p>Increased rates of progress in mathematics</p>	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <ul style="list-style-type: none"> • The lowest rates of progress in Yr2 Sept - Dec 2017 are in maths (1.5 steps) • 55% 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 2015- 2016 was good for all pupils including pupil premium children, who like their non-pupil premium peers on average (79% of them) made progress of 4 or more steps. • Group support is offered for pupils with similar needs in maths. <p style="text-align: center;"><u>Chosen approach</u></p> <p><u>1st Class@Number</u> is an initiative that addresses areas of weakness in Maths in Key Stage 1. The group is run by a TA and runs 3 times each week.</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"> • PP attainment is reviewed in Pupil Progress meetings • Interventions are reviewed during Provision map reviews with the Inclusion Manager • The Maths coordinator reviews the 1st Class @ Number intervention and the Booster group at each data collection point i.e. half-termly 	<p>Inclusion Manager</p> <p>Maths coordinator</p>
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<p>Individual support for specific learning and behaviour needs within the classes</p>	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <ul style="list-style-type: none"> • NFER research identifies that where schools address significant individual learning needs, they are more successful in raising disadvantaged pupils' attainment. • One to One TAs ensure that there is a quick and effective response to poor behaviour and strong social and emotional support is in place. <p style="text-align: center;"><u>Chosen Approach</u></p> <p>One to One TA support:</p> <ul style="list-style-type: none"> • 2 children in receipt of PP have SEN and are currently going through statutory assessment . This is taking a long time. • PP funding provides support for their specific learning needs, enabling them to access the curriculum. • One child has considerable behaviour issues and requires a 1 to 1 teaching assistant. Although both children are in receipt of LA Element 3 funding , this does not cover the cost of their additional TAs. • The child with behaviour needs has support from a level 3 TA. 	<ul style="list-style-type: none"> • Interventions are identified on provision maps • Feedback from SEN review meetings • 'All Professionals' meetings for the child with behaviour support. 	<p>Inclusion Manager Asst headteacher Deputy headteacher Headteacher Class teacher</p>
<p>Improvements in children's gross motor development leads to accelerated progress in writing and maths</p>	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <p>Research show that poor motor control impacts negatively children's academic progress, particularly in writing.</p> <p style="text-align: center;"><u>Chosen Approach</u></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"> • PP attainment is reviewed in Pupil Progress meetings • Interventions are reviewed during Provision map reviews with the Inclusion Manager • Teacher from another local school invited to visit to give feedback and on-going support if required 	

<p>Enhanced EYFS provision</p>	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <p><u>Emerging issues for this cohort as Foundation Two in 2016-2017 suggests very low attainment</u></p> <ul style="list-style-type: none"> •Significant underattainment against ARE particularly with boys in CL, PD, Reading and Writing. •Significant underattainment against ARE for the 58 EAL children in CL. Reading, Writing and Maths. The Gujarati speaking children are the most significant under-attainers •Significant underattainment in Speaking & Understanding, PSED- managing feelings & behaviour, making relationships, Reading, Writing and Maths- number. <p><u>Progress and Attainment in 2015-2016 of PP children having 3 additional TAs working in the FS2 classrooms.</u></p> <ul style="list-style-type: none"> • Last year's 21 Pupil Premium children attained similarly to the school's non-Pupil Premium children in Communication and Language, Physical Development and Personal, Social and Emotional Development. However, they outperformed the 69 non- Pupil premium children in Reading, Writing and Maths by, on average, +18%. • Children made accelerated progress in 2015-2016 through Quality First Teaching (QFT), with a high ratio of adults to children. • A language- rich provision, through quality interactions, help to improve outcomes. <p style="text-align: center;"><u>Chosen Approach</u></p> <p style="text-align: center;">3 additional Level 2 TAs to work in the 3 FS2 classes</p> <ul style="list-style-type: none"> • The focus for 2016-17 is to narrow the gap with both LA and National Good Level of Development (GLD) by providing 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. • 2016-2017 good and outstanding teaching (consistently observed) will be modelled to support and develop TAs. • EAL Maths intervention group for development of language with bilingual support. • Fun-time for PSED development and Speech and Language support groups 	<p>Attainment in all 8 areas of learning are closely monitored by the FS coordinator and class teachers through:</p> <ul style="list-style-type: none"> • Regular pupil progress meetings • Data book analysis • Phonic scores and reading level analysis • Observations <ul style="list-style-type: none"> • Assessments are moderated across the FS stage and working with another 2 local schools each term. <ul style="list-style-type: none"> • Interventions / changes to provision are consistently reviewed <ul style="list-style-type: none"> • The FS coordinator sets consistently high expectations, monitoring performance, and best practice is shared across the Foundation stage. 	<p>Deputy head</p>
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Improved writing attainment in Year 2	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <p>Data collection and analysis revealed that a group of Year 2 boys were working well below Age related Expectations (ARE) in Writing. Group support with children of similar needs has previously proved to be effective.</p> <p style="text-align: center;"><u>Chosen Approach</u></p> <p>Inclusion Manager to develop writing skills: handwriting, phonic application and sentence structure, including correct punctuation and grammar. Interventions take place 3 x weekly for 30mins each.</p>	Inclusion Manager, along with Assistant Head, will track children's progress at data collection points. Data is used to identify children's learning needs.	Assistant Head Inclusion manager
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Total budgeted cost £65,477

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 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 	Deputy Head Asst head PE coordinator

Pupils have a nutritious breakfast	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <ul style="list-style-type: none"> • A nutritious breakfast gets the day off to a good start and helps children focus on their learning • Improved punctuality and attendance figures of pupils who attend breakfast club <p style="text-align: center;"><u>Chosen Approach</u></p> <p>Pupils in receipt of Pupil premium received a free breakfast club place. Pupils are encouraged to attend daily breakfast club. This starts at 8am and is run by 3 TAs including a lead breakfast club Teaching assistant</p>	<ul style="list-style-type: none"> • Feedback from children and parents • Drop-ins by governors / SLT • Monitoring of attendance in meetings with EWO 	Dep Head Lead Breakfast club assistant
All pupils feel included in the school and motivation is increased	<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. 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"> • Feedback from pupils and parents 	Inclusion Manager
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 	Deputy Head PE coordinator

Improved outcomes in reading	<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>		Inclusion manager
Improving attendance	<p style="text-align: center;"><u>Evidence and Rationale</u></p> <ul style="list-style-type: none"> • Although attendance rates are improving. Attendance is consistently below national. The average attendance for the 2015 Free School meals children was 93.5% compared to 96% for national all pupils • Persistent absence at our school, although improving, is still below national. In 2015 the percentage of pupils with persistent absence was 95.2% against 97.3% for national all pupils. <p style="text-align: center;"><u>Chosen approach</u></p> <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. 	<ul style="list-style-type: none"> • Monitoring attendance daily • Panel meetings arranged with EWO • Preparation of paperwork for the magistrate hearings. • Every parent requesting a holiday meets with the headteacher • Daily calls when parents don't call the school for absence • Attendance certificates to celebrate good attendance 	Headteacher Office manager Officer assistant £6000
Total budgeted cost			£18692

6. Review of expenditure £106,920

Previous Academic Year

2015-2016

- **Foundation 2:** The 21 Pupil Premium children attain similarly in Communication and Language, Physical Development and Personal Social and Emotional Development. They outperform the 69 non- Pupil premium children in writing, reading and maths by on average 18%.
- **Year 1:** In reading the 22 pupil premium children are performing better at Age Related Expectation but not achieving the higher level of above Age Related Expectation. In writing performance is exactly the same regardless of Pupil premium entitlement. More Pupil premium are below Age Related Expectation though they are broadly similar at ARE.
- **Year 2:** Year 2: The difference in progress rates between Pupil-Premium/non Pupil Premium, was negligible. Progress in Year 2 was good for all pupils including pupil premium children, who like their non-pupil premium peers on average (79% of them) made progress of 4 or more steps in 2015-2016 .

The Disadvantaged Yr2 children's learning journey at our school shows good progress from entry into F2 in 2013 to exit at the end of Year 2 2016.

Foundation Stage 2 ENTRY 2013 % Age Related Expectation			YEAR 1 EXIT 2015 % A.R.E.			YEAR 2 EXIT 2016 % Age Related Expectation		
READING	WRITING	MATHS	READING	WRITING	MATHS	READING	WRITING	MATHS
0%	0%	18%	46%	75%	67%	54%	54%	58%

