



Merton Bank Pupil Premium Strategy 2018-2019



Contextual information

Academic Year	2018/19	Total PP budget	£163,720	Date of most recent PP Review	NA
Total number of pupils	191 (Less FS1) 216 (Inc FS1)	Number of pupils eligible for PP/PPP	105 (Less FS1) 54.9% 111 (Inc FS1) 51.4%	Date for next internal review of this strategy	NA

The Pupil Premium is additional funding given to schools so that they can decide how best to support their disadvantaged pupils and close the attainment gap between them and their peers. It was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals (FSM) at any point in the last six years; children who are looked after and those of service personnel also receive funding.

At Merton Bank, money is allocated strategically to help those children who are entitled to funding to overcome barriers to learning in order to narrow the gap; to ensure this, Pupil Premium money is kept separate from the main school budget. This funding is designated to address underlying social, emotional and educational disadvantages faced by children in receipt of Pupil Premium in relation to their peers.

Key objectives for pupil premium in our school

At Merton Bank, Pupil Premium funding is used to improve the educational experience of our pupils by enabling them to reach their full potential. The money will be used to overcome barriers to learning, to ensure that all children make good progress and to narrow the gap between our Pupil Premium children and their peers. Funds will be carefully allocated to ensure that they have the greatest possible positive impact upon pupil's educational outcomes, aspirations and wider lives.

Current attainment for children in our school

EYFS GLD results 2018	All	PP children	Non PP children
Pupils achieving a Good level of Development	64%	67%	63%

Y1 phonics 2018	All	PP children	Non PP children
Pupils who passed the Phonics Screening Check	83%	82%	84%

KS1 SAT results 2018	All	PP children	Non PP children
Pupils achieving the expected standard or above in reading	54%	36%	75%
Pupils achieving the expected standard or above in writing	42%	14%	75%
Pupils achieving the expected standard or above in maths	65%	64%	67%
Pupils achieving the expected standard or above in reading, writing & maths	31%	7%	58%

KS2 SAT results 2018	All	PP children	Non PP children
Pupils achieving the expected standard or above in reading	38%	32%	57%
Pupils achieving the expected standard or above in writing	76%	77%	71%
Pupils achieving the expected standard or above in maths	62%	59%	71%
Pupils achieving the expected standard or above in reading, writing & maths	38%	32%	57%

Barriers to learning in our school

In order to overcome these barriers to learning, pupil premium funds will be allocated strategically, in order to ensure that all pupils achieve their full potential.

Barriers to future attainment (for pupils eligible for PP/PPP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

Low aspirations and a lack of confidence/resilience linked to social and emotional difficulties.

Poor language skills on entry to EYFS.

Social, emotional and behavioural difficulties.

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

Attendance rates for pupils eligible for PP are lower than non-PP students in some year groups. This potentially reduces their school hours and could cause them to fall behind.

Behaviour at home and family relationships.

Reading diet and acquisition of wide vocabulary. Children with less real-life experiences have not had the opportunities to acquire a wide range of rich vocabulary.

Focus of PPG expenditure 2018/2019

Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	To increase the attendance rates of PP children across school, in particular that of persistent absentees.	Children entitled to pupil premium will have attendance that is in-line with non-disadvantaged pupils at Merton Bank Primary and which is at, or better than the school's expectation of 96%.
B.	Disadvantaged pupils have communication and language skills typical of pupils nationally.	PP children make good progress and attain in-line with national expectation in relation to communication and language across school.
C.	Disadvantaged children and their families demonstrate increased engagement with wider school life through enrichment opportunities and develop their appreciation of the positive impact of this.	More PP children will show resilience, a positive attitude and increased confidence across a range of contexts (as measured through decreased incidence of negative behaviour and increased academic achievement).
D.	To continue to improve progress for PP children in mathematics	Increase end of KS2 mathematics attainment and progress results in line with national results, alongside improvements measured by teacher judgements, class track data and other statutory assessments.
E.	To narrow the gap in reading attainment of children who are disadvantaged to be closer to national averages	To improve reading outcomes across school and to observe an increasingly positive attitude towards reading demonstrated by pupils.

Merton Bank PPG expenditure 2018/2019

Pupil premium money allocated to Merton Bank for the financial year 2018-19 is £163,720

What	Cost *	Information
Children's university + coach to LJM university	£2,600	Programme that tracks children's interests out of the classroom and celebrates their commitment to learning skills.
Contribution to trips	£4,000 approx	All class trips are subsidised. Not all families contribute.
Library SLA Coach for visits	£2,100 £1,400	Service level agreement that provides termly boxes of books linked to class themes as well as quality texts. Each class visits the library at least once a year. Author visits and participation in reading events.
Educational psychology extra sessions	£4,200	The L.A. provide schools with 9 hours support. School have purchased 10 additional days of support.
Education welfare services SLA	£3,900	Service level agreement that provides one-in-three half day support. This time is used to do home visits, hold meetings, complete register reviews and write letters.
Language support services	£600	Hourly sessions are booked in to provide programmes of support that school carry out.
After school clubs	£4,560	There are after school clubs every night of the school week. These change on a termly basis and meet the interests and the needs of the children.
Music tuition	£2,000	Y4 'Wider opportunities programme'. Y5/Y6 group further music tuition. Weekly lessons.
Pastoral team	£35,305	Provides support to children and families. Attends core group meetings, strategy meetings, case conferences, holds family action meetings. Is one of the deputy designated child protection officers in school.
Y6 residential holiday	£3,000	3 days, 2 nights.
Online subscriptions (TT Rockstars, 2simple, FFT, Picture News, Accelerated Reader, Testbase, Mathletics)	£3,500	Support with reading, speech assessments and maths.
Speech and language therapist	£6,125	SALT delivers targeted intervention programmes to support selected PP children
Rewards	£1200 £600 £600 £100	Attendance rewards Homework/reading rewards Planet rewards Good to be Green rewards Breakfast club rewards Miscellaneous
Intervention staff – teachers	£48,875	Additional TA hours to increase opportunities for small group and 1:1 interventions.
-TAs	£24,307	Additional full-time, 0.7 and 0.3 qualified teachers to enable small group and 1:1 teaching.

***Some costings are approximate. Changes to costings or further additions to the expenditure may be made at subsequent review dates.**

Pupil premium money allocated to Merton Bank for the financial year 2018-19 is £163,720

What	Cost *	Information
Free breakfast club for Y1-Y6 (staff and food)	TBC	No charge to parents/carers for children (Y1-Y6) to access breakfast club daily from 8.00am to 9.45am
Language and literacy workshops	£700	Staff and parents to work with language and literacy specialist Neil Griffiths
Nursery 'stay and play' sessions	£200	Weekly sessions aimed at engaging EYFS parents/prospective parents, particularly in terms of early communication through play
Reading observations at partner school	£200	Teachers released to observe the teaching of reading and vocabulary at a local partner school
RWInc training for two members of nursery staff	£500	RWInc training to enable staff to improve EYFS communication and literacy using early RWInc strategies
Book order	£1000	A large order of new books placed to improve main school and class libraries
Staff release	£200	Training (maths / RWInc) Parent workshops
Total	£151,772	

***Some costings are approximate. Changes to costings or further additions to the expenditure may be made at subsequent review dates.**

Targeted support

Desired outcome	Evidence and rationale	Chosen actions/approaches	Staff lead
<p>To increase the attendance rates of PP children across school (94.7% 2017-18), to 96% (in particular that of persistent absentees). (A)</p>	<p>Pupils who attend school regularly maximise their chances of good outcomes- national data confirms this.</p>	<ul style="list-style-type: none"> ✓ Use of systematic tracking and early identification of absence patterns via SIMS. ✓ Monitoring of student attendance records. ✓ First day contact. ✓ Deployment of in-school attendance officer. ✓ Celebration of improved attendance (rewards). ✓ Report to SLT on half termly basis. ✓ Parent meetings. ✓ Use of Educational welfare service – Friday am. ✓ Communication with parents/carers via letters when attendance trigger points are reached. ✓ Free breakfast club offer to select PP families to support parents in achieving good attendance. ✓ All children from Y1-Y6 to be offered free breakfast club places (8.00am-8.45am) ✓ Rewards to be provided to be provided to those children who attend breakfast club, alongside opportunities to access a range of engaging activities 	<p>AM, KW</p>

<p>Disadvantaged children have communication and language skills typical of pupils nationally. (B)</p>	<p>On entry and exit data typically show that PP children have lower communication and language skills than their non-Pupil Premium peers.</p>	<ul style="list-style-type: none"> ✓ Dedicated time given to S+L and communication programmes ✓ Staff release time for additional CPD/ monitoring ✓ Relevant parent workshops ✓ Additional TA hours to increase opportunities for small group and 1:1 interventions. ✓ Staff training on the programmes – Early Talk Boost and Talk Boost. ✓ Implementation of the above programmes with targeted PP children. ✓ SALT to work with identified PP children ✓ STEWS programme carried out in Early Years ✓ URLEY EYFS programme. ✓ Additional staff (including teachers) to support in the running of breakfast club to provide opportunities for social interaction and modelling of conversations and language ✓ Staff and parent workshops with language and literacy specialist to engage parents in regards to communicating with their children (particularly during EYFS) ✓ A range of free clubs offered to PP children to encourage discussion and use of language in a range of contexts (cooking, gardening etc.) ✓ Free weekly stay and play afternoons for pre-nursery children and their parents/carers to model quality communication and interaction through play. ✓ Staff release for all teachers to observe the teaching of new vocabulary at a nearby school. ✓ Additional staff member to conduct 1:1 or small group pastoral interventions during the afternoons to engage targeted PP children in developing social skills ✓ RWInc training for two members of Nursery staff (including staff release) 	<p>MC, SS</p>
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<p>Disadvantaged children and their families demonstrate increased engagement with wider school life through enrichment opportunities and develop their appreciation of the positive impact of this. (C)</p>	<p>Evidence suggests that support for families is significant in maintaining strong parental partnership with school and helping pupils engage appropriately and effectively with school. As a result pupils demonstrate a more positive relationship with their parents/carers and with wider school life.</p>	<ul style="list-style-type: none"> ✓ A broad range of lunch time and after-school clubs are subsidised to provide a broad and balanced range of opportunities for PP children. ✓ Invitation only, targeted clubs aimed at improving the academic achievement of PP children. ✓ Open house policy to support families with difficulties requiring guidance (eg. completing paperwork) ✓ Direct support and sign-post to groups (finance, welfare, housing, food banks etc.) ✓ Audit enrichment activities and map against PP children’s interests to offer activities that engage and motivate. ✓ School staff to openly discuss impact enrichment has on children’s emotional wellbeing and aspiration. ✓ Full-time safeguarding manager deployed to meet the needs of vulnerable and pp children and their families. ✓ Trips and visits subsidised by school to ensure that PP children access wider learning and pastoral experiences. ✓ Broad offer to parents – adult workshops and courses e.g. Helena housing cookery/craft etc. ✓ School foodbank available for PP families to access ✓ Opportunities to be offered for parents to attend free breakfast club with their children on selected occasions ✓ Free weekly stay and play afternoons for pre-nursery children and their parents/carers to model quality communication and interaction through play. ✓ Free parent workshops conducted half-termly to model opportunities for parents to engage their children with areas of the curriculum at home e.g. puzzles and board games (maths), DT and art. ✓ Parent workshops with language and literacy specialist to engage parents in regards to communicating with their children ✓ Staff release for one staff member to attend mental health awareness training to improve support for families affected by mental health issues ✓ ‘Maths monkey’ (toy) and ‘maths at home book’ to be sent with selected children to encourage and highlight maths at home 	<p>MG, MC</p>
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<p>To narrow the gap in reading attainment of children who are disadvantaged to be closer to national averages. (E)</p>	<p>Many children do not read frequently at home, especially those with low levels of comprehension or reading attainment. Data shows more non-PP children attaining national standards.</p>	<ul style="list-style-type: none"> ✓ Annual audit of book selection. ✓ Whole school approach to target readers – reading catch up, daily targeted readers. ✓ Implement Accelerated reader (AR) across KS2 ✓ Continue whole school RWI training - updates. ✓ Ensure staff are accessing the library service purposefully. ✓ Library trips/events across school to ignite children’s passion for reading. ✓ Focused reading events in school e.g. World Book Day, reading focus weeks, book café’s etc. ✓ Targeted reading clubs. ✓ Focus on school wide opportunities for reading – outdoor reading ✓ Large order of new texts for the main school library, as well as all class libraries ✓ Staff member deployed as ‘school librarian’ during lunch times ✓ Refurbishment of the school library to engage reluctant readers ✓ PP children to be given daily access to the library during free breakfast club ✓ Additional member of staff to hear daily readers during free breakfast club ✓ Staff and parent workshops with language and literacy specialist to engage parents in regards to communicating with their children (particularly during EYFS) ✓ Staff release for all teachers to observe the teaching of reading at a nearby school ✓ Additional staff in all year groups ensure that children read to an adult 1:1 at least twice per week ✓ RWInc training for two members of Nursery staff (including staff release) 	<p>MC, LB</p>
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<p>To continue to improve progress for KS2 PP children in mathematics (D)</p>	<p>KS2 data typically show that PP children do not achieve as well as their non-Pupil Premium peers in mathematics.</p>	<ul style="list-style-type: none"> ✓ Additional small group mathematics tuition provided to some PP children in KS2 with a qualified teacher with the focus of 'narrowing the gap'. ✓ 'TT Rockstars' programme to improve multiplication skills. ✓ Mathletics programme to improve on all mathematical skills in line with the curriculum. ✓ Testbase to support teacher planning. ✓ Maths CPD provided for staff, including maths development days with consultant. ✓ Opportunities for all PP to access 'TT Rockstars' and 'Mathletics' programmes daily during free breakfast club. ✓ Free maths parent workshops conducted twice per half-term to model opportunities for parents to engage their children with maths at home e.g. puzzles and board games. ✓ Staff release for maths lead to attend 'maths quality mark' training sessions ✓ Select PP children to act as 'maths ambassadors' for others in school to model positive attitudes to maths ✓ 'Maths monkey' (toy) and 'maths at home book' to be sent with selected children to encourage and highlight maths at home 	<p>KW</p>
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Review date: 18/09/19

Targeted support

Desired outcome	Evidence and rationale	Review of support	Staff lead
<p>To increase the attendance rates of PP children across school, in particular that of persistent absentees. (A)</p>	<p>Pupils who attend school regularly maximise their chances of good outcomes- national data confirms this.</p>	<p>-For the academic year 2018-2019, the overall attendance for the year was 94.85% for the Pupil Premium grant group compared to 95.17% for the non-Pupil Premium grant group. PPG children also had higher incidences of late marks (2.04% compared to 1.56% of non-PP children). Attendance and punctuality of PPG children will continue to be a focus area in school.</p> <p>-We have consistently utilised systematic tracking and early identification of absence patterns via SIMS.</p> <p>-Dedicated attendance officer monitors student attendance records and follows up non-attendance with first day contact.</p> <p>-Celebration of punctuality, 100% attendance and improved attendance, has resulted in children's attitude and pride in their attendance.</p> <p>-Attendance weeks are no longer conducted due to a lack of desired impact.</p> <p>-SLT discusses attendance and punctuality on a half termly basis which has resulted in a greater awareness of the impact of attendance on whole school and target families.</p> <p>-Parent meetings and 'trigger' letters have had some positive impacts on improving attendance and punctuality.</p> <p>-The involvement of the Educational welfare service continues to raise profile of attendance across school.</p> <p>-Attendance and punctuality will remain a priority for improving the educational experiences of Pupil Premium children. The above initiatives will continue, alongside further strategies to be decided.</p>	<p>AM, KW</p>

<p>Disadvantaged children have communication and language skills typical of pupils nationally. (B)</p>	<p>On entry and exit data typically show that PP children have lower communication and language skills than their non-Pupil Premium peers.</p>	<p>Review of support</p> <ul style="list-style-type: none"> -In the FS2, 67% (8 out of 12) EYPP children achieved GLD at the end of Reception year, similarly 67% (12 out of 18) non EYPP children also achieved GLD. -Dedicated time given to S+L and communication programmes (Talkboost) will continue due to measurable positive impact in relation to children's ability to communicate with staff and peers. -Staff CPD/ monitoring (SSTEWES and URLEY) have enabled staff to critically assess their own practise and key practises from training now inform planning, the EYFS environment and the quality of S&L interactions available to children. -Additional TA hours to increase opportunities for small group and 1:1 interventions remains, as this proved effective in developing the confidence and speaking and listening abilities of Pupil Premium children. -SALT will continue to work with identified PP children due to positive impacts across school. In the academic year 2019/2020 SALT will work more closely with staff to model S&L strategies as this is an area of CPD requested by many teachers and TA's. -Parent workshops ('brew and natter', literacy workshop etc) were well attended and parental feedback suggested that parent/carer understanding of the importance of quality reading and communication with children had been developed. -The clubs attended by PP across school were tracked to ensure that all children were engaging with wider school life. Children were exposed to a wide range of specialist vocabulary in clubs such as gardening and cooking. -Staff observations at a partner school have led to a review and re-structure of how vocabulary is taught at Merton Bank. This has resulted in children using a wider range of vocabulary day-to day in writing and when communicating with others. -Nursery RWInc phonics training has meant that children have left nursery with an improved understanding of set one sounds and oral blending than in previous years. -An additional staff member employed to support the breakfast club provision enabled further opportunities for quality communication and free breakfast provision has meant that more children have attended than in previous years. 	<p>MC, LB</p>
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<p>Disadvantaged children and their families demonstrate increased engagement with wider school life through enrichment opportunities and develop their appreciation of the positive impact of this. (C)</p>	<p>Evidence suggests that support for families is significant in maintaining strong home-school links and helping pupils engage appropriately and effectively with school. As a result pupils demonstrate a more positive relationship with their parents/carers and with wider school life.</p>	<p>Review of support</p> <ul style="list-style-type: none"> -A wide range of lunch time and after-school clubs were subsidised to provide a broad and balanced range of opportunities for PP children and these clubs were well attended. -Invitation only, targeted clubs aimed at improving the academic achievement of PP children had some positive impacts on attainment. These clubs will continue in the new school year based cohort specific needs. -Open house policy to support families with difficulties requiring guidance. -Staff are confident in directing support and sign-posts to agencies. -Pupil Premium co-ordinator tracks attendance of enrichment activities. -School staff openly discuss the impact that enrichment has on children’s emotional wellbeing and aspiration. This will continue in the new school year. -The full-time school safeguarding manager is deployed to meet the needs of vulnerable and pp children and their families and has built strong and trusting relationships with target families. -Trips and visits subsidised by school e.g. Philharmonic, Year 6 residential, library visits, pantomime etc. enabled PP children to access wider learning and pastoral experiences. -Helena workshops engaged a number of PP parents, with some parents even offering to support in the delivery of further sessions. -Parents feel comfortable accessing the school-food bank and many do so regularly. This has provided school with a better insight into which families are facing financial hardship. -Due to increased numbers at breakfast club as a result of the provision being offered free to all children from Y1-Y6, parents have not yet been invited in to share breakfast with children but this is something that we hope will happen in the new year. -Stay and Play sessions for parents resulted in increased parental engagement and a smoother transition into EYFS for new starters as children were already familiar with the environment. This will be an initiative that continues this year if staffing allows. -Parent workshops and parent and child clubs, such as sketchbook book and maths games club, were well attended this year (more so than in previous years) and positive feedback was collected from parents around key learning being presented in a fun way and how much they enjoyed sharing positive time with their child/children. -Although a designated staff member was sent on mental health training, this will now need to be rolled out to all staff in school to ensure its impact. 	<p>MC, LB</p>
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<p>To narrow the gap in reading attainment of children who are disadvantaged to be closer to national averages. (E)</p>	<p>Many children do not read frequently at home, especially those with low levels of comprehension or reading attainment. Data shows more non-PP children attaining national standards.</p>	<p>Internal data 2018-2019 (Reading) Y1- 63% of class at national or above, 47% of PP children achieved national compared to 80% of non PP children. Y2- 70% of class at national or above, 67% of PP children achieved national compared to 75% of non PP children. Y3- 66% of class at national or above, 43% of PP children achieved national compared to 80% of non PP children. Y4- 59% of class at national or above, 44% of PP children achieved national compared to 91% of non PP children Y5- 58% of class at national or above, 56% of PP children achieved national compared to 50% of non PP children Y6- 73% of class at national or above, 71% of PP children achieved national compared to 75% of non PP children When comparing the attainment of those children in receipt of Pupil Premium, against their non-PP peers the results are as follows- In Y5 the attainment gap in reading was in favour of those children in receipt of Pupil Premium. In all other year groups, PP children were outperformed by their non-PP peers. In Y4, where the attainment gap was larger in favour of non-PP children, as oppose to the Pupil Premium group, it should be noted that this is a cohort with a higher than average percentage of children on the SEN monitoring register. Reading must be a whole school priority in the upcoming academic year 2019-2020 in regards to the attainment of PP strategy. KS2 SATs (Reading) Y6- 71% of PP children achieved the expected standard or above as compared to 75% of non-PP children. <i>These figures were a marked improvement upon the previous year. Vocabulary and inference skills will need to be a priority in regards to PP children in the academic year 2019-2020.</i></p> <p>Review of support -Continually auditing school book selection remains an ongoing priority. Support from the school library service has greatly improved the content of the school library. -Whole school approach to target readers is in place and closely monitored by all staff. - Accelerated reader (AR) improved the reading speed and ability of those children who were already competent and engaged readers however it did not have a measurable impact on the assessment results of Pupil Premium children in Y6, therefore it will not be continued. -Whole school RWI training has had a positive impact on staff confidence and consistency in delivering the programme as evident in the KS1 Phonics Screening Check results. Phonics screening check results this year for -Pupil Premium children (82% pass rate) were broadly in line with whole class results (83% pass rate). -Staff consistently access the library service purposefully. In the future, staff need to ensure that a wide and challenging range of texts are read, including historical, classic texts and texts from other cultures. -Library trips across school have had some success in igniting children’s passion for reading. Library experiences - need to be carefully chosen to engage children’s interests in the future. -Targeted lunch time and after school reading clubs have improved children’s engagement with reading and has expanded their exposure to wider reading materials. This needs to continue as our children do not, in many cases, have a broad enough reading diet at home.</p>	<p>MC, LB</p>
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<p>To continue to improve progress for KS2 PP children in mathematics (D)</p>	<p>KS2 data typically show that PP children do not achieve as well as their non-Pupil Premium peers in mathematics.</p>	<p>Internal data 2018-2019 (Maths)</p> <p>Y3- 71% of class at national or above, 57% of PP children achieved national compared to 90% of non PP children. Y4- 52% of class at national or above, 44% of PP children achieved national compared to 64% of non PP children Y5- 68% of class at national or above, 81% of PP children achieved national compared to 50% of non PP children Y6- 77% of class at national or above, 79% of PP children achieved national compared to 75% of non PP children</p> <p>When comparing the attainment of those children in receipt of Pupil Premium, against their non-PP peers the results are as follows-</p> <p>In Y5 and Y6 the attainment gap in maths was in favour of those children in receipt of PP. In Y4, where the attainment gap was larger in favour of non-PP children, as oppose to the Pupil Premium group, it should be noted that this is a cohort with a higher than average percentage of children on the SEN monitoring register.</p> <p>KS2 SATs (Maths)</p> <p>Y6- 79% of PP children achieved the expected standard or above as compared to 75% of non-PP children</p> <p><i>This was a further improvement on the 2017/2018 maths SATs result.</i></p> <p>Review of support</p> <ul style="list-style-type: none"> -Additional small group mathematics tuition provided to some PP children in KS2 with a qualified teacher with the focus of 'narrowing the gap' was successful in improving progress. -'TT Rockstars' programme greatly improved multiplication skills and children's engagement in maths. Staff will continue to ensure that Pupil Premium children have access to this programme frequently in school. -The maths CPD provided for staff, including maths development days with a consultant, improved the fluency and consistency of the teaching and children's application of the four operations and continued to develop reasoning skills across school. 	
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Our pupil premium strategy is reviewed at the end of every term.