



## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Mersham Primary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£22440	<b>Date of most recent PP Review</b>	April 18
<b>Total number of pupils</b>	203	<b>Number of pupils eligible for PP</b>	17	<b>Date for next internal review of this strategy</b>	April 19

2. Current attainment		
Attainment for: 2016-2017 end of KS2 (32 children)	<i>Pupils eligible for PP (your school)</i> 4 children	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving age related expectation in reading, writing and maths</b>	25%	61%
<b>% achieving age related expectation in reading</b>	50%	71%
<b>% achieving age related expectation in writing</b>	50%	76%
<b>% achieving age related expectation in maths</b>	25%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	0% of KS1 and KS2 PP pupils made accelerated progress in writing
<b>B.</b>	26% of pupils in Year 3 are eligible for PP funding, 25% of whom have SEN. 50% are achieving ARE
<b>C.</b>	55% of KS2 PP pupils made expected progress and are at age related expectation in maths, only 9% made accelerated progress
<b>D.</b>	KS2 do not have class TA's in the afternoon

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved writing and SPaG attainment of PP-eligible pupils.	Pupils eligible for PP to make accelerated progress in SPaG and writing to diminish the difference between pupils not eligible for PP. Writing attainment and SPaG progress of pupils eligible for PP in line with other subjects.

<b>B.</b>	Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.	Year 3 pupils eligible for PP to make accelerated progress in reading, writing and maths to diminish the different between pupils not eligible for PP.
<b>C.</b>	Improved maths attainment in KS2 for PP-eligible pupils.	KS2 pupils eligible for PP to make accelerated progress in maths.
<b>D.</b>	Maximise the impact of teaching assistants.	Improvements in the deployment, practice and preparedness of the teaching assistants and improved intervention outcomes.

5. Planned expenditure					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they 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 you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>D. Maximise the impact of teaching assistants.</p>	<p>Staff training in Growth Mindset, dyslexia, phonics.</p> <p>Conduct an audit of current practice, develop a clear shared vision and implement successful change.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA)</p>	<p>We want to ensure that all PP pupils can achieve expected targets and recognise the benefit of effective training, as identified in EEF's report on Making the best use of TA's. Children eligible for PP are attaining lower than pupils not eligible for PP and we want to continue to train staff to better understand and be able to support the needs of this group of children.</p>	<p>Training selected using evidence of effectiveness.</p> <p>Training delivered termly to TAs by the Deputy/SENCO. Teacher training during professional development meetings.</p> <p>INSET day to be used for whole staff dyslexia training , delivered by Educational Psychologist.</p> <p>Peer observation of attendees' classes after training, to embed learning.</p> <p>ELSA supported through supervision sessions with an Educational Psychologist throughout the training.</p>	SENCO	July and December 2018
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p> <p>D. Maximise the impact</p>	<p>Staff training on quality first teaching and TA deployment</p>	<p>We want to invest some of the PP funding in longer term change which will benefit the pupils.</p> <p>Results from the DISS project (2003-2009) made it clear that teachers are given very little guidance on working with TA's and recognised the importance of training teachers with regard to TA deployment.</p>	<p>Training selected using evidence of effectiveness.</p> <p>Training delivered termly to TAs by the Deputy/SENCO. Teacher training during professional development meetings.</p> <p>Peer observation of attendees' classes after training, to embed learning.</p>	SENCO	July and December 2018
<b>Total budgeted cost</b>					£4480
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p> <p>D. Maximise the impact of teaching assistants.</p>	<p>Small group pre-teaching writing sessions with class teacher, in addition to standard lessons.</p> <p>Use of spelling programme as part of targeted intervention for poor spellers.</p> <p>TA to be employed in the afternoons to deliver targeted individualised and small group reading, writing and maths interventions for KS2 pupils identified through the graduated approach.</p> <p>TA trained as an Emotional Literacy Support Assistant (ELSA) to deliver 1:1 intervention for targeted children.</p>	<p>Some students need targeted support to catch up. Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded.</p> <p>Pre-teaching sessions to be run by the class teacher and planned into the weekly class timetable, Impact overseen by English co-ordinator.</p> <p>Spelling interventions to be planned and monitored by the class teacher and impact of interventions monitored by SENCO.</p> <p>Progress monitored by SLT at termly Pupil Progress meetings as part of the graduated approach.</p> <p>SENCO to oversee the ELSA programme and monitor the impact of intervention.</p> <p>Monitor Well-being and Involvement scores as well as whether improvements in well-being and involvement translate into improved progress.</p>	<p>English lead SENCO</p>	<p>Termly</p>
<p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p>	<p>Small group pre-teaching maths sessions with class teacher, in addition to standard lessons.</p>	<p>The pre-teaching technique is successfully being used in other local schools who have seen an improvement in progress. Evidence of the effectiveness of this strategy can be found in the NET document about Tackling Educational Disadvantage.</p>	<p>Pre-teaching sessions to be run by the class teacher planned into the weekly class timetable, Impact overseen by Maths lead to ensure targeted pupils are making accelerated progress.</p> <p>Progress monitored by SLT at termly Pupil Progress meetings.</p>	<p>KS2 Teachers Maths lead</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£9480</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p>	<p>If deemed necessary, 1:1 bushcraft sessions delivered by a qualified Forest School Practitioner</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded.</p>	<p>SENCO</p>	<p>Termly</p>

<p>B. Increased percentage of pupils in Year 3 achieving age related expectations in reading, writing and maths.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils.</p>	<p>for pupils identified through the graduated approach.</p> <p>Support school trips, extra-curricular activities, instrument hire and individualised resources.</p>	<p>There is strong evidence that extracurricular activities and activities in the natural environment increase self-esteem and positive social behaviour among children. With greater self-esteem children will develop higher levels of wellbeing and involvement at school. Payment for extracurricular clubs will contribute to improved confidence and self-esteem.</p>	<p>Monitor Well-being and Involvement scores as well as whether improvements in well-being and involvement translate into improved progress.</p>		
<p>A. Improved writing and SPaG attainment of PP-eligible pupils.</p> <p>C. Improved maths attainment in KS2 for PP-eligible pupils</p>	<p>Family Liaison Officer to continue to work with parents to ensure high rates of attendance.</p>	<p>In order for us to successfully improve attainment we need the children to be in school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Family Liaison Officer aware of existing absence issues. Attendance officer, Headteacher, and Family Liaison Officer to collaborate to ensure school processes work smoothly.</p>	<p>Headteacher</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£8480</p>

## Review of expenditure

### Pupil Premium Grant Expenditure Financial Year 2017/18

<b>Amount of PPG</b>	Mersham Pupil Premium funding for 2017 – 2018 was £17160
<b>Total Number of Children Eligible for PPG</b>	13

<b>Initiative/Activity</b>	<b>Objective</b>	<b>Cost</b>
Literacy books/engaging Reluctant Reader/Phonics	To engage children in reading.	£300
Therapeutic play	To support pupils with emotional needs to raise wellbeing and to increase learning.	£210
Teacher -led pre-teaching intervention for KS2 writing	To provide support prior to the main lesson to raise confidence and self-esteem.	£600
Additional teacher-led tuition 'in class' for KS2 Literacy and Numeracy application.	To provide class based support for literacy and maths to increase engagement and achievement.	£1110
Teacher-led 'booster' tuition for KS2 and KS1 Numeracy and Literacy skills.	To raise levels of attainment by providing small group 'booster' support.	£1090
Teacher-led one to one tuition in KS2 Literacy and Numeracy skills.	To raise maths progress by providing individualised support.	£1200
KS1 and KS2 one to one social skills and well-being intervention.	To support pupils with social and emotional needs to raise wellbeing and to increase learning.	£1000
Teacher-led KS1 one to one tuition in speech, language and phonic interventions.	To raise reading progress by providing individualised support.	£3700
Individualised intervention programmes to support areas of need.	To provide individualised support for pupils identified through the graduated approach.	£3500

Extra-curricular opportunities. I.e. Musical instrument hire and tuition.	To provide enriched learning opportunities, give the pupils enjoyable experiences and increase their well-being and engagement with learning.	£324
Funding additional resources to support vulnerable groups and their learning/SEMH needs.	To enrich learning opportunities and provide emotional support for pupils to help them engage in school life.	£630
TA support - additional hrs in KS2	To increase the amount of support given to KS2 to raise their engagement in learning.	£1000
Speech and Language Assessment/ Resources	To enable staff to assess pupils, provide strategies for working with pupils and enrich learning opportunities.	£450
Courses & Staff Development	Train teachers to meet the needs of pupils and help all pupils access the curriculum.	£800
Funding for trips, curriculum themed days, after school clubs, swimming lessons and any other school activity that involved a financial cost or voluntary contribution	To provide enriched learning opportunities, give the pupils enjoyable experiences and increase their well-being and engagement with learning.	£1,300
Cool Milk Free for Over 5s who received PP	To provide nourishment at school, improve attendance.	£36
<b>Total</b>		<b>£ 17160</b>

## 6. Additional detail

Our full strategy document can be found online at: [www.mersham.kent.sch.uk](http://www.mersham.kent.sch.uk)