



Merrylands Primary and Nursery 3 Year Pupil Premium Strategy Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION: 2020/21			
Total number of pupils:	472 (including Nursery Sept 2020)	Total pupil premium budget:	£164090
Number of pupils eligible for pupil premium:	126 (includes Year 6 children who left July 2020)	Amount of pupil premium received per child:	£1345

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	On roll September 2020 - 38	8%
Girls	On roll September 2020 - 54	12%

COHORT INFORMATION		
SEN support PP	On roll September 2020 - 6	1.2%
EHC plan PP	On roll September 2020 - 0	0%
EAL PP	On roll September 2020 - 13	2.7%

Assessment data 2019/20

EYFS					
	Pupils eligible for PP	All pupils	National average	Data from previous 2 years	
				2017-18	2018-19
Good level of development (GLD)				37.5% (77.2%)	63% (80.0%)
Reading				50.0% (82.5%)	80% (83%)
Writing				37.5% (77.2%)	80% (82%)
Number				50.0% (82.5%)	80% (83%)
Shape				37.5% (80.7%)	75% (83%)

YEAR 1 PHONICS SCREENING CHECK				
All pupils	Pupils eligible for PP	National average	Data from previous 2 years	
			2017-18	2018-19
			76.9% (83.1%)	60.0% (84.5%)

END OF KS1					
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 2 years	
		School average	National average	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths				80.0% (73.3%)	77% (80)
% making expected progress in reading				90.0% (81.7%)	83% (83%)
% making expected progress in writing				80.0% (75.0%)	75% (78%)
% making expected progress in maths				80.0% (80.0%)	83% (83%)

END OF KS2					
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 2 years	
		School average	National average	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths				53.3% (68.2%)	48.4% (67.5%)
% making expected progress in reading				70.0% (77.6%)	58.1% (72.3%)
% making expected progress in writing				73.3% (83.5%)	80.7% (86.8%)
% making expected progress in maths				63.3% (78.8%)	64.5% (80.7%)

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	Attendance for PP pupils improving overall above 98% for majority of pupils	Persistence absence

Behaviour data	Issues with behaviour is very low	Mid year admissions
Safeguarding referrals	Majority -attendance is above 97%	Persistence absence

LONG-TERM PLAN (3 YEAR TIMESCALE):

1: To improve the attendance of disadvantaged pupils

- Pupils losing valuable teaching and learning time
- Link to SDP and Behavior Policy

2. To improve the quality of play, through support, training and guidance involving the whole community

- Improved team work, confidence and self-esteem
- Improvement in attitude to learning
- Increased daily physical activity through play
- Beneficial impact on lunchtime behaviour
- Improve the quality of day to day playtimes
- Children will want to come in and learn
- Link to SDP

3. To ensure disadvantaged pupils consolidate basic skills and access catch-up programs as needed

- Identify pupils who need intervention-not wanting to come to school, personalising learning etc
- Provide focused 1:1 support and small group teaching to close learning gaps in core subjects
- Link to SDP

4. All speech and language needs are identified at an early stage

- Pupils to engage with intervention program
- Pupils to be exposed to a wide range of vocabulary to improve comprehension and spoken language
- Opportunities developed for oracy across the curriculum
- Link to SDP and Early Years Adopter Framework

PRIORITY 1

Member of staff responsible: SLT						
Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To keep a regular track of attendance	Attendance review meetings- proactive support Review patterns in attendance and or lateness	Parent liaison officer and HT	Ongoing	Concerns from admin staff flagged immediately	Individual cases - start to see an improvement in attending on a Friday for example Pupils lateness improves-attend early morning sessions before school for example	Persistence absence improves overall Overall absence improves for disadvantaged pupils and is at least in line with national Punctuality improves for all disadvantaged pupils
2. To support vulnerable pupils and those with SEMH needs	Run targeted support sessions Train staff as to how to teach behaviour in Essex Steps – therapeutic approach to behaviour Pupils to have a key adult supporting the child-mentor Triggers explored- strategies and resources put into place for a personalised approach	Trust Play Therapists Adult led social groups Assistant Head-Essex Steps Lead SLT SENCO and CTs	Ongoing reviewed after block of sessions Autumn term 2020-refresher sessions including those for new staff (ongoing)	Roots and Fruits Cycle -Essex Step analysis Boxhall profiles completed for key children Training for staff- Lego therapy, social groups	Less disruption to learning -children are prepared to learn	Scripts are used by staff There is consistency across the school Pupils are aware of their targets and meeting those targets Positive, caring and trustworthy relationships are established Pupil Voice-positive outcomes

PRIORITY 2

Member of staff responsible: Opal school improvement team (HT, AHT, Parent Governor, Site Manager, Outdoor Learning Lead, Lunchtime Supervisor)

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Change the school's approach to play	Establish a team to work with the school improvement advisor	School Improvement Team	Advisor to work with school - 18 month period-end of spring 2022	Storage for resources Variety of resources to develop play for all ages Booklets for parents -available through website	Increased time with pupils being more active during the day	Pupils have an amazing playtime everyday Less learning time lost in the afternoon Attendance improves
2. Increase the amount of time that pupils are active during the day	Team to attend development sessions to create a clear strategy on how to improve play within the school Engage with all stakeholders Write and adopt a new policy				Social skills begin to develop through observations -team work. This is then replicated in the classroom	
3. Develop areas for improving the quality and quantity of active play	Train staff Practical ideas shared with parents/carers				Vocabulary and communication improves-progress in CLL	

PRIORITY 3

Member of staff responsible: DHT and AHTs

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To invest in high quality - first teaching	<p>AHTs to work with pupils in six week blocks minimum - liaise with CTs to keep them informed</p> <p>Strategies and progress shared with parents/carers</p> <p>LSAs to deliver Switched on Reading and Writing intervention sessions</p>	AHT	Review every half term	<p>Training for staff to deliver sessions</p> <p>A range of good quality texts</p>	Parents/carers become more confident in supporting child at home-direct feedback	<p>Pupils will meet or exceed national expectations in maths and English</p> <p>Close the reading and writing achievement gap for pupils working below age-expected levels</p>
2. Identify pupils individual needs	Progress and attainment tracked	DHT				
3. Ensure that those pupils who join mid year or mid key stage have needs promptly assessed	Targeted support put into place	<p>Parent Liaison</p> <p>SLT</p> <p>SENCO</p>		External support-agencies	Pupils begin to become more settled and engaging in their learning -progress is made	<p>History established with previous school including previous assessments and support given</p> <p>Staff will assess the needs of the new pupils and provision maps will be put into place quickly</p>

PRIORITY 4

Member of staff responsible: DHT, Early Years Lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To engage pupils with the intervention program	All speech and language needs are identified at an early stage using WellComm	EY Lead Nursery Manager	Autumn term 2020	School based intervention using Big Book of Ideas-attention and listening games	Concentration improves Vocabulary widens	Attainment is raised
2. To develop a curriculum that promotes oracy throughout	Pupils to be exposed to a wide range of vocabulary to improve comprehension and spoken language-developing and planning a curriculum for our pupils and our community (new EY framework)	Class Teachers Support Staff (LSAs)		Training needs for all staff Outdoor and indoor resources to create a rich stimulating environment		