



MERRYLANDS
PRIMARY SCHOOL AND NURSERY
Growth Through Learning

Pupil Premium Grant Funding Allocation

2020-2021

Merrylands Primary School and Nursery Pupil Premium and Early Years Pupil Premium Grant Funding 2020/21

Both Grants are additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

At Merrylands Primary School we believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for every child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged.

Number of Pupils & Pupil Premium Grant and Early Years Pupil Premium Grant received			
Total number on role			468
Total number of pupils eligible for Pupil Premium			93
Total amount of Pupil Premium Grant and Early Years Pupil Premium Grant (estimate) received			£164090
Objectives of spending Pupil Premium			
<ul style="list-style-type: none"> The quality of education for all children is improved To close the attainment gap between disadvantaged pupils and their peers To improve the attendance of disadvantaged pupils 			
Objectives of spending Pupil Premium linked to the school's Vision and Aims			
<ul style="list-style-type: none"> To provide experiences and enrichment activities across the curriculum to develop life-long skills. To develop children's ability to work individually and collectively to achieve their best in all aspects of school life. To raise children's aspirational to achieve well and succeed in the future. 			
Record of Pupil Premium Grant spending by item/project			
Item/Project	Cost	Objectives	Outcomes
Opal Primary Programme Play and Learning for Schools To improve the quality of play through support, training and guidance involving the whole school community	£7000	<ul style="list-style-type: none"> Improved teamwork, 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 	<ul style="list-style-type: none"> The OPAL Primary Programme has started but has been impacted by lockdown periods/restrictions during the academic year. Equipment has been purchased and plans have been made for the programme to be fully implemented during the next academic year.
Parent Liaison Officer To work closely with parents and vulnerable children throughout the school. Supporting the involvement of parents in their children's learning	£43179	<ul style="list-style-type: none"> Attendance and Punctuality improvement Support for vulnerable families Raised aspirations 	<ul style="list-style-type: none"> Attendance and punctuality has been tracked throughout the year and procedures have been followed for persistent absence (letters, meetings etc) Overall attendance for Pupil Premium children for this academic year was 95.13%. Several families have been supported by the Parent Liaison Officer throughout the academic year including sign posting to agencies who can support with finance, accommodation etc.
Assistant Heads	£5264	<ul style="list-style-type: none"> Intervention in maths, reading and writing. Work and strategies shared with 	<ul style="list-style-type: none"> Rising Stars interventions have taken place across the school for identified children.

Targeted interventions working with groups of children in 6 week blocks		parents/carers to support at home	<ul style="list-style-type: none"> By July 2021, more pupil premium children across the school were working at age related expectations compared to the baseline assessments in September 2020 for reading, writing and maths.
Additional Teacher in Y6 to support PP children Additional set group	£36537	<ul style="list-style-type: none"> Gap in attainment narrowed in reading, writing and maths Progress accelerated in reading, writing and maths in attainment at KS2 SATs 	<ul style="list-style-type: none"> By July 2021, more pupil premium children in Year 6 were working at age related expectations compared to the baseline assessments in September 2020 for reading, writing and maths.
Additional LSAs to support reading in KS1 To improve reading and spelling skills through targeted support in small groups (including the Lexia Subscription)	£14883	<ul style="list-style-type: none"> Reading skills accelerated Gap in attainment closed in reading Progress accelerated in reading -Phonics, KS1 SATs, KS2 SATs 	<ul style="list-style-type: none"> Gap in attainment between pupil premium children and all children closing across KS1. 60% of pupil premium children passed the Phonics Screening during the Autumn Term 2020.
Targeted Interventions Deployment of additional afternoon LSAs in KS1 and KS2 who will deliver targeted intervention work for individuals and small groups	£30027	<ul style="list-style-type: none"> Gap in attainment narrowed in reading, writing and maths Accelerated progress allowing identified children to catch up with their peers 	<ul style="list-style-type: none"> The deployment of afternoon LSAs has enabled interventions to take place across the school using the Rising Stars and IDL intervention programmes. By July 2021, more pupil premium children across the school were working at age related expectations compared to the baseline assessments in September 2020 for reading, writing and maths.
Counsellor and Play Therapist To work with children and their families to provide professional support and guidance	£10500	<ul style="list-style-type: none"> Attitude to learning and confidence improved Behaviour incidents reduced Attendance improved 	<ul style="list-style-type: none"> A counsellor from Brentwood Catholic Children's society works with three children one day per week. Two play therapists provide sessions for individuals one day per week. All children have found the sessions beneficial.
Staff Training Additional training to support safeguarding, on line safety, White Rose Maths etc	£1700	<ul style="list-style-type: none"> Staff have ongoing safeguarding updates High quality CPD through webinars etc to support pupils 	<ul style="list-style-type: none"> Staff have received regular training throughout the year which has had a positive impact on pupil well-being, safety and academic progress.
Computing/Home Learning Subscriptions to promote Home Learning and online safety	£1000	<ul style="list-style-type: none"> Pupils using home learning are more aware as to how to access web sites safely etc Pupils are aware as to the implications of misusing social media thus having a negative impact on their learning Regular information sent to parents/carers and pupils about online safety as well as staff CPD 	<ul style="list-style-type: none"> Homework has been set weekly using Tapestry / SeeSaw with many children accessing it. Parents have used Tapestry / SeeSaw as a tool for communication with the class teacher. E-safety lessons for children and newsletters for parents sent throughout the academic year have raised the profile of online safety.
Speech Therapy To support children identified with SLCN, making 1:1 Speech and Language	£12000	<ul style="list-style-type: none"> Gaps in SLCN identified and closed Prime areas of speaking and understanding are higher the previous year 	<ul style="list-style-type: none"> Children who had Speech Therapy showed increased ability to pronounce letter sounds and spoken words. During this academic year, sessions have taken place virtually.

recommendations and providing staff training and whole school approaches			
Additional Reading Books and resources To improve reading attainment and further develop a love of reading across the school	£2000	<ul style="list-style-type: none"> • Improved attainment for all pupil at end of KS2 • Improved attainment for Pupil Premium at end of KS2 • Gap in attainment narrowed in reading • Attitude to reading for pleasure increased 	<ul style="list-style-type: none"> • By July 2021, more pupil premium children across KS2 were working at age related expectations compared to the baseline assessments in September 2020 for reading.